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This will be my first time working in North Dakota, so it&#8217;s one more state
struck from my slowly dwindling list of un-visited states.  Actually, I&#8217;ll
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Durham Airport, waiting to board a plane for Minneapolis and then on to
Bismarck, North Dakota.  This will be my first time working in North Dakota, so
it&#8217;s one more state struck from my slowly dwindling list of un-visited
states.  Actually, I&#8217;ll strike another one next week when I&#8217;ll be
presenting at a conference with <a href="http://weblogg-ed.com/">Will
Richardson</a> in Hawaii.  My focus in Bismarck with be wikis, games, and
disruptive conditions of teaching and learning.</p>
```

<p>What’s been on my mind lately, while continuing to move furniture, has been a Wikipedia article that I started the other day on Edupunk. I’d added to an existing article on a book I was reading a few weeks ago, and my paragraphs hadn’t been deleted yet, so I guess I was feeling cocky.</p>
<p></p>
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<p>Anyway, I scanned through the instructions and guidelines, and then entered a couple of paragraphs of definition, saved, and then went back in and added a citation and some comments. Then, revisiting the article to add something else less than five minutes later, the message to the right had been posted. I must admit to a fairly intense flashback to early days when I had a genuine fear of breaking the rules. I felt I’d been caught, — by the principal.</p>
<p>However, isn’t this the Wikipedia at its best. Isn’t it the basis of many educators’ resistance to The Free Encyclopedia, that anyone can post anything they like? I thought, “Here’s a great example of the power of a social information source, not that it is unvetted, but that it is incredibly vetted — continually vetted.”</p>
<p>The objection here was that Edupunk is a neologism.</p>
<blockquote><p>Neologisms (according to Wikipedia) are words and terms that have recently been coined, generally do not appear in any dictionary, but may be used widely or within certain communities.¹</p></blockquote>
<p>But! On further reflection, while navigating our rented Uhaul truck down I-40 toward Raleigh, it occured to me that Wikipedia was one of the first places I went to, to learn more about Edupunk. I expected the article to be there, and when it wasn’t, my first impulse was to start one.</p>
<p>The Wikipedia community works hard to earn respect among readers raised on authoritative, published print content. Yet, part of Wikipedia’s value is its freshness, the fact that you can find the latest information there. And even if the term, Edupunk, does fizzle out in a few weeks or days, it might be of interest to someone, that for a few days during the approaching Summer of 2008, a group of educators were using a term so identified with rebellion and non-conformity to talk about the state of education.</p>
<p>At present, two days later, the Edupunk still lives, having been labeled as a stub (..an article containing only a few sentences of text which is too short to provide encyclopedic coverage of a subject, but not so short as to provide no useful information), having been edited 15 times with two citations. The background discussion is quite interesting.</p>

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consider the upcoming U.S. elections.  In <a href="http://people-
press.org/reports/display.php3?ReportID=425">McCain&#8217;s Negatives Mostly
Political, Obama&#8217;s More Personal</a>, <a href="http://people-
press.org/">The PEW Research Center for the People and the Press</a>, reports
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that 78% of registered voters feel that education is “very
important” to their vote. Also receiving the same percentage are
health care and jobs. The only issue receiving a higher percentage was the
economy, with 88%. Important to fewer voters are energy, social security,
Iraq, deficit, taxes, terrorism, environment, moral values immigration trade
policy abortion and gay marriage. </p>
<p>Lou Dobbs must be appalled.</p>
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    Flickr photo caption: 'I walked into my front room and my sister had turned
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I continue to be a bit uncomfortable about the term EduPunk — for reasons
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<p>I continue to be a bit uncomfortable about the term EduPunk &#8212; for
reasons similar to those posted by <a href="http://www.dougbelshaw.com/">Doug
Belshaw</a> in <a href="http://www.dougbelshaw.com/2008/05/30/are-you-an-
edupunk-im-not/">Are you &#8216;Edupun&#8217;? I&#8217;m not</a>.  How ever
the idea of DIY teaching practices, tool arrangements, and scenarios intrigues
me, as it explains pretty siccinctly a lot of what I talk about today and a lot
of my own teaching style, ever since I started learning BASIC <em>(and probably
when I started dressing up as Socrates and Martin Luther, to be interviewed by
my students)</em>.</p>
<p>If, when you scanned down to this blog title in your aggregator, you thought
of <a href="http://en.wikipedia.org/wiki/Web_portal">web portals</a>, then you
probably scratched your head and thought, where&#8217;s Warlick going with
this.  What&#8217;s got me excited this morning (anticipating another day
of moving furniture) is all of the new educator bloggers I have learned about
and then branching ideas I&#8217;ve been exposed to as I have tried to track
through the conversations about Edupunk.  It&#8217;s become a portal to new
stuff that I&#8217;m still trying to <a
href="http://www.goldenswamp.com/2008/04/26/unbundle-an-essential-word-for-
online-education-vocabulary/">unbundle</a> and figure out how to <a
href="http://bavatuesdays.com/brians-bliki-and-a-history-of-edupunk/">embed</a>
into my own conversations.</p>
<p>The problem with this?  My aggregator just got bigger, and rivets are
popping out in all directions.</p>
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daughters things from the temporary appartment she used while student teaching,
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back home. She’s not here with us. Those of you who are parents know how you spell parent. It’s s-e-r-v-a-n-t. Actually, she already has a summer job and will be working, making [...]]]></description>
                    <content:encoded><![CDATA[<p>Brenda and I are in Asheville moving my daughters things from the temporary appartment she used while student teaching, back home. She’s not here with us. Those of you who are parents know how you spell parent. It’s s-e-r-v-a-n-t. Actually, she already has a summer job and will be working, making money, while we’re hauling furniture.</p>
<p>I guess it’s official now. My daughter’s decided that she doesn’t want to be a teacher. I’m not really surprised, but I am disappointed. I’d looked forward to talking shop with her, having something large in common with her — outside of family stuff. She evidently had a good time with the students, once she got her swing. She said that many of the students were sad to see her go, that they’d enjoyed her style. She went in wanting to be creative, to make it look, not like teaching, but like mass learning.</p>
<p>It was the job. The only really concrete thing she told me was that she was being asked to teach things that she knew weren’t important and in some cases, things that she knew were not true. In North Carolina, most core subjects (U.S. History among them) are tested at the end of the course with state created standardized tests, designed in a way so that scoring them will cost tax-payers as little money as possible.</p>
<p>Her supervising teacher had only been teaching for three or four years, her entire career within the confines of NCLB. Not her fault. If I wanted to blame anyone, it would be her college (the same college that prepared me for teaching). I’m not really in a position to say specifically, except that I don’t think she was ready. She’d taking a bunch of history classes, and she’s still reading history books like candy. But I’m not sure she’d been prepared for the opportunities and constraints of the classroom. I’m not sure any of us were or even could be. I don’t know anyone who had a happy student teaching experience. I certainly didn’t, and it was only in my second year that I thought I might become good at teaching, and even like it.</p>
<p>So, she’s back home, and started classes at the local community college. We’re converting the down stairs section of our split-level house to a small apartment, and moving my office upstairs to her old bed room. More about that later.</p>
<p>She’s decided she wants to clean teeth. The local community college has a program in dental hygiene, a very tough program to get into — tougher than getting into education school. She’ll make almost double her starting salary as a teacher, work only four days a week, and no one will ask her to compromise her professional integrity.</p>
<p>Update: I think that more to the point is that my state, North Carolina, needs 10,000 new teachers every year, and all of our schools of education graduate on 3,500. According to a May 2002 Raleigh News & Observer story, only 2,200 of those teachers enter the classroom.¹ We can’t afford to send teachers out ill-prepared. Again, no blame to a

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system that&#8217;s worked for years.  The blame goes to those who remain
satisfied with a system that&#8217;s worked for years.  We need to hack that
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from the appetizer page &#8212; iPhone in hand.  At the top of the list was
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First to catch my [...]]]></description>
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in days was the few minutes I had yesterday afternoon, at Olive Garden, waiting
on my meal from the appetizer page &#8212; iPhone in hand.  At the top of
the list was Stephen Downes&#8217; daily filter &#8212; a good reason not to get
very far.  </p>
<p>First to catch my eye was mention of North Carolina institution, <a
href="http://wfu.edu">Wake Forest University</a>.  It seems that they,
along with a growing number of liberal arts colleges and universities, are not
requiring SAT or ACT scores for acceptance, or are making the standardized test
optional.  The concern, according to a May 27 New York Times article (<a
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href="http://www.nytimes.com/2008/05/27/education/27sat.html?_r=1&ref=educat
ion&oref=slogin">2 Colleges End Entrance Exam Requirement), are
growing doubts about the tests’ validity in predicting academic
success. Also, there is growing evidence that these standardized test
favor applicants from privileged backgrounds. The article says that..</p>
<blockquote><p>Some schools that have made standardized tests optional have
found that they have attracted a more diverse student body, with no decline in
academic ability.
</p></blockquote>
<p>Wake Forest University’s decision is important, because of it’s
reputation, ranked <a
href="http://colleges.usnews.rankingsandreviews.com/usnews/edu/college/rankings/
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<p>What also rocked my boat, and continued to draw my attention through the
calamari and stuff mushrooms (a mistake), was reference to
Edupunk. Like Downes, I was drawn to the Cyberpunk movement, read
many of the novels, and was intrigued by the network cowboy thing.
Edupunk, I’m not so sure about, for several reasons, partly because
I’m too old to be comfortable identifying with the word
punk. Yet there are some very interesting distinctions being made
in the still very sparse conversations about the concept.</p>
<p>It seems to have been coined by Jim Groom in his blog, <a
href="http://bavatuesdays.com/">Bavablog. He starts providing examples
in Permapunk. Another,
more direct explanation comes from Mike
Caulfield in <a
href="http://mikecaulfield.com/2008/05/26/edupunk/">Edupunk. It seems
to be a rejection of recent moves, among corporate contributors to the
education community, to insert aspects of Web 2.0 applications into their
products. Specifically mentioned was Blackboard.</p>
<p>Mike implies that all the version 2.0 references may be part of the
problem.</p>
<blockquote><p>..Classroom 2.0, Learning 2.0, and even Web 2.0 itself ‚Äî work
against this very notion that what we are chasing here is not product, but
style. What does the 2.0 version number symbolize if not a shrink-wrapped box or
set of features?
</p></blockquote>
<p>It is certainly one of the most interesting aspects of the read/write web
that so much of it has come from very small, garage and dorm-room endeavors, and
that the growing toolset lends itself to inventiveness among its users —
emoting a do-it-yourself (DIY) spirit. </p>

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<p>As we continue to promote the use of a more participatory information
landscape for learning environments, I think that we should be explicitly
promoting this DIY aspect &#8212; a sense that the information can be shaped and
controlled by professional educators, and that sharing this control with
students can be an appropriate, information-abundant, learning pedagogy. 
</p>
<p>I do not have any real objection to corporate embrace of these tools. 
We&#8217;re all trying to make a living.  </p>
<p>What worries me, though, is school officials hearing the buzz, and thinking
that they can buy their way into the crowd, rather than learning their way
in.</p>
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It was just after my second three-hour presentation today, in Queensbury, New
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was just after my second three-hour presentation today, in Queensbury, New
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York. I have one more to go, early evening, with community folks. I do this fairly often, offering to present a 45-minute session for parents and community. It’s an important message for them to hear, and I’ll get anywhere from four to a hundred people showing up.</p>
<p>Anyway, Gwen Brilling came up to me just after my presentation and said that she wanted to tell me a story. She said that although she is fairly close to retirement, she has been very interested in computers and the Internet, attending as many staff developments as she could. She said, though, that her pattern was to learn something, and then, without using it right away, she would forget how to do it.</p>
<p>So, a few weeks ago she got her son, a Junior at SUNY, to show her how to run a particular program, and she sat their ready, with pencil and paper in hand. Her son said, “Mom! What are those for?”</p>
<p>She told him that she was going to take notes and he said, “Mom! Put that away.”</p>
<p>So they went through the program in a number of ways, and basically played with it, and she said that her perceptions of technology changed dramatically that day. She said that she had always tried to write down the steps and learn the steps, rather than just running the program. She said that it was her tendency to take notes, that it was the way she’d always learned. But now, she just plays (or works) the program until it helps her do what she needs to do.</p>
<p>It seems to me that breaking something down into steps and teaching the steps makes it easy to teach something — a way to explain it. But it is difficult and probably not productive to lists steps when working in most information-abundant information environments. There is always more than one way to solve the problem and even more aspects of the problem that need to be factored in.</p>
<p>I think that it’s important for us to model this, as staff developers. Pull up a program from time to time that you don’t use regularly. Let the teachers see you playing with the program to get it to do what you need it to do. Model that learning happens to a mind at play.</p>
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    Just another small part of the greater Jakes' World.

Three-hour layover at Newark Airport and lots of work to do &#8212; and not a
single electrical outlet is working.  I&#8217;m starting to get
PO&#8217;ed.  Why would an airport switch off all of their customer-
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Then, about to give up, a [...]]]></description>
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<p>Three-hour layover at Newark Airport and lots of work to do &#8212; and not a
single electrical outlet is working.  I&#8217;m starting to get
PO&#8217;ed.  Why would an airport switch off all of their customer-
accessible electrical outlets?  I just don&#8217;t understand.</p>
<p>Then, about to give up, a good quarter-mile from my upcoming departure gate,
I find a little dive with a live outlet in the corner.  I have to buy a
bagel and a delicious Jakes Coffee, but it&#8217;s good.  </p>
<p>Thanks for Jakes&#8217; World!</p>
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the country &#8212; church and then pot-luck dinner.  I sampled all of the
deviled eggs (one of my favorites), and was especially taken by the one with
pickle relish mixed in &#8212; and I don&#8217;t like pickle relish.  In a
few minutes, Brenda and [...]]]></description>
                <content:encoded><![CDATA[<p>Just returned from my home town for
a a day in the country &#8212; church and then pot-luck dinner.  I sampled
all of the deviled eggs (one of my favorites), and was especially taken by the
one with pickle relish mixed in &#8212; and I don&#8217;t like pickle
relish.  In a few minutes, Brenda and I will leave for the Meymandi Concert
Hall for the last in a series of concerts of the Triangle Youth Brass Band,
along with the adult band, and alums from past bands, including my son.</p>
<p>But I&#8217;m writing about a report Brenda told me about on the way to the
country, an upcoming Kiplinger ranking of the top cities in the U.S.
economically.  You may or may not know that Raleigh and the Research
Triangle Park consistently tops such listings.  But this year it falls to
number two, behind Houston.</p>
<p>What I found interesting was the Bob Cook, who evaluated the cities factored
in the portion of the population woul were in the creative class.  This
includes scientists, engineers, artists, and teachers.  The belief is, and
this is consistent with Richard Florida&#8217;s writings, the creative class
benefits the economic prosperity of a community as well as culture.  </p>
<p>So perhaps one of the challenges of communities today is, &#8220;How do we
attract creative people?&#8221;  &#8220;How do we convince our creative
children to stay?&#8221;</p>
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It&#8217;s got these soft sticky places in it.  I&#8217;m reading along,
and all of a sudden, I&#8217;m stuck on one post or article that&#8217;s got me
reeling.  I&#8217;m researching the topic, figuring out how it applies
&#8212; how it can be applied, and then, just as suddenly,
[...]]]></description>
                <content:encoded><![CDATA[<p>I have a real problem with my
aggregator.  It&#8217;s got these soft sticky places in it.  I&#8217;m
reading along, and all of a sudden, I&#8217;m stuck on one post or article
that&#8217;s got me reeling.  I&#8217;m researching the topic, figuring out
how it applies &#8212; how it can be applied, and then, just as suddenly,
I&#8217;m out of time.  Got to go do something else.  I&#8217;ve spent
a half hour, and only covered three entries.</p>
<p><a href="http://www.dangerouslyirrelevant.org/NECC_Button_Moseley.png"><img
src="http://www.dangerouslyirrelevant.org/NECC_Button_Moseley_thumb1.jpg"
alt="Bill's Button" style="float: right;" /></a>It&#8217;s one of many reasons
why this one sailed way under my radar, a NECC button design contest.  As
<a href="http://www.dangerouslyirrelevant.org/">Dangerously Irrelevant</a>
writer, Scott Mcleod wrote on April 18,</p>
<blockquote><p>If you,Äôve been reading <a
href="http://www.speedofcreativity.org/">Speed of Creativity</a> lately, you
probably noticed Wesley Fryer,Äôs nifty phrase: <strong><em>I,Äôm here for the
learning revolution.</em></strong>
</p></blockquote>
<p>He&#8217;s said it <a href="http://www.speedofcreativity.org/2008/04/14/here-
for-the-learning-revolution/">here</a> and <a
href="http://www.speedofcreativity.org/2008/04/16/i-officially-claim-this-title-
for-my-first-book-yet-unwritten/">here</a>.  So Scott and Wes teamed up to
sponsor a contest to design a <em>Learning Revolution</em> button, that we can
wear at NECC 2008.  Scott announced the contest <a
href="http://www.dangerouslyirrelevant.org/2008/04/contest-im-
here.html">here</a>, and after much sifting, ranking, and deliberation, the
winner has just been announced.</p>
<p>It&#8217;s Bill Moseley, architect of <a href="http://www.bmoseley.com/">this
very cool web site</a>.  Bill wins, and I quote, &#8220;..everlasting fame,
<a href="http://www.cafepress.com/uceacastle.224489171">a CASTLE mug</a>, one of
the buttons, a t-shirt with his design on it, <a
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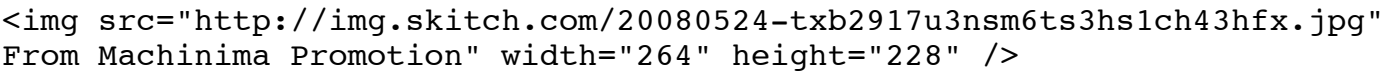
href="http://www.dangerouslyirrelevant.org/files/Monster.jpg">a picture of a
monster from my 4-year-old (Colin‚Äôs the one with the curly hair), and a
copy of <a href="http://www.amazon.com/Here-Comes-Everybody-Organizing-
Organizations/dp/1594201536">Here Comes Everybody by Clay
Shirky.”</p>
<p>So, Scott and Wes are printing up a few hundred buttons and will be giving
them out, started at the <a
href="http://www.edubloggercon.com/NECC+2008">EduBloggerCon on Saturday,
June 28. Thanks, Bill, and Scott and Wes.</p>
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    She laughing with you, not at you!

I love to prepare for presentations. Next week, I’ll be working with
educators in Queensbury, NY, and folks coming in from surrounding districts.
The topic will be digital learners, and what I like about preparing is finding
new resources and examples out there.
Here’s one, from San Diego [...]]]></description>
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alt="From Machinima Promotion" width="264" height="228" />
      <div>She laughing with you, not at you!</div>
</div>
<p>I love to prepare for presentations.  Next week, I&#8217;ll be working with
educators in Queensbury, NY, and folks coming in from surrounding districts.
The topic will be digital learners, and what I like about preparing is finding
new resources and examples out there.</p>
<p>Here&#8217;s one, from <a href="http://edtec.sdsu.edu/">San Diego State
University&#8217;s Educational Technology program</a>.  They have constructed a
machinima that promotes the program, using SecondLife.</p>
<p>You can see it on <a href="http://youtube.com/">YouTube</a> at:</p>
<p><a
href="http://youtube.com/watch?v=fDYxV56G9zY">http://youtube.com/watch?v=fDYxV56
G9zY</a></p>
<p>I also found and installed a new Wordpress plugin,  called Sphere Related
Content.  I&#8217;ve explored the <a href="http://www.sphere.com/">Sphere
service</a> before, but today I installed the widget on my blog.  I places a
link at the end of each blog entry that says, &#8220;Related Content.&#8221;</p>
<p>When you click it, an Ajax popout window appears that lists recent blog
entries and other media articles that are related to my post .  It detects the
relationships based on keyword matches.  In the plugin configuration, I can
orient the relations to new videos, politics with a Democratic or Republican
tilt, or from a balanced point of view.</p>
<p>I don&#8217;t know how long I&#8217;ll keep the plugin installed, but
it&#8217;s another example of how information, today, can be trained to behave
in a variety of ways, reorganizing itself based on our needs, desires, and the
messages we wish to convey.</p>
<p>It&#8217;s wizardry, and one more reason why we have to beef up what our
notions of basic information skills.</p>
<p><strong>Update</strong>: Interestingly &#8212; no matches for this article ;-
)</p>
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— video games. It was a formal keynote style presentation for about
90 technology directors in the Dallas, Texas area. We’re currently
watching a presentation from Lightspeed, a network content management system
(content blocker). They paid for the lunch. This is actually quite
interesting — and the [...]]]></description>
                <content:encoded><![CDATA[<p>I finished my presentation about an
hour ago — video games. It was a formal keynote style presentation
for about 90 technology directors in the Dallas, Texas area. We’re
currently watching a presentation from <a
href="http://www.lightspeedsystems.com/">Lightspeed, a network content
management system (content blocker). They paid for the lunch. This
is actually quite interesting — and the data that is generated about what
users of the network are doing, where they’re going, what they’re
looking for, and what they’re downloading. It seems like information
that might be useful to school principal and especially the librarian. If
I was a teacher, I’d also love to see what my students are doing on the
network. It could give me an “in.”</p>
<p>I started thinking about these systems and the <a
href="http://pmog.com/">Passively Multiplayer Online Game, developed by
Justin Hall. It’s a Firefox extension that turns Internet research
into a competitive game. Why couldn’t these network monitor and
control programs be turned into a game, fashioning the point system into a
competition that rewards responsible and effective research.</p>
<p><img src="http://img.skitch.com/20080522-j6b2k71t6qx3ia9tyehs19pn95.jpg"
alt="Playing Video Game during my presentation" style="float: right;" />While
paying attention, I moved the chat transcript that was generated by attendees
with computers. I usually try to get that moved over to the wiki right
away, and then read through it and insert (wiki-style) my 2¬¢ worth. Going
through this, I learned about a school that is holding a monthly LAN party in
their building about once a month. Apparently it was suggested by the
students, and it is shaparoned by an assistent principal — probably a
young person. The kids still beat him. I’m hoping to find the
person who chatted about this before I leave. Would love to record a
podcast interview.</p>
<p>Finally, to the right is a picture that I took during my presenation.
You’ll notice that he is playing a video game, Guild Wars. That was
a real first for me.</p>

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interesting blog (Schools: Take control or forfeit your profile) asking,
&#8220;Who&#8217;s looking after your school&#8217;s online profile?&#8221;  He
mentions that during presentations, he frequently recommends that schools take
control of their online presence, because if you don&#8217;t&#8230;someone else
will!&#8221;
I just got done editing  my school‚Äôs wikipedia [...]]]></description>
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href="http://www.thethinkingstick.com/">Thinking Stick</a>, Jeff Utecht just
wrote an interesting blog (<a
href="http://www.thethinkingstick.com/?p=677">Schools: Take control or forfeit
your profile</a>) asking, &#8220;Who&#8217;s looking after your school&#8217;s
online profile?&#8221;  He mentions that during presentations, he frequently
recommends that schools take control of their online presence, because if you
don&#8217;t&#8230;someone else will!&#8221;<br />
<blockquote>I just got done editing  my school‚Äôs wikipedia entry where someone
had put false information on the site. It was brought to my attention today by a
teacher who was told by a student about the edits made to the
article.</p></blockquote>
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alt="History listing of Wikipedia Article" style="float: right;" border="0"
/> Of course this issue is of special interest to an independent school,
such as the Shanghai American School. But the online profile of all schools
have become more important as more of us are hoping on board, and especially as
more of the content that we access comes from each other rather than just
through <a
href="http://www.google.com/search?hl=en&q=sanderson+high+school+raleigh&amp
;btnG=Google+Search">Google searches. </p>
<p>I’ll be speaking to school district administrators in Texas tomorrow,
and need to remember to bring this up. </p>
<p>Thanks, Jeff!</p>
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at Emory University, and he has just published a new book, The Dumbest
Generation. In a podcast interview, conducted by Texas educator, Tim Holt,
for Intended Consequences, Bauerlein said that the thesis of his book is simple,
that,
..teenagers and young adults, in America today, are drowning in
[...]]]></description>
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humanities professor at Emory University, and he has just published a new book,
<a href="http://www.amazon.com/Dumbest-Generation-Stupefies-Americans-

Jeopardizes/dp/1585426393/ref=pd_bbs_sr_1?ie=UTF8&s=books&qid=1211280300
&sr=8-1">The Dumbest Generation. In a <a
href="http://web.mac.com/timholt/Intended_Consequenses/Intended_Consequences_Pod
cast/Entries/2008/5/19_The_Dumbest_Generation.html">podcast interview,
conducted by Texas educator, Tim Holt, for <a
href="http://web.mac.com/timholt/Intended_Consequenses/Tim_Holts_Intended_Conseq
uenses.html">Intended Consequences, Bauerlein said that the thesis of his
book is simple, that, </p>
<blockquote><p>..teenagers and young adults, in America today, are drowning in a
tidal wave of teen, youth, stuff, delivered through digital tools, and the adult
realities of history, civics, foreign affairs, politics, and fine arts
can’t break through.
</p></blockquote>
<p>I couldn’t agree more, though I don’t blame the technology.
The author, himself, says,</p>
<blockquote><p>When we talk about the Internet, we have to acknowledge that this
is a miraculous resource. It contains knowledge and art, works in the
Metropolitan Museum of Art, old documents, maps, definitions, Wikipedia,
historical sources. It’s all there, and we can access it in ways we
never could before.
</p></blockquote>
<p>He continues, though, that this is not where the teenagers are going.
Referencing a Neilsen survey, Mark said that 9 of the top 10 web sites that kids
go to are for social networking — contacting each other. Well, no
surprise here, as both Bauerlein and Holt mention. Kids are going to
access what kids are interested in. What’s happened is that, through
technology, kids are able to immerse themselves in the social experience, in
bedrooms that are often a multimedia center.</p>
<p></p>
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<p>I don’t think the answer, though, is to not bring the technology into
the classroom, as Bauerlein implies. According to <a
href="http://thinkronize.com/">Thinkronize, makers of the <a
href="http://nettrekker.com/">NetTrekker child-safe Internet search engine
reportedly used in 20,000 schools world wide, the top five search terms entered
by students in school are games, dogs, animals, Civil War, and George
Washington.¹ See the right for the top 15 searched terms.
Again, the fault is not the technology. </p>
<p>Certainly when he and I were young (Mark’s only a half-dozen years
younger than me), we played in the neighborhood with friends until dark, then
came home where we read books, did homework, spent time with parents, watched a
little TV, etc. Aside from spending more time with parents, I don’t
really see the difference. I knew kids back then who spent hours on their

Princess phones, and I remember educators complaining about the junk kids were reading.</p>
<p>Bauerlein is painting a picture designed to envoke fear and provoke caution. It’s not that different from the stories that I tell to envoke fear and provoke investment in modernizing classrooms. If I were to challenge him when he says, that bringing blogging and podcasts into the classroom is a strategic mistake, he’d acknowledged, as he does several times in the interview, that there is huge potential. I’m often challenged, “Are you saying that we should throw out this, that, and the other?” No! Our enthusiasm reaches a boil, and we all have to work hard to temper it.</p>
<p>Bauerlein questions all of the claims about jobs becoming obsolete, and I have to agree that we’re taking statistics and twisting them to support our arguments. I recently researched the “10.2 jobs before you turn 38″ claim, and found that it was based on citizens born between 1957 and 1964, and that half of those jobs happened before we turn 22. Before I graduated from college, I’d worked as a short order cook, played in bands, washed cars, waited on tables, played guitar in coffee houses for tips, loaded freight cars, and worked in a machine shop. Nothing new! </p>
<p>I questioned the 55th among IT using industries claim in a blog entry the other day (Another “Aha!” Video). </p>
<p>Yet, I still believe that we are preparing children for a future that we can not clearly describe that being a lifelong learner is perhaps the most important skill we should be teaching today … learning-literacy.</p>
<p>Finally, I continue to question the research complaint, that there is no research to show that technology improves achievent. First of all, there is. But that’s beside the point. I don’t think that we should be investing (much) more in providing convenient access to digital, networked, and abundant information to students and teachers to improve test scores. I think we should be doing it because today’s information environment is digital, networked, and abundant. Computers and the Internet are the pencil and paper of our time — and insisting that our children can learned to be ready for their future by scratching and stamping text on paper and reading published textbooks, is like saying that children could learn with clay tablets, long after paper was widely used. Computers and the Internet have changed how information works and how we work it. Kids can’t learn this in five-year-old textbooks and spiral notebooks.</p>
<p>Nobody guaranteed that we’re going to learn how to make this work in one year, ten years, or even twenty-five. It’s going to take time, freedom, inventiveness, collaboration, caution, and time time time.</p>
<p>By the way, I learned about the podcast over Twitter. ;-)</p>
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     Clay Shirky Speech at Web 2.0 Expo in San Francisco


I just watched Clay Shirky&#8217;s speech at the recent Web 2.0 Expo in San
Francisco (see part 1 &#38; part 2).  Author of Here Comes Everybody,
Shirky talks about cognitive surplus, the time and intellectual capital that
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     <div>Clay Shirky Speech at Web 2.0 Expo in San Francisco</div>
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<p>I just watched <a href="http://en.wikipedia.org/wiki/Clay_Shirky">Clay
Shirky&#8217;s</a> speech at the recent Web 2.0 Expo in San Francisco (see <a
href="http://youtube.com/watch?v=AyoNHIl-QLQ">part 1</a> &amp; <a
href="http://youtube.com/watch?v=jNCblGv0zjU">part 2</a>).  Author of <a
href="http://en.wikipedia.org/wiki/Here_Comes_Everybody:_The_Power_of_Organizing
_Without_Organizations">Here Comes Everybody</a>, Shirky talks about cognitive
surplus, the time and intellectual capital that have spent on Sitcoms for the
```

past 50 years, and are now starting to redirect into the infoverse and other domains, connecting with various places (i.e. Wikipedia) designed to take advantage of that time and intellectual ability (my definition).</p>
<p>Here&#8217;s a line that evidently didn&#8217;t hit me when I read the transcript for the speech a couple of weeks ago.&nbsp; After telling the story of a four-year-old, who becomes discouraged when she can&#8217;t find the mouse on her family&#8217;s TV, he says,</p>
<blockquote><p>Media that&#8217;s targeted at you but doesn&#8217;t include you may not be worth sitting still for.
</p></blockquote>
<p>Substitute Education for Media, and this is a huge statement the coincides with what a lot of educators and education reformers have been saying for a long time.</p>
<p>I just love it when somebody comes up with a way of saying it all in one sentence!</p>
<div align="right">tags: warlick, education, web 2.0 expo, cognitive surplus</div>
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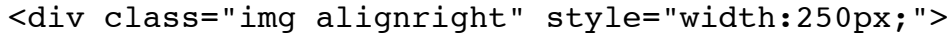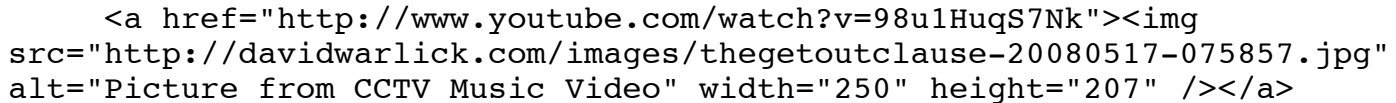
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This is one of the coolest stories I’ve read in a long time and an amazing example of resourcefulness. Brought to my attention by Tim Holt at Intended Consequences, an unsighned band, from Manchester England, wanted to make a music video for one of their original songs. However, as is common among groups trying to break into the big-time, Get Out Clause, couldn’t affort to hire a film crew.</p>
<p></p>
<div class="img alignright" style="width:250px;">

     <div>Sequence of video shot on a London Bus</div>
</div>
<p>So, they resourcefully solved the problem by performing their song on the streets of London, home to more security surveillance cameras than any other city in the world.¹ The group set up its equipment and performed in 80 locations (including on a bus) in front of the ubiquitous CCTV cameras. After they’d finished, they petitioned the organizations who owned the cameras for the footage, under the UK Data Protection Act, Britain’s equivalent of the Freedom of Information Act.</p>
<p>According to the band, about a quarter of the companies complied, most saying that the tapes had been deleted. However, they retrieved enough footage to assemble the music video, using a consumer video editing program.²</p>
<p>You can watch the video on YouTube.</p>
<div>tags: warlick, education, 21c, resourcefulness</div>
<ol class="footnotes"><li id="footnote_0_1457" class="footnote">Rotenberg, Marc. Limit Camera Surveillance.” USA TODAY 1 Aug 2005: Editorials. <http://www.usatoday.com/news/opinion/editorials/2005-08-01-oppose_x.htm>
<li id="footnote_1_1457" class="footnote">Chivers, Tom. The Get Out Clause, Manchester Stars of CCTV.” <u>Telegraph.co.uk</u> May 8 2008 <http://www.telegraph.co.uk/news/newstopics/howaboutthat/1938076/The-Get-Out-Clause%2C-Manchester%27 s-stars-of-CCTV-cameras.html>
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href="http://edu.blogs.com/edublogs/">Ewan Mcintosh</a> is continuing a
conversation, apparently begun by Andy Gibson, at <a
href="http://www.schoolofeverything.com/blog/">School of Everything</a>. 
In <a href="http://www.schoolofeverything.com/blog/teacheranyothername">A
Teacher, by Any Other Name</a>, Andy reported on a recent meeting about an
online project they are developing, where they started questioning the use of
the term <em>teacher</em> wondering that it might be considered a liability to
the project.</p>
<blockquote><p>..it&#8217;s pretty clear from the general feedback that the word
&#8220;teacher&#8221; also puts off many people with skills and experience to
share.
</p></blockquote>
<p><a href="http://edu.blogs.com/edublogs/2008/05/does-the-word-t.html">Ewan
suggests</a> that, </p>
<blockquote><p>As adults we rarely refer to those who teach us how to work
better as &#8216;teacher&#8217;.
</p></blockquote>
<p>He continues that we have incorporated in our conversations, new words to
label teachers, words that we hope re-image our notions of the job.  We
want to call ourselves mentor, coach, FACILITATOR  </p>
<p>I would suggest that this is too easy.  Language is useful.  It
helps us to form images, and sometimes, new images.  But the word, teacher,
is not the problem.  It&#8217;s the cultural story that prevails and gets
retold too often and in too many ways.  We need to re-tell that story, and
as we continue to talk about compelling new information and communication
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technologies and new information (literacy) skills involved in accessing, working, and expressing information (messages) more compellingly, perhaps we educators need to use the same tools and skills to retell our story. </p>
<p>Personally, I feel that the “us-and-them” aspect is still important in classrooms. It is perfectly alright and important for teachers to act like learners, and for learners to act like teachers. Part of teaching is learning, and visa-versa. Yet, authority continues to be an important component of classroom learning, even if the classroom is a Moodle interface. The point, from my perspective, is that the job of teaching has become much more complex and much more exciting in the past 25 years — and that’s the story we need to tell.</p>
<p>So, how about Teaching! in 30 Seconds. You may be aware of a number of contests that have emerged over recent years, most notably, MoveOn’s political commercial contests, and Lafayette, Louisiana’s community campaign to defeat local telco’s efforts to block community telecommunications initiatives.</p>
<p>What if someone (ISTE, ThinkQuest, etc.) were to organize a contest, asking schools to produce a 30 second commercial that compellingly illustrates what it is to be a 21st century teacher — honoring the traditional notion of expert conveyor of knowledge, but emphasizing all of the other activities that are necessary to being a successful educator today, planner, manager, collaborator, researcher, content developer, advocate, provocateur, master learner, to mention only a few.</p>
<p>We have to tools to do this. If we don’t have the skills, here’s a good way to develop them. [Image¹]</p>
<p>Just a thought!</p>
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    Kathleen Ferenz presenting about Calisphere

I&#8217;m back at CTAP 3 for their Coordinating Council Meeting, with various
presentation during the morning.
Kathleen Ferenz, of California Region IV, is presenting about a media archive
projected called HistoryCaliSphere.  She&#8217;s doing the presentation
from an iPod Touch.
Kathleen makes the point that this [...]]]></description>
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    <div>Kathleen Ferenz presenting about Calisphere</div>
</div>
<p>I&#8217;m back at CTAP 3 for their Coordinating Council Meeting, with various
presentation during the morning.</p>
<p>Kathleen Ferenz, of California Region IV, is presenting about a media archive
projected called <a
href="http://www.calisphere.universityofcalifornia.edu/">HistoryCaliSphere</a>.&
nbsp; She&#8217;s doing the presentation from an iPod Touch.</p>
<p>Kathleen makes the point that this is not just a clip art archive.  What
they seek to do is to use the images as part of a connecting narrative of the
state&#8217;s history.  It provides some fairly deep background information
on the images and topics.</p>
<p>The team is holding some professional development events for the project, and
are deliberately presenting the project with iPod touch, to model the idea that
we can bring digital networked information into our classrooms without a full
computer and ceiling-mounted projector &#8211;  <em>Not that this is an
excuse for not having a computer and ceiling-mounted projector in every
classroom</em> ;-)</p>
<p>Kathleen is now showing an <a href="http://animoto.com/">Animoto</a> video of
one of their events.  It occurs to me that students might enjoy selecting
<a href="http://www.calisphere.universityofcalifornia.edu/">Calisphere</a>
images, anotate them into some sort of specialized history text.  Then they
could upload it to one of the self-publishing services (<a
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<p>Alan Phillips, of <a href="www.k12hsn.org">California&#8217;s K-12 High Speed
Network</a>, is presenting edZone, a palette of web tools for educators. 
The site is set up for federated searching, so that a queries access resources
from all aspects of the site.  It includes a My edZone page, where you can
establish a profile page, set up multiple blogs, and other customizing
features.  The interface is very simple and clearly laid out. </p>
<p>Resources (say blog posts) can be made available to the public, other edZone
users (trusted community), to groups, or private.  Someone asked about
who&#8217;s monitoring the content.  They are using a community approach,
each piece of content is accompanied by a &#8220;Flag as inappropriate&#8221;
linked, which can be clicked by anyone who judges the information needing
consideration.</p>
<p>Other working features are videos, groups, podcasts, and docments.  In
development are:</p>
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<li>Wikis,</li>
<li>Messaging,</li>
<li>Moodle,</li>
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<p>Users can create albums of content, which can be images-only (for instance)
or mixed media.  Other users can subscribe to the RSS feeds to receive the
content from the albums.</p>
<p>Time for lunch now.  then&#8230; &#8220;It&#8217;s
Showtime!&#8221;   :-)</p>
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I’m in Sacramento right now, presenting at a couple of staff development
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blog, but, alas, no time left — except to comment on something I was
reminded of yesterday.</p>
<p>I’m in Sacramento right now, presenting at a couple of staff
development events by CTAP3. Yesterday’s was opened by Ben Anderson, and
his very funny and insightful tour of the technologies we’ve seen arise in
the past (un-disclosed number of) years since he graduated from high school. I
loved his 1976 iPod. </p>
<p>Picture to come, I hope.</p>
<p>But during the afternoon, I did a two-hour session on Web 2.0 tools. How do
you do that? So much to share. Anyway, a young school administrator in the
back, raised his hand, just after I demonstrated how to run RSS feeds through
your wiki page. He said that he had been looking at Web 2.0 tools for his
teachers for some time, and was convinced of their benefit and appropriateness
to the learning process. However, he hadn’t really understood one of the
fundamental underpinnings of the concept, that these tools can connect together,
be mixed and remixed to make new tools.</p>
<p>RSS is the glue of the new web.</p>
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Wallace and his partner Walter Rines.  The suit involves the duo&#8217;s luring
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court awarded MySpace $230 million dollars in its law suit against the so-called
Spam King, <a href="http://en.wikipedia.org/wiki/Sanford_Wallace">Sanford
Wallace</a> and his partner Walter Rines.  The suit involves the duo&#8217;s
luring login ifnromation from MySpace users through various <a
href="http://en.wikipedia.org/wiki/Phishing">phishing</a> sites, and then using
their friends lists to to send gambling, pornography and ringtone span.  They
sent a total of 735,925 messages and racked in $500,000 dollars in the
process.</p>
<p>The judge fined the partners the maximum amount under the <a
href="http://en.wikipedia.org/wiki/CAN-SPAM">CAN-SPAM</a> law &#8212; $100 per
message plus other various fines.<sup>1</sup></p>
<p>I wonder what MySpace is going to do with the money.  The shame is that it
takes a MySpace to bring the boom down &#8212; but thanks for swinging it.</p>
<p>Do your students know what spam is? ..how it works? ..how people make money
from it? ..and what it costs us?</p>
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after a couple of weeks at home.  During my time here, I finished the biggest
layer of a major writing project, re-wrote Hitchhikr, spent a little time in my
favorite City, Asheville, with Brenda and my parents, and saw my daughter
graduate from college &#8212; [...]]]></description>
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City, Asheville, with Brenda and my parents, and saw my daughter graduate from
college &#8212; and move back home.</p>
<p>I spent all of yesterday afternoon shopping for luggage, downsizing to comply
with the airlines&#8217; recent clampdown on carry-on bags.  My 22 inch
rollaboard, it seems, is actually 23 inches long, when you factor in the wheels.
I understand the airlines frustrations as delays result from late boarders not
having room left in the overhead for their rollaboards, and having to check them
through to their destination.  It won&#8217;t work for me.  I&#8217;ve had too
many valuables disappear from checked luggage, items that all seemed to be
exempt from the airlines reimbursement policies <em>(don&#8217;t leave jewelry
in your checked luggage)</em>.</p>
<p><img style="float: right;" src="http://landmark-
project.com/aup20/images/aup20.gif" alt="School AUP 2.0 logo" width="228"
height="251" /> But that&#8217;s not the point.  I want to let you know about a
new wiki site that I&#8217;ve been working on over the past couple of weeks.
It&#8217;s not a topic that I have any real expertise in &#8212; <em>which is
why I made it a wiki, I guess</em>.  However, it is a topic that is coming up
increasingly in conversations, and one that is related to the perennial
discussions about inappropriate content and unsafe net practices.</p>
<p>We wrote Acceptable Use Policies (AUPs) in the mid-ninties, as schools added
technology to their classrooms and connected themselves to the Internet
```

(remember NetDay?). But many
of those AUPs have not changed in more than 10 years, while the information
landscape has grown enormously and evolved in some significant and impactful
ways.</p>
<p>So I have established this wiki, <a href="http://landmark-
project.com/aup20/">School AUP 2.0 (sorry), to facilitate more conversation
about AUPs, and to provide a watering hole for professional educators who are
looking to cross the desert. The page features an overview, a notes page
(for random jottings), a structure page (listing common structure
elements), and an article about a layered approach to AUPs.</p>
<p>The wiki also includes a number of resource pages with RSS feeds from my own
Diigo account and Del.icio.us sites tagged by anyone. There are listings
for:</p>

AUP Guiding Documents (tagged “aup” &
“guide”)
Sample AUPs (tagged “aup” &
“sample”)
AUP Examples (tagged “aup” &
“example”)
Cell PHone Policies (tagged “aup” &
“cellphone”)

<p>There is also an RSS feed listing for blog entries that include
school and AUP.</p>
<p>Some of the wiki pages are not editable. However, most of them can be
commented. There is an RSS feed for the entire site as well as separate feeds
for individual pages.</p>
<div>tags: <a rel="tag"
href="http://www.technorati.com/tag/warlick">warlick, <a rel="tag"
href="http://www.technorati.com/tag/education">education, <a rel="tag"
href="http://www.technorati.com/tag/technology">technology, <a rel="tag"
href="http://www.technorati.com/tag/elearning">elearning, <a rel="tag"
href="http://www.technorati.com/tag/aup">aup</div>
]]></content:encoded>

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nd/3.0/us/</creativeCommons:license>
    </item>
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