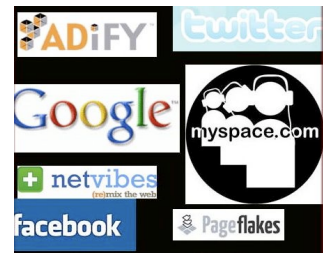




Chapter 16 Web 2.0



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What is Web 2.0?

Here's the official version: "Web 2.0 is the network as platform, spanning all connected devices; Web 2.0 applications are those that make the most of the intrinsic advantages of that platform: delivering software as a continually-updated service that gets better the more people use it, consuming and remixing data from multiple sources, including individual users, while providing their own data and services in a form that allows remixing by others, creating network effects through an architecture of participation, and going beyond the page metaphor of Web 1.0 to deliver rich user experiences." This is according to Tim O'Reilly, (http://radar.oreilly.com/archives/2005/10/web_20_compact_definition.html), the computer guru who coined the term.

Here's the short version: Web 2.0 is the Read and Write web, an ever-proliferating onslaught of websites that allow users to publish their writings, their podcasts, their graphics, their videos, their thoughts, their every-waking moment. In the old days, people accessed information on the web, and the lucky few who knew HTML and had access to a website could publish information to be shared. But with the advent of new programming languages and the ease with which users can now upload all kinds of information, the web has become an interactive experience and a voice for all to share their thoughts, opinions, and personal lives. The Web is no longer a passive playground, but an active participant-driven network of social communication and interaction. The web is now a participatory culture, and teachers must use the power of Web 2.0 to harness that collective intelligence. With the advent of social media, Delicious, Diigo, Facebook, Voicethread, Twitter, YouTube, and more, the web can become a playground for creative collaboration.

Content on the web is no longer static. Web users can annotate web pages for their own or student use, create social networking sites and digital storytelling projects, maintain on-line calendars and to-do lists, create blogs and wikis, share favorite websites, manage group word processing and spreadsheet projects, upload and edit photos, videos, PowerPoint presentations and more. In fact, each day new innovative tools are appearing on the web.

What are the Web 2.0 buzzwords: RSS, feeds, aggregators, blogs, wikis, podcasts, vlogs, YouTube, tagging, social networking, social bookmarking, and digital storytelling.

What are some popular Web 2.0 Sites: Voicethread, Del.icio.us, Facebook, Diigo, Google Reader, Flickr, YouTube, Digg, Jumpcut, Animoto, PBWorks, Dipity, Capzles, Glogster, Tiki-Toki, Twitter, and Edublogs. More about these later.

So, is there a School 2.0? Do any of these apply to educators? Of course. How? Wikis and blogs encourage writing skills, peer editing exercises, collaboration, and practice in expressing and clarifying a point of view; Flickr provides access to marvelous photographs for student projects and presentations while other websites allows users to create storyboards, comic strips, animations and flash presentations with Flickr photos; YouTube offers a wealth of videos on current events, music and concerts, scenes from plays and films, archives of historic videos, the ability to create playlists for your students, tutorials for other Web 2.0 sites, and the goofs and gaffes of every politician and celebrity; Google Reader and Twitter give students and teachers access to updates from blogs, news organizations, and a host of websites to expedite research and keep abreast of ever-changing information and news. Web 2.0 will lead to School 2.0 because new opportunities to create content will open up new pedagogy.

Visual Literacy

The Web has always been a repository for archived videos, but Web 2.0 has witnessed an onslaught of video opportunities. What does this mean for educators? Teaching visual literacy has never been more important. In fact, the Partnership for 21st century skills has identified visual literacy as one of the key skills of the current century. Schools must provide students with the ability to explore, navigate, and evaluate the wealth of materials at their disposal. Students are creating their own media with cell phones and digital camera and creating their own visual environments with Facebook; teachers can harness that energy to address curriculum content.

YouTube and You (www.youtube.com)

YouTube is a prime example of the read/write/publish aspect of Web 2.0. YouTube attracts over 20 million visitors per month, becoming a vast repository for self-published videos, archived clips of movies past and present, videos of famous people both past and present, and student-created projects. YouTube has changed the political world (even presidential candidates refer to its videos), and it has the potential to change the educational world.

YouTube is a gold mine of historical nuggets: videos of the Civil Rights Movement, the funeral of JFK, the Cuban Miss, the Holocaust, presidential debates. History teachers can easily add short videos to daily lesson plans, bringing history right into the the classroom. English teachers

can find videos of Shakespeare plays, student projects, clips of movies based on novels, and poets reading their won poems. Foreign language teachers can find video clips of foreign language films (I helped one teacher find the first French movie, a 1910 Science Fiction film) or commercials from France and Spain. With a few tricks (discussed later), students can download these videos and edit them in iMovie or MovieMaker to provide French or Spanish dialogue. Lower school students can explore weather, astronomy, and current events. Students can create mashups to explore the issues of Copyright and Fair Use. The possibilities are endless and painless to include in a classroom environment.

Another example: a group of sixth grade teachers were reading *The Diary of Anne Frank* with their classes, and the students were unaware of the historical events. Additionally, the teachers wanted the students to realize that Anne was an actual person, not a fictional character. The teachers started each class with a short video from YouTube: a collage of photos, the only known video clip of Anne, scenes from *Triumph of the Will*, etc. The teachers marveled at the quality of class discussions and the students' interest in reading the *Diary*.

Another example: students researched presidential candidates in the YouChoose section and then created 3 minute campaign spots for the candidate of their choice with the use of downloaded video clips (using zamzar.com) and video editing software and websites.

YouTube videos are easily embedded in blogs, Moodle, Google Presentations and Sites, and wikis, but they can also be downloaded to be included in a PowerPoint presentation or saved for later use. YouTube does not allow for easy downloading, so several websites give users the option to download a YouTube video and convert it to a useable format. Zamzar.com converts a YouTube URL into a .mov file and then sends an e-mail with a link to download that file. (Zamzar.com, by the way, has a multiplicity of uses for converting files to many different formats.) YouTube Downloader (video.google.jp/dl/) downloads video in four easy steps: Enter the YouTube Video URL; click "Get Download URL"; Right click on the PC or Control-click on a Mac "Download URL; and then "Save target as "nameofvideo.flv" You will need a Flash Video Player for these files, so download a free FLV player. www.vixy.net is an online FLV converter that will convert a YouTube video to one that can then be viewed on an iPod.

Use the Favorites Feature in YouTube to create playlists for your classes and your students; instead of having to bookmark each video, you create a playlist of your favorite videos and your students can view the playlist (You will need a YouTube account.)

YouTube has added a privacy control perfect for schools. Originally, videos uploaded to YouTube could be either public and searchable by YouTube or private to be shared by only 25 people. A third option is now public, but not searchable; so the video has a URL so it can be embedded, but it cannot be found by searching for it.

Also try TeacherTube.com, a video site dedicated to videos that are strictly educationally focused. There you will find teacher and student-created video projects and tutorials on math, science, literature and more. These videos can be used for your own learning or for sharing with your students. Plus, you and your students can easily upload your own videos. A recent visit

revealed a tutorial on making posters with Excel, a rap song about Perimeter and one about fractions, Trigonometry at the Basketball Hall of Fame, and Teaching Physics. TeacherTube allows the creation of channels. Hulu.com has current and older television shows, and Vimeo archives user-uploaded videos. Videosurf.com searches for videos throughout the web.

Each day, new video sites are popping up on the web. Try Blinkx (www.blinkx.com/) which bills itself as a video search engine. There you can find videos from YouTube and over 200 media companies, including CNN, BBC, New York Times, Fox, NBC, HBO, and more. You can search by keyword topic, by content provider, and by a safe search. You can create channels here, embed videos in your blogs, and create a video wall.

Adding YouTube Videos to Moodle pages

1. Locate video you want to embed from YouTube
2. Click Share (appears beneath the video window), then click Embed (you can customize the video size) and then copy the code
3. Return to Moodle and create a new web page or edit a current topic box
4. Click on <> on the toolbar in Moodle 1.9 or the HTML button in Moodle 2.0
5. Paste and save.

Customizing YouTube Videos

The related video links at the end of YouTube Videos is an issue for educators who don't want their students checking out the other videos. YouTube now allows you to customize your player which means you can choose not to show the related videos.

1. Locate video you want to embed from YouTube
2. Click on Share
3. Change to Don't include related videos and then scroll down to choose one of the pre-set videos sizes or enter a pixel width and height for a desired specific size.

Yet one more interesting site is Overstream.com which allows students and teachers to add subtitles to YouTube videos. Students can provide the foreign language text for a French or Spanish video, or they can mute the sound of a commercial, music video clip, or coming attraction of a movie to provide foreign language subtitles. Easy and very cool! Another site is Bubbleply.com. This site allows the user to add pop-up bubbles to a YouTube video. You can choose when and for how long the bubble will appear. Bubbles can include text and hyperlinks. Again, think of the many ways to use this site: a history class can annotate a famous speech, a French class can dub a commercial, a lower school reading class can add bubbles to a video of a class trip. The link feature makes this an even more powerful tool for upper school students, who can create links to websites, maps, and other resources.

Several sites (quietube.com and safeshare.tv) allow you to show YouTube video to students on a plain background, eliminating the distractions, comments, and related videos. Blipsnip.com allows you to add chapter markers and annotations to YouTube videos. Choptube.com allows you to “chop” out a part of a YouTube video to share with others.

Flickr and You (www.flickr.com)

Flickr, one of the most popular sites on the Web, archives over 10 million photos and adds one million photos per day. But why is this site so useful? First of all there is the ability to “tag” photos, tagging being the Web 2.0 way of saying categorizing photos by keyword(s). Viewers of photos can arrange them, add comments, notes and tags. Pictures can also be “geo-tagged” on a map to provide a virtual tour of different countries. Flickr is a terrific resource for student projects because they can search by place name or a by a thematic keyword like “love” or “serenity.” Many of the images are copyright-friendly.

Flickr can be used for many other educational projects promoting visual literacy: using a photograph as writing prompts for a story or a poem; using multiple image sets for digital storytelling projects; exploring a region with the Flickr map feature, creating an iMovie or Photo Story project of a poem. Students can enter keywords from the news to find topical images for the creation of current events presentations. Teachers can post a flickr photo on a blog to elicit student comments. Math teachers can search for architecture to explore geometry concepts. Create a tag scavenger hunt for your students. Geography teachers can prepare slideshows about different climes and ecosystems.

Teachers can also create groups, which can be public, public (invite only) or completely private. Every group has a pool for photos and a discussion board for commenting. Students can view the photo groups and participate in a discussion board. Add a photo to a group by going to the photo's page and click the "Send to Group" button between the photo title and the photo. Then choose the group you want to send it to. Students can then view the group pool of photos to see the steps of a lab experiment, views of Ancient Rome, or animals from the Bronx Zoo.

Many sites capitalize on Flickr’s popularity by providing add-ons to edit the available photos. flickrslidr.com embeds Flickr slideshows into your blog or wiki. Befuddlr.com creates puzzles out of Flickr photos.

Web 2.0 does videos, audio and graphics

Podcasting and Gcasting (www.gcast.com)

People always posted audio files on the web, so what’s with all this podcasting stuff? Isn’t a podcast just an mp3 file that anyone can download? Well, yes and no. In the simplest sense, a podcast is a sound file saved in a audio format known as mp3 and then posted on the web to be listened to from the website itself or to be downloaded and played in iTunes and an mp3 player such as an iPod. It is the brilliant marketing of apple corporation that they are named after iPods because that particular brand of mp3 player is the most popular one, by far. If Microsoft had marketed its Zune more successfully, the same exact files might have been called Zunecasts. While some think you can listen to a podcast only on ipod, in fact, you can use any mp3 player.

So, what then is a podcast? It is an audio recording, which could be anything from a short recounting of the day in the life of a first grader to an hour long anatomy lecture by a professor at Harvard Medical School. There are thousands of podcasts available on the web on every conceivable topic; check the iTunesU section in iTunes for podcasts produced by many