

Who Are We?
What Do We Know?

The Youth of Tomorrow

He has always been online

There has always
been one Germany

Satellite radio has been around
since he was 5

Has never seen a film camera



He's always been able to watch wars and
revolutions live on TV and the internet

Has never known a world without
digital phones or DVDs

He has only lived through two presidents

There have always been hybrid cars

Scheduled, Structured Lives

- We are the busiest generation ever!
- We are part of so many activities, our schedules are micromanaged
- We are in soccer camp, karate club, football, robotics clubs, environmental clubs, etc.
- We needed a planner before middle school
- [The Mom Video](#)

We Live in a World of Contradictions

- We are confident... yet yearn for praise
- We demand respect... without experience
- We expect to achieve now... but move back home after college

Technology and a new Generation Gap



How technology is shaping our lives and our perception of the world around us

A Mindset of “Continuous Partial Attention”

24 million
U.S teens
who:

87%

Use the internet

65%

Instant Message (IM)

44%

Go online every day

29%

Keep several IM
conversations going at once

29%

Have more than 50 “buddies” on
regular IM list

25%

IM people in the
Same room

We are spending 6.5 hours a day with media, and pack 8.5+ hours worth of exposure into that time

Teens have more media devices:

- 39% have cell phones
- 24% have a hand-held Internet device or PDA
- 12% have a laptop computer

Social Distinctions Between Adults and Teens

Adults:

see the Web as a supplement to their daily lives.

tap into information online to buy books, or send flowers, or send and check emails.

social lives remain rooted in the traditional phone call and face-to-face conversation.

Teens:

live comfortably in both worlds at once.

use social networks as virtual community centers, a place to go and sit for a while (sometimes hours).

use their computers for activities such as social networking,-- on average, 1 hour and 22 minutes a day, a nearly threefold increase since 2000.

Finally:

- We expect our parents to “rescue” us
- We like instant gratification and praise
- We often times don't appreciate authorities telling us no
- We expect challenging, interesting assignments
- We like to tell it like it is
- We expect control over everything--when/where we talk to friends, watch shows, listen to music, etc...
- Most of our learning has been experimental, tactile, and visual--video games, multi-tasking on our gadgets, etc...
- We learn best via trial-and-error problem-solving--
 - video games demonstrate a trial-and-error approach to solving problems
 - losing is the fastest way to master something because losing provides learning

Welcome To Our World!

- Cloud Computing



- Open vs. Closed Systems



- Social Networking



- Virtual Learning Environments





Cloud Computing

VS. . The Desktop

Google Computing Tools

- Google Docs
- Google Chrome
- Gmail, Talk, Calendar
- Google Notebook
- Google Picasa
- Google Sites
- With more to come.....

Pros & Cons of Computing Tools

- Pros
 - Free
 - Cheaper computers--use thin clients (less local processing power needed because cloud computing tools are all web-based)
 - Backups handled by Web servers
- Cons
 - Trust WHOM with MY secure data?
 - Reliance on internet connection
 - Need student/teacher guidelines for online publication and who has access
- Pro and Con?
 - New content resources that are constantly evolving through collaboration, interaction, and publishing by everyone
 - But, resources may be “unknown, true, false, biased, etc.”



Social Networking

Social Networking

- Blogs - everyone can communicate
- **RSS** Feeds and Google Reader - everyone can read about it
- **Delicious** - sharing favorite web pages
- Video sharing - YouTube, Google video, Teacher Tube, and on and on
- Podcasting - multiple literacies in action
- Wiki - power of the crowd
- Online friends - MySpace, Ning, Facebook

Open vs..Closed Systems



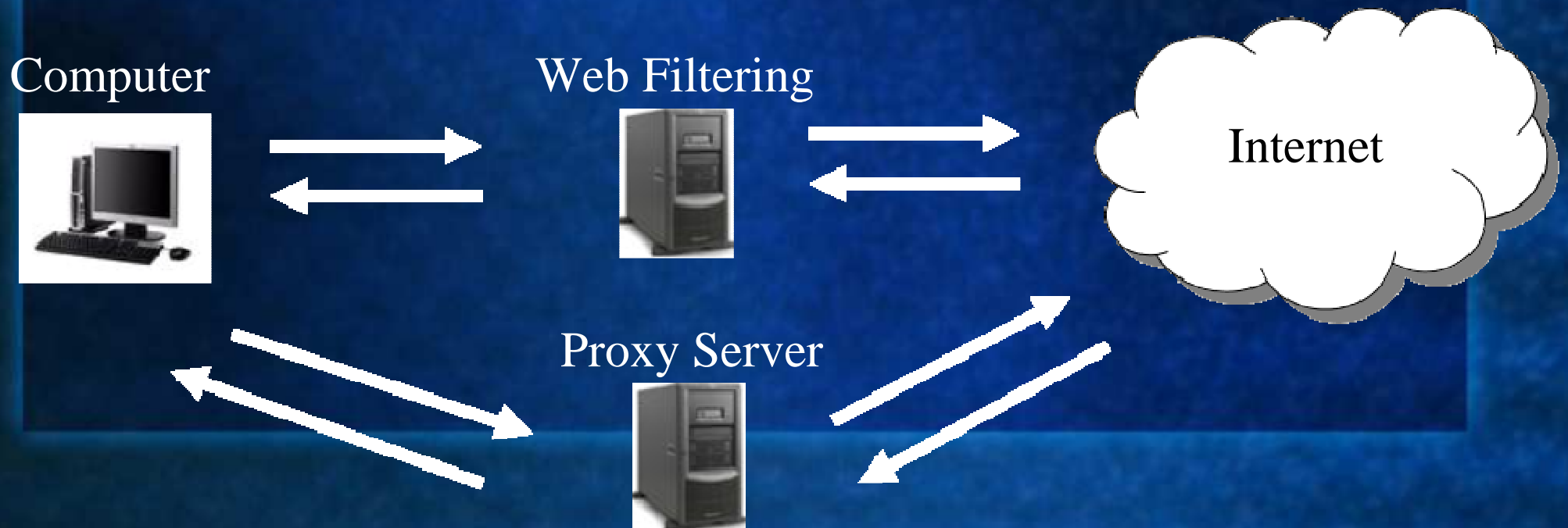
Is your school network REALLY closed?
Acceptable Student Use Policy?

Using Command Prompt

- Students can:
 - Create local accounts to access:
 - Internet access
 - Network Information
 - Get Information including:
 - Last user logins
 - When their password will expire.
 - Etc.
 - Take screen shots as a verbose command displays its information on the screen.
 - **Note: Administrators have the ability to hide command prompts from students.**

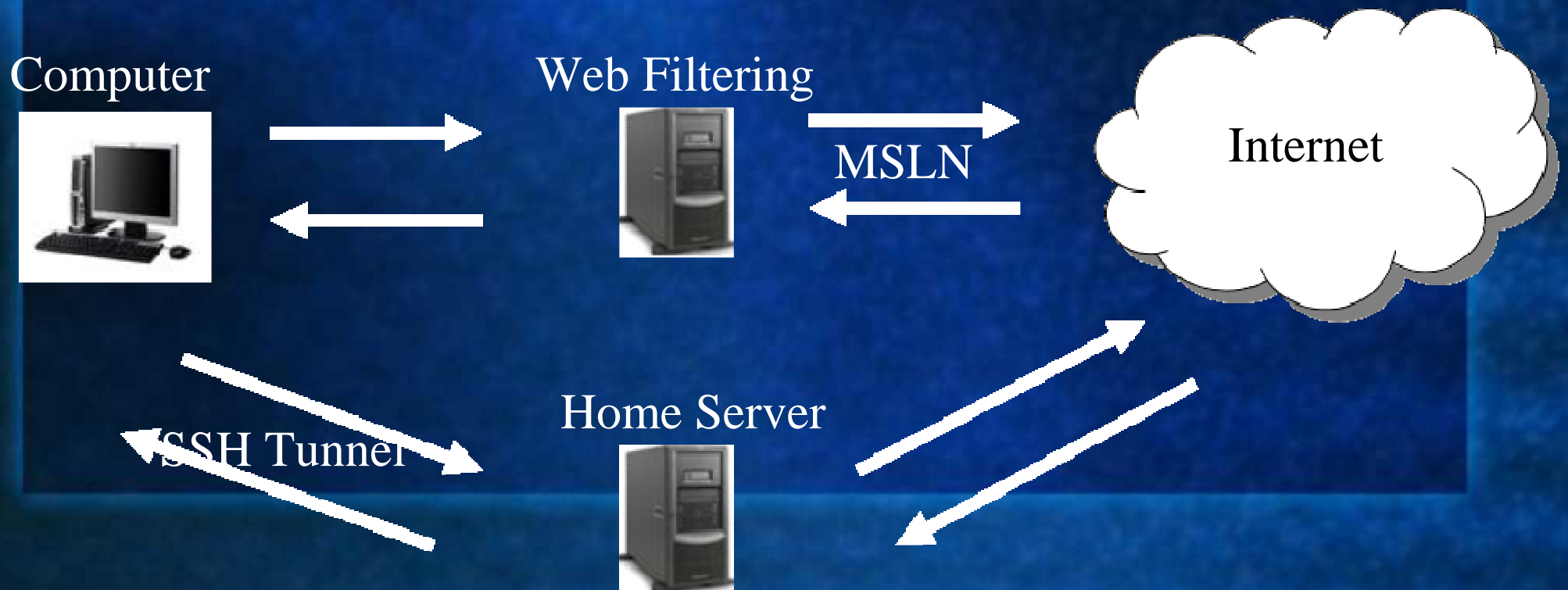
Proxies

- Students can Google “proxies” to get links to millions of proxy servers.
- Examples of proxies:
 - www.hidemyprivacy.com
 - www.freerox.info



SSH Tunnels

- Is a means of bypassing web filtering
- It is slightly more complicated
- It works very similarly to proxies



Sites Blocked?

- One can type in the IP address of the website they seek if the url is blocked.
- If the IP address is blocked at the router then the student can convert the address into binary code and type it in that way.

Deep Freeze?

- Is a program that creates an image the hard drive and reverts to the saved image each restart.
- Usually tech admin enter a password and can unthaw the computer (updates)
- Hackers have written programs to “thaw” the drive, a state where it is not reverted to the image at shutdown
- Students could then thaw Deep Freeze for days or permanently until Deep Freeze is reinstalled.

Server access

- Students can access the list of district servers and account names even though the student can't edit or change them.



Programs

- Students have the access to install programs to their home directories and rename the folders so that the Tech Administration doesn't know what is actually in the folder unless they open it.
- If the program is installed to the desktop Deep Freeze will remove it, however, if the program is in the home directory it will not be removed.

WEP Keys

- If a school is using a 128 bit network passkey instead of using a WPA then a student can easily access the school network from their personal computer.



http:// or https://

- http:// stands for hypertext transfer protocol.
- https:// stands for secure hypertext transfer protocol.
- Most of the sites that are blocked are http:// sites; however students can still access them by using https://

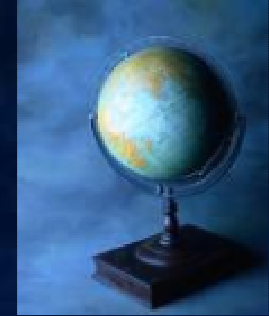
Virtual Learning Environments

Some examples:

- Virtual High School
- Second Life
- Tween Sites
- ThinkQuest and Moodle



Virtual High School



Student-centered

No limitations to time and space

Augments rather than replaces traditional classroom teaching

Mr. Andrew Haynie is MHS resource for course offerings

Second Life



- A three-dimensional world which is created by the people who interact with it.

Educators and other associations and companies can access Second Life through the Second Life Grid. This is where you create your avatar and your teaching program.



An Introduction to Second Life
Educational Uses of Second Life

Tween Sites



- Tweens on the Internet?
- Parents can monitor their kids playtime
- Membership proceeds can support other children's lives around the world
- Training grounds for virtual worlds like Second Life and social networking sites like MySpace
- Can promote learning, especially reading, writing and communication skills
- Club Penguin
- Whyville
- Webkinz

ThinkQuest

- Learning by moving children from listeners and readers to making them authors and experts with the potential of a global audience for their work
- Global or local collaboration on projects
- Build easy to develop teacher and/or student web pages
- Provide online discussions



Moodle

- A course management system
- Create effective online learning communities.
- Includes blogs, messaging, participant lists etc., as well useful tools like grading, reports, integration with other systems and so on.



What Can You Do?

Questions to Ponder

- Are you teaching us how to operate within our own culture? Or should you quit fighting the generational shift and let us teach you how to live in our world?
- We may be technologically literate, but does that necessarily make us media literate? How can you make sure we are willing and able to practice careful use and evaluation of Internet research?
- How can teachers and administrators use technology to better promote safe, but engaged learning?
- How can teachers and administrators create an environment where students are as comfortable in school as they are out of school--an environment where change is a constant for them and a place where stimulation and creativity are important?

Questions Continued.....

- We have become true collaborators. How do you promote and continue to allow us to be in constant communication with each other through collaborative learning and real-time feedback methods?
- How can teachers and administrators use technology to promote creativity, but also at the same time create policies about how social networking, intellectual property protection, and basic norms of behavior (netiquette) that should guide students who want to create online material?
- How can teachers and administrators better use technological tools as part of their students' everyday learning experiences in a manner that promotes social and community involvement, challenges them, allows them to communicate with a global audience, and encourages them to become creative producers of their own learning?
- With all the information on the Internet, and with all the ways that students can connect with experts via Web tools, who needs traditional courses?

Change is Inevitable!

- The Web Has Won.
- Learning Communities Have No Boundaries.
- We need to focus more on “how to improve” than on “how to restrict” students’ access.

Writing School Policy

The Big Question:

How does a district support students to help them engage in productive and creative social learning using Web 2.0 tools while protecting them from undue risks?

The Dilemma

What Must Be in Place

Possible Policy Positions

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Credits

- Pew Internet Research
- USA Today, Jan. 2008
- Yankelovitch 2006

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