

communicating for

# LEARNERS

SPRING  
No. 1



The Center for Teaching, Learning, and Technology  
Spring Semester 2007

The combined power of the web, universal document formats, and powerful search technology has fueled dramatic information transformation. This dynamic period in communication demands that educators constantly examine their abilities to transmit teaching, learning, and research information.

In his book, *Futuring*, Edward Cornish describes our “intellectual technology—computers and communications systems that enable us to collect, organize and analyze masses of information—as a major part of humanity’s new potential.” But with this growing store of knowledge come new skills, practices, and responsibilities.

What would we forecast as the transformation of scholarly communication? Certainly as educators, we would want to influence scholarly communication’s transformation toward a better, more sustainable future.

John Unsworth (University of Illinois, Urbana-Champaign) thinks that high-quality, peer-reviewed information in 2010, “would be freely available soon after its creation; it would be digital by default, but optionally available in print for a price; it would be easy to find, and it would be available long after its creation, at a stable address, in a stable form.”

Whether your forecast matches Unsworth’s or not, we can all agree that changes in scholarly communication are inevitable, and as educators we must continually discuss, debate, and learn. To that end, the Center is collaborating with the University Libraries to provide a series of three discussions that will explore information transformation.

Kelly Broughton, Linda Brown, and Bonnie Fink are a BGSU team who attended the Association of College and Research Libraries Institute on Scholarly Communication (December 2006). Along with other BGSU faculty and staff the team wants to share information, resources, and

multiple viewpoints about the beneficial and/or controversial changes in store for everyone involved in creating, preserving, filtering, and accessing information.

These discussions are timely because the OhioLINK Digital Resource Commons will be available soon to rapidly publish and comprehensively access the wealth of research, historic, and creative materials produced by Ohio’s scholarly communities.

## scheduled discussions

### Challenges Regarding Copyright and Use

Thursday, February 22, 12:00–1:15pm

Emerging technologies require careful decision-making. With ready access to great reservoirs of information and knowledge, some educators, either from lack of awareness or a false sense of security, engage in illegal use of materials. Join this discussion to better understand “what you can use when.”

### The New Models of Publishing

Thursday, March 15, 5:00–6:15pm

Online open archives, like OhioLink’s Digital Resource Commons (DRC), are publishing platforms that provide filtered access to articles, supplementary materials, supporting data, working papers, pre-prints, images, and more. They can extend the options for disseminating work and preserve the stages of scholarly research. Join this discussion to both gain and give perspectives about open access and the DRC platform.

### The New Models of Owning Ideas

Tuesday, April 17, 5:00–6:15pm

New models of publishing provide choices for authors. What are the advantages and disadvantages of new models of owning ideas? Does the author keep the copyright, retain some rights through Creative Commons, give the copyright to the publisher? Join this discussion to learn about these options and think about what is the best choice for you.

Register through the Center, [ctl@bgsu.edu](mailto:ctl@bgsu.edu), for these discussions held in the Pallister Conference Room, Jerome Library.



## visionary STATUS

Working with a group of highly disadvantaged teenagers from Long Beach, California, Erin Gruwell earned her visionary status by turning the violent and confrontation-filled lives of her students into a powerful project that grew into a larger forum for at-risk youth in the United States to speak out about their lives and experiences. Initially spear-headed by Gruwell and a group of her students in 1994, the group “Freedom Writers” and the journals and essays they wrote became the focus of national media attention and shed light on an often ignored and maligned section of American society.

The success of the initial group spawned a foundation—the Erin Gruwell Education Project—that continues to provide workshops and training for teachers globally as well as scholarships for at-risk teens who are entering college. Gruwell has won numerous academic awards and other accolades for both her initial work with the original “Freedom Writers” and her continued work with her foundation. She now teaches at California State University, Long Beach, while writing a second book and working on a documentary about the Freedom Writers.

More information on Gruwell and the Freedom Writers can be found at their website.

[www.freedomwritersfoundation.org](http://www.freedomwritersfoundation.org)

## learning & teaching with web 2.0

The Chronicle of Higher Education recently noted the cultural transformation occurring online with “a new focus on innovation, creation, and collaboration, and an emphasis on collective knowledge over static information delivery.” This transformation is attributed to Web 2.0, loosely defined as the second, usage wave of the Web that emphasizes online collaboration and sharing information.

All things considered, Web 2.0 is less of a “thing” as it is an ethos or philosophy—where connecting, sharing and collaborating via the Internet reigns—moving from information seek and find to knowledge sharing and synthesis. It’s a place where the wisdom of crowds or the “public good” outlives, outlasts, and outsmarts individuals with less experience, knowledge, or common sense. Web 2.0 is essentially an all-encompassing descriptor for the future of the Internet, as well as teaching and learning.

Anytime-anywhere access to information is one level of learning and understanding, but Web 2.0 encourages active learners. For example, students can post reflections to blogs that include interactive comments and resource links, or instructors can create social, resource bookmarking sites, or learner groups can use collaborative wikis to complete projects. With Web 2.0’s technology, learning becomes collective through shared wonder, inquiry, exploration, debate, problem solving, and performance.

You have most likely heard about students’ use of social networking sites like Facebook or MySpace, and blogs are also becoming common and popular Web 2.0 online resources. The Center hopes you will consider learning more about some of these Web 2.0 tools, such as blogs, wikis, mashups, and social bookmarking. Some general definitions of these tools may be helpful to you.



## The Hot Five

The Center presents its top five list of our hottest online resources.

1

**NTLF**  
ntlf.com

Online forum filled with articles relating to teaching and learning. New issues are produced monthly.

2

**New York Library**  
nypl.org

Large collection of eBooks, audio books, music and videos for download, as well as other digital resources.

3

**GPO Access**  
gpoaccess.gov

Online access to governmental documents, such as the U.S. Code and the Code of Federal Regulations.

4

**Copyright Guide**  
umuc.edu/library/copy.shtml

University of Maryland’s Guide to Fair Use and Copyright in the classroom and on the Internet.

5

**Best Tech Videos**  
besttechvideos.com

Collection of IT video resources for developers. Videos are organized by subject categories.

## Web 2.0 Tools for Learning

Blogs (aka—web logs) are chronologically organized webpages, most often created and maintained by one person. Originally used as written, online journals or diaries, blogs now function as community discussions using hyperlinks, the “comment,” and “trackback” features.

Wikis (meaning “quick”) are webpages that facilitate collaborative authoring and design through “one-click editing.” Using a database foundation, wiki changes are easily recorded, viewed, and restored.

Mashups are a combination of information or content on one website or web-based application.

Social Bookmarking is a means of storing and retrieving information through collaboratively created labels (called “tags”). Multiple users rather than one entity generate this evolving taxonomy.

Throughout 2007, the Center will be offering workshops on Web 2.0 learning tools that promote student reflection, writing, and collaboration, beginning with “Introduction to Blogs and Wikis” on January 31st.

### Resources:

Maloney, Edward J. (2007). What Web 2.0 can teach us about learning.

*The Chronicle of Higher Education • Information Technology*, 53 (18), pp. B26-27.

### EDUCAUSE—Web 2.0 Resources

[http://www.educause.edu/Web2.0/645?Parent\\_ID=823](http://www.educause.edu/Web2.0/645?Parent_ID=823)

## Did you know?

*March 23, 2007 is the date for the first BGSU Teaching and Learning Fair. This Fair offers faculty as well as graduate and undergraduate students opportunities to share and display their best strategies for promoting optimal learning and solid teaching. Knowing that professional development is best accomplished by peers learning from one another, the Fair provides a good venue for the BGSU community to communicate, both internally and externally, its learning and teaching successes.*

*The Fair will be set up in the common areas of Olscamp Hall and in available classrooms. Firelands College will be participating through interactive video. A keynote address by L. Dee Fink (Significant Learning <http://www.ou.edu/idp/significant/index.htm>) will be in 101 Olscamp and is open to fair participants and invited faculty and graduate students.*

*The Center urges you to participate in the Fair—if you are interested, contact us, [ctlt@bgsu.edu](mailto:ctlt@bgsu.edu) or 372.6898.*

# scheduled workshops

*Workshops for technology tools to use in the classroom or for research*

### Information Transformation Discussions

#### Challenges Regarding Copyright & Use

Thursday, February 22, 12:00–1:15pm

#### The New Models of Publishing

Thursday, March 15, 5:00–6:15pm

#### The New Models of Owning Ideas

Tuesday, April 17, 5:00–6:15pm

### Blogs & Wikis

#### Introduction

Wednesday, January 31, 1:00–2:30pm

Thursday, April 12, 1:00–2:30pm

#### Advanced Wiki

Friday, February 9, 1:00–2:00pm

Wednesday, February 28, 1:30–2:30pm

#### Advanced Blog

Thursday, February 15, 10:00–11:00am

Friday, February 16, 10:00–11:00am

### Constructing Effective Writing Assignments

Thursday, February 22, 10:00–11:30am

### Refworks

Friday, February 16, 1:30–2:45pm

Tuesday, February 27, 10:30–11:45am

### SNAP Survey Software

This is a two part workshop, please sign up for both sessions

Tuesday, February 13, 8:30–11:30am (Part 1)

Thursday, February 22, 8:30–10:30am (Part 2)

Tuesday, April 10, 8:30–11:30am (Part 1)

Thursday, April 19, 8:30–10:30am (Part 2)

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To register for one or more of our workshops, contact the Center at:  
[ctlt@bgsu.edu](mailto:ctlt@bgsu.edu)  
419.372.6898

# scheduled workshops

## Advising as Teaching

*The following workshops are available at the Center through collaboration with the Vice Provost of Academic Services and The Advising Network. Consider attending and learning about what teaching tools and strategies apply to the advising process.*

### **Advising and Assisting Distressed Students** NEW

Wednesday, February 7, 3:30–4:30pm

This workshop offers information to assist advisors in working with distressed students. Topics that will be discussed include recognizing warning signs, listening and responding, available resources, and making referrals. Information will be shared about the services of the BGSU Counseling Center.

### **Prior Learning Assessment** NEW

Thursday, February 15, 11:00–noon

This workshop will explain the policies and procedures which allow students to earn credits for prior learning through alternative methods such as validation, credit by examination, CLEP and portfolio assessment.

### **Technology Tools for Advising**

Thursday, February 8, 2:30–4:00pm

### **Academic Policies**

Tuesday, February 20, 2:00–3:00pm

### **Legal & Ethical Issues in Advising**

Wednesday, February 14, 3:30–4:45pm

## Service Learning

### **An Introduction to Service-Learning**

Tuesday, February 13, 11:00–12:45pm

### **Building Collaborations with Service-Learning** NEW

Monday, February 26, 12:30–1:45pm

Dr. Radhika Gajjala has been engaged for several years in linking both graduate and undergraduate classes with community needs in Northwest Ohio using service-learning pedagogy.

*Join us to hear about Dr. Gajjala's work and her experiences integrating community-based learning in her teaching, and her insights on creating community partnerships.*

## Tools Workshops

### **Managing Your E-Mail**

Monday, February 5, 10:30–11:30am

Tuesday, March 13, 2:00–3:00pm

### **Adobe Acrobat**

Friday, February 9, 11:00–12:00pm

Thursday, March 1, 11:00–12:00pm

### **Secure Documents**

Wednesday, February 14, 11:00–12:00pm

Tuesday, March 13, 10:30–11:30am

### **Media Usability 101**

Friday, February 2, 2:30–3:30pm

Friday, March 16, 10:00–11:00am

Friday, April 20, 1:00–2:00pm

### **Film to Finish**

Wednesday, January 31, 10:30–12:00pm

Wednesday, February 28, 10:30–12:00pm

### **Movie Maker (PC)**

Wednesday, February 7, 2:00–3:00pm

### **Digital Photography HDR**

Tuesday, February 6, 2:00–3:00pm

Friday, March 2, 2:30–3:30pm

Thursday, April 12, 9:30–10:30am

### **Audio Files with Audacity**

Thursday, February 1, 1:00–2:00pm

Tuesday, February 13, 2:30–3:30pm

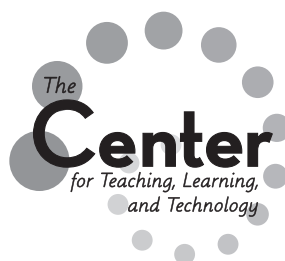
Monday, March 19, 9:30–10:30am

Wednesday, April 18, 11:00–12:00pm

### **Podcasting**

Thursday, February 8, 10:00–11:00am

Friday, March 16, 1:00–2:00pm



To register for one or more of our workshops, contact the Center at:

[ctlt@bgsu.edu](mailto:ctlt@bgsu.edu)

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