Web 2.0 Tools in Education Series

A Quick Guide to Web 2.0 Tools in Education:

Mohamed Amin Embi
Web 2.0 Tools in Education:  
A Quick Guide

*Web 2.0 Tools in Education: A Quick Guide* is a cursory survey of some of the most common Web 2.0 tools currently available. The *Guide* explains what each tool does, some of the educational uses of the tool, and how to install the tool. The Centre for Learning Design and Development, Athabasca University, has adapted this open resource from the original Creative Commons licensed version. Note that the function of some of the tools listed is duplicated in Athabasca University’s Learning Management or other system. There is a cautionary annotation in the *Guide* that points this out and suggests the appropriate internal tool to use. We hope that you find the Guide useful. If you have any questions about the tools listed or suggestions for additions to the list, please contact Rodger Graham, Manager Course Design, Centre for Learning Design and Development at rodgerg@athabascau.ca.

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Web 2.0 Tools in Education: A Quick Guide
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Chapter 1: Blog

WHAT IS A BLOG?

Generally, a weblog or blog is a personal diary, collaborative space, breaking-news outlet and a collection of links to your own private views memos to the world. In short, your blog is whatever you want it to be. There are so many of them, in various shapes and sizes, and there are no real rules. In simple terms, a blog is a website, where you write stuff on an ongoing basis. New stuff shows up at the top, so your visitors can read what is new. Then they comment on it or link to it or email you. In the field of education, blog or weblogs are being used to satisfy a variety of communication needs to favour e-learning practices (Susana & Sergio 2007).

ADVANTAGES OF WEBLOGS OR BLOGS

According to Susana and Sergio (2007), weblogs or blogs have several advantages:

1. They are easy to setup and administrate in contrast to other technologies.
2. They are easier to publish all types of resources (text, images, video, etc.) to the Web when compared to traditional web publishing.
3. They allow instant publishing with just one click and are easy to create and maintain, as opposed to traditional web pages that are labor-intensive and require at least some web design knowledge (HTML, CSS, JavaScript).
4. They can be updated easily, from anywhere without having to worry about FTP connections, web authoring software, etc.
5. They have the ability to reach a large audience without losing information quality and allowing for different levels of detail. They break the trade off between reach and richness of information.
6. The access to information posted in weblogs is 24/7 (anytime/anywhere)
7. No special blogging software is needed to create a weblog. Some bloggers use plain HTML to create their weblogs. However, most blogging software allows a person to create and maintain a weblog without knowing HTML. Instructor does not need to periodically request the learning logs to the students.

8. Other technologies can be applied jointly into a weblog. For example, using of Wikis as enablers for group writing and knowledge sharing (eg. building glossaries).

**BENEFITS OF USING A BLOG**

The following are the benefits of using a blog listed by Anamaria (2010):

1. A blog allows web-savvy students to legitimately use their favorite source of information, the Internet, and makes use of their skills for the purposes of the program.

2. It increases the students’ motivation to take an active part in the learning process, since blogging is fun and interesting.

3. It develops the communication skills of students that are less internet-savvy through peer-to-peer learning.

4. It keeps students informed with the most up-to-date information about of their object of study.

5. Through the use of comments and other forms of feedback, it develops critical thinking (and the appropriate ways to put it into writing).

6. It is a portal for creativity and personal initiative where good ideas are rewarded not only with good grades but also with direct responses from readers across the web.

7. It increases the visibility of our programs on the web and has the effect of giving it a more clearly defined positive image, which in turn may result in higher commitment of the students to the program and a sense of pride in their work.

8. It makes learning flat, not hierarchical, with the teacher as control point rather than unique source of information and interpretation.
WAYS OF USING BLOGS

According to Susana and Sergio (2007), weblogs can be used by instructors and students as follows:

**Instructor weblog:** weblogs written by instructors are mainly used as an additional communication channel to share information with students. Instructor weblogs usually contain course content, course management information, general commentary to all students about their learning progress, etc.

**Student weblog:** weblogs written by students are basically learning weblogs or project weblogs. A learning weblog (Lowe 2006) is a learning diary, created concurrently with the learning experience, and reporting on the learning content as well as the process (including time taken, sources used, and so forth). A project weblog, often authored by a team of students, documents the project progress and findings.
GET STARTED WITH BLOGGER

STEP 1

Go to: http://www.blogger.com/

To start creating your blog, you need to have a Google account. Click ‘Get Started’ to create your account.

STEP 2

Signup/Registration

To create a Google account, fill in the online form.
3. Select your country.

4. Enter your mobile phone number. Start with your country code.

5. Click ‘Send verification code to my mobile phone’ and the code number will be sent directly to your mobile phone.

6. Once you have received the verification code, enter it here.

7. Then click ‘Verify’.
Chapter 1: Blog

**STEP 3**

Name your blog

1. Enter your blog title. You can change your blog title later.

2. Click here to check the availability of your blog title.

3. Then, click ‘CONTINUE’.

**STEP 4**

Choose your template

1. Choose your template or (You can choose it later).

2. Then, click ‘CONTINUE’.
Chapter 1: Blog

Click here to start blogging.

To start posting, click ‘New Post’ on the top right corner of your blog page.

STEP 5

1. To start posting, click ‘New Post’ on the top right corner of your blog page.

2. Insert your page title.

3. Type your text here.

4. Then, you can choose ‘SAVE NOW’ or ‘PREVIEW’. If you are ready to publish, click ‘PUBLISH POST’.

Now your blog has been created. You can start posting and customize your blog.
When editing your text, you can insert link, image or video.

You can upload your videos from your own folder or from YouTube.

To start commenting, open the post you want to comment, and click ‘Comment’. Then, click ‘Post Comment’. You can ‘Preview’ the comment first before you publish it.
Chapter 1: Blog

Customizing your blog

1. To customize your blog, click ‘Design’ at the top right hand corner of your blog page.

2. This page will open and you can click and drag the page element of your blog.

3. You can add a gadget to your blog. You can choose from the various gadgets available here.

4. Then, you can ‘Preview’ and ‘Save’.
REFERENCES


http://gplsi.dlsi.ua.es/proyectos/webeso/pdf/inted07.pdf [4 April 2011]


What’s a blog. http://www.blogger.com/tour_start.g [4 May 2011]
WHAT IS DIIGO?

Collaborative annotation tools, such as Diigo and Google Sidewiki, expand the concept of social bookmarking by allowing users not only to share bookmarks but also to digitally annotate web pages. Collaborative annotation allows users to highlight specific content on a web page and add a note explaining their thoughts or pointing to related resources. Users can highlight text or images, add their own comments, and share annotations with their friends. In addition, bookmarks and comments can be grouped and tagged to provide organization. As a result, students in a course (or members of research groups) can compile an annotated bibliography of useful sites, with marked paragraphs they found important and notes about why a site is significant. Students who use annotation tools for academic research can build a collection of their own studies and observations in much the same way students have saved texts with highlighted passages, scribbled comments, and sticky notes. For students who plan to pursue academic work as a career or for researchers working on long-term projects, the ability to collect these research components can be very valuable. In the context of a University course, collaborative annotation tools involve students in a more active investigation and evaluation of resources (Educause 2009).

In short, Diigo is a social bookmarking tool that helps you read, share and organize the web pages you look at. In addition, it allows you to share your bookmarks, as well as browse bookmarks created by others. Diigo has dual purpose - it acts as a bookmarking tool, as well as a social networking tool.
ADVANTAGES OF USING ANNOTATION TOOLS IN EDUCATION

Educause (2009) describes the following advantages of using annotation tools in education:

1. The activity of adding reflections move students from being passive consumers of information to active readers engaged in scholarly discussions.
2. Collaborative annotation tools offer new ways for students to work collaboratively to find and evaluate information, share ideas, and create knowledge.
3. Collaborative annotation tools facilitate the incremental growth of information as users review others’ thoughts on a resource before adding their own. By providing the ability to designate who is allowed access to collections of resources, these tools reinforce the character of a cohesive group.
4. Because they are web-based, collaborative annotation applications can be made available to a global community, inviting experts in academic disciplines to provide valuable insight on students’ efforts.
5. As students collectively annotate, organize, and add value to existing resources, they learn how to sift, evaluate, and contribute. When instructors use these tools over time, student efforts might constitute an archive or library of remarks so that subsequent classes can benefit from the observations of their predecessors.

USAGE IN TEACHING AND LEARNING

Collaborative annotation tools a social starting place for immersing students in the scholarly practice of research and annotation, while encouraging them to share information and build on the work of others in a dynamic community of thought. With tools like Diigo, students might have the opportunity to collaborate on the interpretation of resources in ways not possible inside a classroom or with printed materials that should not be written in, such as library books. In addition, while scholars have found in the web an unparalleled information resource, using it effectively depends on tools that help organize the data and simplify the process of
locating resources when they are needed. These tools empower users, giving them the capability of commentary and reflection rather than restricting it to authors and website creators. Finally, academics across disciplines and institutions value these tools and the accumulated observations of instructors, experts, and peers that they facilitate (Educause 2009).

WAYS OF USING DIIGO

Diigo can be used as follow:

1. Take personal notes
2. Highlights text information on web pages
3. Bookmark and save these notes for further use
4. Add tags to keep them organized
5. Share information with friends when using tags

(Source: http://www.slideshare.net/poutasi/what-is-diigo)
GET STARTED WITH DIIGO

STEP 1

Go to http://www.diigo.com/

STEP 2

Creating an account

1. Click ‘Join Now’ to create a Diigo account.

Reading is more fun with friends, more productive with Diigo...

Join Now
for a free account!

Already have a Diigo or opened account? Sign in now!

2. Start creating your account by completing the form.

Create your account

Choose a Username

8 - 16 characters, must begin with a letter, case-insensitive

First name

Last name
to be used in the Diigo Community

Email

Well mail you about new friends and start you according to your setting preference! In case you forget your password, you can also retrieve it via Email.

Choose a Password

Retype Password

8 - 32 characters and 6 case sensitive

Enter both words below separated by a space
Can't read the words below? Try different words or an audio captcha.

Joinste 102

Text in box:

Continue

3. After filling up the required information, click ‘Continue’.
Chapter 2: Diigo

Diigo will send you an email. You need to click the link given so that you can activate your Diigo account.

After verifying, you will be invited to install the Diigo toolbar and learn more about Diigo’s capabilities.

STEP 3
Installing Diigo toolbar

1. 3 steps to install Diigo toolbar.

First, you need to click ‘Allow’.

Now, you can start installing your Diigo toolbar by clicking this button.
Chapter 2: Diigo

4. This window will appear and you need to click ‘Install Now’.

5. Now, your Diigo toolbar is already installed on your computer.
Diigo Toolbar

- Open sidebar
- Store and tag your bookmarks online
- Highlight the web just as you would on paper
- Leave/View comments on a webpage
- Send your findings in various ways

Diigo Sidebar

- My Bookmarks
- This URL
- Friends

My Bookmarks:
- Markov Baseball Models Theory
  about 19 hours ago
- Iterative development is not incremental development
  about 19 hours ago
- Web Design Timeline
  about 20 hours ago
- Feature Bloat: The Product Manager's Dilemma - HBS Working Knowledge
  about 20 hours ago

Explore friends’ recent activities
Discover readers and view annotations on this page
View or search my bookmarks
Chapter 2: Diigo

First, open the web page or URL you want to bookmark.

Click ‘Bookmark’ button to add a bookmark.

This window will appear automatically.

Insert your tag.

Click ‘Save’ to save your bookmark in Diigo library.

STEP 5

Bookmarking
To view your bookmark, go to ‘Diigo’ toolbar and choose ‘My Library’.

Now, the web you bookmarked will appear in your Diigo Library together with the relevant tags.

I used priming even more explicitly on my $50 acronym represents an organization that does quickly narrowed it down to ASPCA and NCAA for, but the pressure of the hot seat caused my in the moment, from being able to recall the first the missing words of the acronym, reiterating “Collegiate UK,” over and over until my syn “National Collegiate Athletic Association.”

"A, American Society for the Prevention of Cru..."
Chapter 2: Diigo

STEP 6

Highlighting

1. First, you need to select the text you want to highlight from the web page.

2. Then, click the ‘Highlight’ button toolbar.

3. Now, the texts you have selected are already highlighted.

4. This button will appear automatically.
Choose ‘View in my library’ to view your selected text in your Diigo library.

After you view it in your Diigo library, only the highlighted paragraph will appear.

Another cognitive process essential for winning on Millionaire is intuition, or more precisely, intuitive decisions based on intuition. What if you have a feeling about an answer? What should you do when you have this gut feeling? Research tends to show that first impulse is more often correct than a second, revised decision. But what if $250,000 is at stake? ‘Don’t be too sure’ does not seem certain enough to serve as a basis for a decision. How can you evaluate the hunch being accurate?

My $250,000 question presented me with a case of pure intuition. ‘The department store Sears got what specific product in its first catalog?’ Since pop culture exotica and business angels are not my interest, I did not know the answer.
Chapter 2: Diigo

Using Sticky Notes

STEP 7

First, click the ‘Comment’ button and choose ‘Add a floating sticky note to this page’.

Next, place your sticky note everywhere you like on the page.

Now, you can write a comment on your sticky note. You also can make your note private or you can share it with public or your group.

You also can add a sticky note on the text you have highlighted.

The long-term, technology is almost certainly the solution to the problem. When we create devices that individuals will be able to own that will be able to produce everything that we need, the solution will be at hand. This is “not” science fiction. We are starting to see that happen with energy with things like rooftop solar panels and less expensive wind turbines. We are nowhere near where we need to be, but it is obvious that eventually everyone will be able to produce his or her own energy.

The same will be true for clothing, where personal devices will be able to make our clothing in our homes on demand. Food will be commericialized in a similar way, making it possible to have the basic necessities of life with a very low cost source material.

The problem is that we are in this awkward phase of our planet’s productivity curve. Technology has vastly reduced the number of workers and resources that are required to make what the planet needs. This means that a small number of people, the people in control of the creation of goods, get the benefit of the increased productivity. When we get to the end of this curve and everyone can, in essence, be their own manufacturer, things will be good again. But until we can ride this curve to its natural stopping point, there will be much suffering, as the jobs that technology kills are not replaced.

The political implications of this are staggering. Clearly, more and more jobs will move from more developed nations to countries like China, and it is difficult to see how, as this process continues, the United States will retain its leadership position. In fact, it seems entirely possible that the U.S. will exchange places with less well-developed nations. Yes, there will certainly be fabulously wealthy people in the US, because...
Chapter 2: Diigo

Hiding Sticky Notes

- Sometimes you would prefer to see only your own notes, or specific group annotation but not public sticky notes from all other users.
- With diigo toolbar installed, you can hide them.

To start hiding your sticky note, click ‘Hide public sticky notes’. This window will appear and you need to choose ‘Do not show me public sticky notes on this page’. Then click ‘OK’.
First, click the ‘Capture’ button and choose either ‘Capture Selected Area’ or ‘Capture Entire Page’.

If you choose ‘Capture Selected Area’, press hold and select the area you want to capture.

Before you save, you can edit the image using these tools. After clicking the ‘save’ icon, the image you capture will automatically appear in your Diigo library.
chapter 2: diigo

creating group

in your diigo page, you can create your own group. click ‘my group’ to open your group page.

click ‘create a group’ to start creating your diigo group.

fill up the form to create a group. after that you are allowed to invite your friends to join your group.

then, click ‘create my group’.

once your group have been created, you can invite your friends to join your group either through your diigo friends or you can invite by inserting your friends’ emails.
Example of a Diigo group.

Click ‘Invite people’ to invite friends to join your group.

All member can post bookmarks and topics for discussion.

REFERENCES

SlideShare. What is Diigo? http://www.slideshare.net/poutasi/what-is-diigo

WHAT IS ELLUMINATE?

Elluminate provides web, audio, video, and social networking solutions optimized for 21st century education and training. From two-way audio, multipoint video, and shared whiteboards to application sharing, interactive recording, and breakout rooms, all Elluminate Live! components are tightly integrated to provide the ultimate interactive learning environment. Whether we have two students — or two hundred — Elluminate Live! enables world-class communication, collaboration, and education that transforms teaching and learning (Elluminate Live. 2010a). Elluminate can be used in conjunction with a telephone conference call or, when available, the Voice over IP function (VoIP). If using VoIP, a headset with microphone must be used (Kevin Bane 2008).

BENEFITS OF USING ELLUMINATE LIVE! ®

The following are benefits of using Elluminate Live (Elluminate Live 2010c):

1. **Increase Completion Rates and Retention:** At many academic institutions, the majority of distance courses use online asynchronous tools, possibly in conjunction with synchronous text chat or streaming video. However, with asynchronous technology, students can feel isolated and unmotivated working on their own with little contact with teachers and other students. Research in distance learning indicates that student/teacher and student/student interaction greatly enhances student outcomes by improving attitude and motivation and building a sense of community. The result: increased coursework completion rates, higher test scores, and improved retention.
2. **Eliminate Geographical Barriers**: With live eLearning and web collaboration technology, academic institutions can extend the boundaries of the physical classroom, leveraging limited teaching resources, providing guest lecturers and remote experts, expanding geographical reach to increase enrollment, and providing access for all, regardless of location.

3. **Build Online Communities**: Today’s students can use synchronous technology collaborate without limits—across campus, throughout a nation, or across the globe—and build vibrant learning communities that encourage participation and stimulate innovation. With Elluminate Live!, institutions and instructors can even set up virtual student rooms for scheduled meetings or ad hoc collaboration, with or without a teacher present.

4. **Save Travel Costs**: Today, academic institutions are required to balance educational outcomes with the financial bottom line, including demonstrating a rapid return on their technology investment. Doing more with less has become a way of life for academia as it has in the business world. At the same time, schools are operating in an increasingly competitive environment and global marketplace. Synchronous online learning is a cost-effective solution that provides universal access with lower total cost of ownership and strong ROI.

5. **Increase Staff Productivity**: Elluminate Live! provides an enhanced meeting environment with voice over the Internet that eliminates travel time and lost hours at the office. With the proliferation of multi-campus institutions with satellite campuses, the advantages of virtual live meeting technology becomes more apparent, especially in tight state budget climates. Many institutions are using web conferencing for executive council and committee meetings.

6. **Accommodate Multiple Learning Styles**: The Elluminate Live! virtual classroom provides two-way voice over the Internet, instant messaging, and a shared, interactive whiteboard to display educational content. All of these
features create a rich and engaging learning environment that allows users to benefit fully from sessions regardless of their preferred learning styles.

7. **Incorporate Technology in the Classroom**: Students in traditional brick and mortar classrooms are changing the way they learn and interact. Often referred to as “digital natives,” today’s students have grown up in a digital world and demand that schools keep in step with their learning styles. At the same time, educators have realized that their teaching styles must change to keep students engaged and actively learning.

8. **Using Elluminate vRoom with application sharing and chat**: The strategist is now able to successfully share notes with the student from anywhere in the classroom via their respective laptops. What’s more, it doesn’t matter that one laptop is a PC and the other a Mac because users interact in real time, regardless of computer platform. The result: more independence for the student, and for the academic strategist, the ability to provide support in a less obvious way.

9. **Scale Information and Knowledge**: Key functionality in any virtual classroom should include the ability to record and playback sessions, creating reusable learning objects to maximize access and leverage resources. Recorded classes can be used for exam review, and information sessions can be pre-recorded to provide before a course begins. In addition, pre-recorded training for faculty, students, and staff on topics like commonly used applications or online library resources can be developed. Creating an easily accessible knowledge base of interactive, indexed recordings is easy with Elluminate Live!

10. **Leverage Limited Teaching Resources**: Live eLearning and web collaboration technology mirrors the interaction of the traditional classroom session or face-to-face meeting, while eliminating the need for expensive teleconferencing and travel. A single teacher can be leveraged to reduce the need for additional hiring, a regularly scheduled faculty meeting can be
replaced with an Internet-based session, students from multiple campuses can be combined to fill an online class, and a remote subject matter expert can address a class in real time from across the globe without traveling a mile.

11. **Provide Professional Development**: Elluminate Live! enables mentoring for center directors and the delivery of online courses that train teachers on the technology they need to handle their official reporting responsibilities. And because it doesn’t require a steep learning curve, the live online environment became a useful and popular tool in just months, providing both technological and emotional support for instructors.

**WAYS OF USING Elluminate Live!**

According to Elluminate Live (2010b) the platform can be used in the following way:

1. **Live Instruction**: Traditional distance learning programs have low completion rates as students are left to learn on their own with a feeling of isolation. Today’s online teachers need a method to communicate to students in an effective and pedagogically sound manner, one-on-one or one-to-many. Studies show that the ideal solution is a blended learning model with asynchronous and synchronous interaction.

2. **Asynchronous Content Development**: With Elluminate, you can create asynchronous content using Elluminate’s interactive record and playback functionality. For example, you can record student orientation sessions or add a recorded welcome to your virtual classroom prior the first day of class. In addition, students can view interactive recordings of your classes if they’ve missed a session or just to reinforce learning and help retain knowledge.

3. **Tutoring Programs**: Whether provided by instructors or peers, tutoring via Elluminate Live! offers students an opportunity to work one-on-one to get questions answered or receive help with homework or other assignments. Sessions can be scheduled, or students can drop into to an existing virtual room to connect with the tutor.
4. **Classroom Collaboration**: Collaboration at a distance connects students from different locations and cultures to enhance the learning experience. Students at Dohto University in Japan collaborated with students at Tennessee Tech University in a course about international architecture.

5. **Meetings**: With Elluminate, you can easily and effectively host effective meetings, significantly reducing teleconferencing and travel costs and decreasing time away from job.

6. **Virtual Office Hours**: Teachers can extend the hours they are available to their students with Elluminate Live! virtual office hours. Meet one-on-one or with groups of students.

7. **Student/Parent Orientation**: Want to expand your geographical reach and attract more students? Showcase your programs for prospective students and their parents online with Elluminate Live! You can also conduct orientation for new students and even record the sessions for those who couldn’t attend in person.

8. **Remote Guest Speakers/Virtual Field Trips**: Online education is all about creating engaging learning environments. Elluminate Live! enables you to bring in remote experts to the classroom or send students on a virtual field trip. For example, students at Union County Public Schools viewed a surgery in real time and visited with the cast of the musical Rent.

9. **Professional development**: Attract and retain qualified instructors and staff by providing cost-effective, ongoing professional development via Elluminate Live! Connect teachers on a campus-wide level to share best practices. Offer real-time or recorded training sessions for applications, tools, and administrative systems.
10. **Virtual Help Desk**: Need additional methods to provide support and immediate assistance to students, faculty, and staff? Elluminate Live! is great to use as a supplement you’re your physical help desk or learning center. Students can get access to the experts on resources, such as the research library, without coming to campus.
GET STARTED WITH ELLUMINATE

STEP 1

Go to: http://www.elluminate.com/

STEP 2

Sign up/ Registration

To start using Elluminate, click ‘Get A Free Trial’.

Insert your email address and click ‘continue’.
Chapter 3: Elluminate

To start accessing your Elluminate, check your email inbox.

Next, click ‘Try Elluminate’.

Fill up the form.

Click ‘Start Now’ or you can copy the following link into your browser.

Elluminate will send you this email.
Chapter 3: Elluminate

STEP 3

Downloading Elluminate Live

1. Once you click the link given, you will be directed to this page. Click this icon to start your Elluminate trial room.

2. Then, this window will open. You cannot close this window until you are in the Blackboard Collaboration online session.

3. At the same time, you will need to download 'Java' application. It will download for you automatically.
After you have finished downloading. Your Blackboard Collaboration will be opened automatically. Next, you need to click ‘I agree’ to accept the license agreement.

After that, select the internet connection you are currently using. Then click ‘OK’.

Wait until your Elluminate starts connecting to your computer.
Now you can start using your elluminate live – Blackboard Collaboration Online

**STEP 5** Checking audio

1. At your blackboard, go to ‘Tools’.
2. Select ‘Audio’.
3. Click ‘Audio Setup Wizard’.
Chapter 3: Elluminate

Click ‘Refresh’ to add the audio device.

Select your device.

Then click ‘OK’.

Test your audio device by clicking the ‘Play’ button. You will hear a sound from your audio device.

Adjust the volume of your audio to set it to your comfortable listening level.
If you are satisfied with your listening level volume, click ‘Yes’.

Same procedure with other audio device (microphone). Select your audio device.

Click ‘OK’.
Chapter 3: Elluminate

Select your microphone setting.

Test your microphone by clicking the ‘Record’ button.

You can increase or decrease your microphone volume sound.

After you have finished setting up your audio, click ‘OK’.
STEP 6

**Loading Presentation**

1. To load your presentation, click this icon.

2. Select your presentation location.

3. Then, click ‘OK’.
Chapter 3: Elluminate

Select your presentation to upload.

Then click ‘Open’

Now, your presentation has been uploaded. You can use this key to play your presentation.

What is elluminate
Chapter 3: Elluminate

Adding Participants

At the top of your blackboard, click this icon.

This window will open. You can compose email or copy the link given and send it to the person you want to join the session.
Chapter 3: Elluminate

Elluminate Live Tools

1) Participant Tools

- Enable/Disable microphone
- Enable/Disable chatting
- Whiteboard permission
- Sharing permission
- Enable/disable video camera permission
- Confusion & Disapproval
- Number of participants
- Hand raised
- Laughed & Applause
- Participant
2) Chatting Tools

Chatting tool

Type message here

3) Audio and recording tools

Speaker and sound adjusted volume.

Drop and start using microphone

Record the conference

To view back your conference recording. Go to the link given in your email and click ‘View Recording’ tab.
REFERENCES


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https://techinfo.esc.edu/kb_article.php?s=1eba2d352205bde2f52bc05730111847 &ref=5455-YOZC-9085 [12 April 2011]
WHAT IS EVERNOTE?

Evernote is a useful Web 2.0 tools for individuals in every situation. It allows individuals to capture pictures of almost anything they wish to remember. In a few quick short steps, pictures can be saved into Evernote, organized, and given a brief short description making the picture easily accessible in the future. This application is unique in a number of ways. Unlike any other web application, it is not linear. In other words, when using this application you are able to add text or information, pictures, videos and links just as you can with any other web application leaving plenty of room for creativity in this area alone. Nonetheless, with Evernote there are also many other things you can do. Evernote recognizes that we are given all kinds of information on a daily basis and our brains cannot possibly store all of this information and for this reason many things are lost and forgot. Hence, Evernote has allowed us to begin to capture all of these ideas and experiences from our real lives and from a digital standpoint and the memories or ideas will not slip away. In short, the possibilities are endless because Evernote allows us to capture information in any environment while using whatever platform or device you want (Benjamin 2008).

BENEFITS OF USING EVERNOTE

Students, teachers and lecturers greatly benefit from Evernote for a variety of different reason specific for their different environments and situations (https://wiki.itap.purdue.edu/display/Social/How+Evernote+Can+Be+Used+in+Educational+and+Learning+Environments), as follows:
Students

Students in all different educational levels and backgrounds can use Evernote to organize their educational priorities. Evernote can help students keep track of their notes, research, homework, tests, quizzes, and anything else that is school related. It would be great to never have to worry about losing those important assignments. Evernote can take that worry away. It is as simple as students photographing all of their important papers, documents, and projects. After that, all the student has to do is upload the important pictures into Evernote in one quick step and organize his or her pictures. He or she can organize the pictures by projects, classes, or anything for that matter. Evernote has made the organizational hassle of being a student much easier and accessible.

Teachers

Evernote can make the duties of teaching more organized, easy, and accessable by being able to capture pictures of lessons on a white board, pictures of lessons and activities, pictures of field trips, and much more. Also, elementary teachers typically receive numerous gifts from their students such as drawings, paintings, and crafts. Over the years the gifts received can add up. Evernote allows teachers to take pictures of all your special gifts, store them, and organize them. Art teachers could also greatly benefit from Evernote. Lugging a ton of art projects home can be a hassle. Evernote allows them to take individual pictures of each art project, save the pictures, organize them by class and projects, and access them at home for easy grading. There are many other situations that can help school teachers in the educational environments.

Teachers in all levels can benefit from Evernote. This section focuses on high school teachers, college professors, and college teacher assistants. They can use Evernote in a variety of different situations. Video clips are often used to portray a lesson in the classroom setting. However, where do those video clips come from? Teachers often just stumble upon great examples that could be used to convey a lesson or an idea to their class. Evernote allows them to take a picture of the video itself, the title, or the link to the video. After they photograph the video they can save, organize, and give a brief explanation about the video in Evernote. They can then access and remember the educational video at anytime. Teachers can also use
Evernote to capture pictures of research, homework assignments, and projects. Saving and organizing assignments to Evernote will allow teachers to access them from home or another environment and easily grade them.

Evernote makes the stressful life of a student a bit easier by enabling the student to not have to worry about losing important papers, other written assignments, or class notes. It can organize them by class, which also makes it easy for future reference when the student goes to study for an exam over the material. Also, because Evernote is on the Internet, a student can easily access their information when they are on the go from their cell phone or from anywhere on any computer with an Internet connection. Teachers can enjoy the convenience of Evernote as well. Instead of carrying mounds of papers home to be graded over a break or long weekend, the teacher can take pictures of the assignments and upload them into Evernote. Then, while away from school, the teacher can grade the papers at his or her leisure without the worry of misplacing or completely losing any papers.

WAYS OF USING EVERNOTE

Evernote is a valuable application for educators. It’s usefulness can range from planning a course to delivering a lesson plan to capturing feedback after class. The follows are some ways of using Evernote in education. As an educator, Evernote use falls into three categories (Michael 2011):

1. Prior to class
2. During class
3. After class

Prior to class

1. Plan and organize your classes with tags: Using tags is a great way to organize your classes on a week-to-week basis or on a class-by-class basis. For example, if you know that there is certain content that has to be taught during the second week of the school year, then for all related content you
can use the tag “week 2”. Once you’ve created this system you can keep adding additional items throughout the year.

2. **Standards database**: Compile standards of achievements for your particular grade or subject. You can even share them with teachers, parents, administrators and students using Evernote’s sharing features.

3. **Professional development**: If you use the summer break or vacations to improve your skills or continue your education, keep all your notes, resources, lessons and new ideas learned in Evernote. This also works well for teacher in-services, conferences, workshops and seminars that you attend.

4. **Classroom templates**: Templates are a great way to save time when grading and assessing your students. If you use templates such as grade sheets or student assessment forms, keep them in Evernote so you have them at your fingertips throughout the year.

5. **Prepare for your absence**: Use Evernote’s shared notebooks as a way to keep your class up and running even if you aren’t there. Evernote makes it easy to share a notebook with the substitute teacher. Consider sharing lesson plans, worksheets, answer keys and examples of completed work. This can ensure your class keeps moving even if you aren’t there.

### During Class

1. **Share a notebook with your class**: After you create a public notebook, share the URL with your class. This way anything you add can be viewed by your students (or their parents). Here’s an example of a public notebook that I created for an entrepreneurship class.

2. **Whiteboard photos**: Taking snapshots of the whiteboard is a favorite use of mine. Take photographs of the whiteboard before the start of the class, and again at the end. This gives you an accurate time stamped snapshot of what you were working on, on any given date. You can title or tag each photo based on the lecture number to make searching for specific photos easier. Also, you can share the photos with students that miss a class, so that they have the day’s notes.
3. **Keep handouts handy**: Keep all of the handouts, worksheets, templates, study guides and assignments that you frequently use in Evernote, where they are easily searchable and accessible.

**After Class**

1. **Simplify grading**: Scan graded tests, including scantrons and add them to Evernote. You can then enter them into your preferred grade-book or spreadsheet when you have time. This is also great if you have a teacher’s assistant. You can share the notebook with them and have them help with the grading process.

2. **Keep your extracurriculars in order**: If you participate in any committees or coach a team, you can use Evernote to keep track of all the different research, notes and information associated with it. Again, shared notebooks are a great way to keep your committee on the same page and makes for an easy way to share collective knowledge about a project.
GET STARTED WITH EVERNOTE

STEP 1

Go to http://www.evernote.com/

STEP 2

Installing Evernote Application.

1. Click here.

2. Click ‘Save File’.
Open the Evernote file which you have saved in your program file location. Then click ‘Run’.  

Tick the box ‘I accept the terms in the License Agreement’ and start installing by the clicking the ‘Install’ button. 

Click ‘Finish’ once you have finished installing your application. The Evernote icon will appear on your desktop.
Before you start using Evernote, you need to ‘Sign in’ first or you need to ‘Register’ if you have not created Evernote account.
Creating Notebook

Evernote stores your notes in separate containers called “Notebooks.” Your account starts with one notebook, but you can make additional notebooks at any time.

Two ways in creating notebook

1. Go to File → New Notebook

   * ‘Create Notebook’ page will appear. Type your unique notebook name.

Choose local notebook (the notebook stored on your computer and are never uploaded to the Evernote Web service) or Synchronized notebook (the notebook are uploaded to the Evernote Web service, and will be available via other forms of the Evernote Service (Evernote Web, Evernote for Mac, Evernote Mobile Web, Evernote for iPhone, etc) by logging into your Evernote account).
2. Click in the Left-Hand Notebook Pane and hit the “Insert” key, or Right-Click in the Notebook Pane and select “New Notebook”.

### Exporting & Importing Notes

#### 1. Exporting notes

With Evernote, you have the option to save your notes to an external file for backup purposes, or for easy transfer amongst friends and colleagues. You can Export individual notes or entire Notebooks at once.

1. Click ‘File’.

2. Export: (Or Ctrl+Shift+X). (This option can also be activated by Right-Clicking on one or more selected notes).

3. You can then choose what file type you would like, .enex (Evernote Backup), html, .mht. If exporting to .enex, you can choose to export your note tags as well.
2. Importing Notes

You can import files exported from Evernote, databases from previous versions of Evernote, notes from Microsoft OneNote 2007, and entire folders of supported files.

1. Click ‘File’.
2. Click ‘Import’.
3. You can choose to export the file/notes from evernote export file or OneNote.

STEP 6

Creating a Note/Ink Note/Webcam Note

Click the “New Note” button in the main toolbar.
Or, Go to File → New Note/New Ink Note/New Webcam Note

New Note.

New Ink Note.

New Webcam Note.
Chapter 4: Evernote

Creating Multimedia Note

Add image and other file content to your notes.

Note: Only files of type PDF, JPG, WAV, PNG, MP3, GIF, AMR are supported for Free users. Premium members may attach files of any type, but Evernote can only preview files of supported file types.

1. Drag and Drop

Take a file from anywhere on your Computer and drag it into a new or existing note.

STEP 7

Tagging

You can tag your notes for easier retrieval and memorizing. You can create your own tags, at any time and drag and-drop them to tagged notes.

STEP 8

Creating a new tag

1. Right-Click on a Tag Section or on a Tag. You can create a tag or rename and delete the existing tag.

2. Insert the name of your tag.

3. Then, click ‘OK’.
You can share your notes with friends, whether they have Evernote installed or not.

1. Emailing notes

Select one or multiple notes in the list (Ctrl+Click on notes' toolbars to select multiple notes).

Email application will appear with a composed message window.

Click the Email button.

Enter your recipients address and message.

Number of your selected notes.

Click ‘Send’.
Chapter 4: Evernote

2. Sharing notebooks

1. Select a Notebook from the Left-Hand Notebook pane and right-click to select ‘Properties’.

2. Click the ‘Sharing and Collaboration options’ link.

You will be taken to the Evernote Web site, where you need to select Sharing from the left-hand pane, then ‘Sharing Setup’.

3. On the next page, click ‘Start Sharing’, or ‘Stop/Modify Sharing’ for the notebook you wish to Share.
You will then have the option to Publish your notebook publicly, or to specific individuals.

If you choose ‘Share with the World’, you will be able to create a custom URL at which your notebook can be accessed, as well as modify the sort order and give it a custom description.

If you choose ‘Share with Individuals’, you can select which individuals should receive a link to your notebook. Premium members also have the ability to allow other people to view, create, edit and delete notes within the shared notebook.

Once you click ‘Save’, your notebook will be published at the listed Public URL.

Once you select ‘Send Invitations’, your guests will receive an email with a private link to your notebook that only they can access.
REFERENCES


WHAT IS FACEBOOK?

The Facebook platform allows developers to create Web applications that integrate with Facebook’s social network and are delivered via the Facebook Web site. Applications run on the developer’s server, and any data unique to the application is stored on the developer’s database. Although running on an independent server, Facebook applications can query Facebook data in order to take advantage of Facebook’s existing social network. Facebook users can browse available applications and enable the ones they wish to use, granting them permission to access a subset of their account data (PennState 2007).

ADVANTAGES OF FACEBOOK

According to Caroline and Terri (2009), there are a number of unique features that make Facebook amenable to educational pursuits. For example, Facebook is equipped with:

1. Bulletin boards,
2. Instant messaging,
3. Email
4. Ability to post videos and pictures.
5. Post information and collaborate within the system.

In addition, beyond high usage rates and some technological advantages, social networks, such as Facebook, can provide the following:

1. Numerous other pedagogical advantages to both teachers and students.
2. Connects students with other students, indirectly creating a learning community – a vital component of student education (Baker 1999).
3. Provides instructors opportunities and structures by which students can help and support one another by building their courses atop the community already established by the students themselves.

4. Internet-based learning modules actively engage students in a manner unique from the traditional class lecture.

5. Increases both teacher-student and student-student interaction in the form of web-based communication.

6. Helps instructors connect with their students about assignments, upcoming events, useful links, and samples of work outside of the classroom.

7. Students can use Facebook to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects in an online environment.

8. Building on the face-to-face, teacher-student relationship, social networks allow students to glimpse instructor profiles containing personal information, interests, background, and “friends,” which can enhance student motivation, affective learning, and classroom climate (Mazer et al. 2007).

WAYS OF USING FACEBOOK IN EDUCATION

It is important for teacher and lecturers to introduce students to social networks. According to Caroline and Terri (2009), as an optional assignment, teachers can have students:

1. Create their own Facebook account and “become friends” with at least one other member of class.

2. Post appropriate, class-related images, messages about course assignments and events, and course applications.

3. Persuade to experiment with different features.
By building tools into the Facebook social structure, you will encourage more interaction among participants. With the library tool, for example, a student who might be having trouble searching the electronic library catalog or figuring out how to use the University library system might be more inclined to ask a “friend” in the group for help or use the “Ask a Librarian” button instead of getting frustrated and giving up. Librarians can use a library Facebook application as a way to establish a personal connection with students, who we often only teach in “one-shot” library sessions. The Facebook application already developed by the Libraries can and already does provide another avenue for submitting reference questions. Nonetheless, adding features may help to increase these types of services. Overall, this type of platform can help to make the Libraries’ environment more open and accessible, thereby inviting more interaction and teaching opportunities. If we transfer the library scenario across to classroom teaching and learning, students might start sharing study tips as they discover which of the module/notes are most useful. They might recommend module/notes to each other based on needs expressed during their social interactions. All of these activities would help students improve their study skills, which will in turn enrich their academic experience and satisfaction (PennState 2007).
GET STARTED WITH FACEBOOK

STEP 1
Go to: http://www.facebook.com/

STEP 2
Sign up/Register

1. To start using a Facebook, create a Facebook account by filling up the information needed.

2. Then, click ‘Sign Up’.

Create a Page for a celebrity, band or business.
Chapter 5: Facebook

3. After you have signed up, this page will open. You can complete it or you can do it later.

4. To skip the page, click ‘Skip this step’.

5. The Facebook team will send an email to approve your registration.

6. Click ‘Get Started’ and start login.
Chapter 5: Facebook

Finding Friends

1. You can import contact from your Yahoo email or other applications.

2. Select friends you want to add as Facebook friends.

3. Select friends to invite (if your friends do not have Facebook account).

4. Go to ‘Find friends’.

Editing Profile

1. Go to ‘Profile’.

2. Click ‘Edit Profile’.
Chapter 5: Facebook

STEP 5

1. Go to your account.
2. Click ‘Edit Friends’.
3. Click ‘Create a List’.
4. Then, click ‘Save Changes’.
5. Select the information you like to edit.
Insert the name of your grouping, e.g. Students.

Now you can start editing your list of friends by clicking the ‘Edit Lists’.

Select your friends grouping.

STEP 6

Go to ‘Account’.

Click ‘Privacy Settings’.
Chapter 5: Facebook

Making Status (wall post) Private

1. Write your status (wall post) here.
2. Choose your privacy, or you can customize your privacy.
3. Choose your status visible to ‘these people’.
4. And you can hide from selected people.
5. Then, click ‘Save Setting’.

STEP 7

Choose the privacy of your facebook account. Then, click ‘Apply These Settings’.
Chapter 5: Facebook

STEP 8

Photo Album

Click ‘Photo’ at your Facebook homepage.

Select photos from your document files.

Click ‘Select Photos’.

Name your album.

Select the privacy status you like to share.

Click ‘Create Album’.
Chapter 5: Facebook

Creating Groups

STEP 9

At your Facebook homepage, click ‘Create Group’.

Select the privacy you like to share.

Write the description of your album.

Click ‘Save Changes’.
Chapter 5: Facebook

Insert your group name.

Select member to add to this group.

Choose your privacy.

Click ‘Create’.

Post your topics to start discussion.

Select your activities.
Chapter 5: Facebook

Creating Events

Then, click ‘Create an Event’.

At your Facebook homepage, click ‘Events’.

Insert the information of your event.

Then, click ‘Create Event’.
REFERENCES


Chapter 6: Flickr

WHAT IS FLICKR?

Flickr is a photo-sharing site/service where anyone can upload and tag photos, browse others’ photos, and add comments and annotations. Users can create photo sets and collections to manage content, and participate in topical groups to cultivate a sense of community. Launched in February 2004, Flickr embodies what has come to be known as one of Web 2.0 popular tools. The site provides the tools, but the value derives from the contributions of the user community—photos, comments, ratings, and organization—and the connections that the site facilitates between individuals. Flickr also provides a range of privacy settings, giving users considerable control over how their photos can be used (http://net.educause.edu/ir/library/pdf/ELI7034.pdf).

WAYS OF USING FLICKR

Although Flickr is mainly for photos, nevertheless, the site might more aptly be described as a venue for sharing experiences and creating relationships. User-generated content is a hallmark of emerging technologies, and for most users, photos represent an extremely low barrier to entry for sharing creative work. Students and teacher/lecturers alike often have many photos that never find an audience. By making photos easy to share, Flickr demonstrates that contribution can be easy and that almost any shared object can find an audience. The ability to engage in a conversation about a photo, and to update that photo based on comments received, create a sense of community. In fact, Flickr users have been described as passionate in their use of the site and their belief in its value. In addition, the ubiquity and simplicity of digital cameras have made amateur photographers out of millions of people, and sites like Flickr provide a place to share photos and meet people with similar interests, even if photography is not their focus. Flickr’s support for Creative
Commons licenses adds another venue for discussion about the evolving nature of copyright in the digital era (http://net.educause.edu/ir/library/pdf/ELI7034.pdf).

**USAGE IN TEACHING AND LEARNING**

Flickr provides an opportunity for students studying photography or other art-related subjects to receive feedback and engage with a community of experts and amateur enthusiasts, exposing students to the reality of professional practice. This dynamic can be extended to other fields, as evidenced by the success that digital storytelling projects have had in using visual media to share personal experiences. Students who are engaged with content demonstrate better learning outcomes, and the immediacy of visual media facilitates that sense of connection to subject material. In a similar fashion, Flickr exposes students to participatory learning by capitalizing on the ubiquity of digital cameras and students’ desire to share their creative work. By introducing users to social, collaborative technologies, Flickr provides an easy, comfortable platform for students to engage with content and a community in the process of collective knowledge creation (http://net.educause.edu/ir/library/pdf/ELI7034.pdf).
GET STARTED WITH FLICKR

STEP 1
Go to: http://www.flickr.com/

STEP 2
Sign In/Creating Flickr Account

1. Click ‘Create Your Account’ to start creating Yahoo account or log in using ‘Facebook’ or ‘Google’.

2. Or, Sign in using Yahoo.

Click ‘Create New Account’ if you don’t have Yahoo ID.
Chapter 6: Flickr

After you have login, insert your Flickr screen name. You can also change it later.

Then, click ‘CREATE MY ACCOUNT’.

You Flickr account is created when you see this greeting.

Now, you can personalize your profile or you can do it later.
Chapter 6: Flickr

**Personalizing Profile**

**STEP 3**

1. **Click 'Personalize your profile'.**

2. **Upload image from your computer to create your buddy icon.**

3. **Customize your Flickr URL.**

4. **Personalize your profile. Then click 'Save'**.
Chapter 6: Flickr

Uploading Photos

1. Go to your Flickr 'Home' page.

2. Click 'Upload Photos & Video'.

3. Click 'Choose photos & video'.

4. Open your file picture from your computer.

5. Choose your privacy setting.

6. Click 'Upload Photos & Video'.

Upload to Flickr

You're using the 300 MB photo limit and 0 of your 2 video limit this month. Upgrade?

Step 1:
Choose photos and videos

Step 2:
Upload

Step 3:
Add titles, descriptions, tags or add to a set

Upload Photos and Videos

Choose privacy:
- Private (only you see them)
- Visible to friends
- Visible to family
- Public (everyone can see them)
Chapter 6: Flickr

Organizing Photos

1. At your Flickr Home page, click ‘Organize & Create’.

2. To start organizing, click ‘Sets’ tab. A set is like a folder that contains photos.

3. Drag the photos into this area to create the set.

4. After you have uploaded, insert ‘Title’, ‘Description’ and insert ‘Tags’ of your photos.

5. Then, click ‘SAVE’.

STEP 5
Chapter 6: Flickr

Finding Friends

STEP 6

4. Name the ‘Set’ and click ‘Save’.

5. Now you have organized one set of pictures.

6. To leave the organizer, click your photostream.

Go to your flickr Home page and click ‘Find your friends on Flickr’.

Here’s how to get started:

1. Personalize your profile
2. Upload your first photos
3. Find your friends on Flickr
   Or, learn more about contacts
Chapter 6: Flickr

Adding Note

1. Go to ‘Actions’ and click ‘Add a note’.

2. Click on the picture you want to add a note.
Chapter 6: Flickr

**STEP 8**

To post a comment, go to the bottom of the picture you want to comment.

Write your comment here.

‘Preview’ or ‘Post Comment’.

To post a comment, go to the bottom of the picture you want to comment.

Write your comment here.

Click ‘Save’.

Click at the area you want to add note.

Write your note here.

Click at the area you want to add note.

Write your note here.

Click ‘Save’.

Write your note here.
Chapter 6: Flickr

Adding Picture to Maps

**STEP 9**

1. Go to ‘Actions’ and click ‘Add to your map’.

2. Insert the name of the location.

3. You can drag-and-drop at the location you like.

4. Customize the visibility options, and then click ‘Save Location’.
REFERENCES

7 Things You Should Know About Flickr. 2010.
WHAT IS GLOGSTER?

A Glog is created using a very easy to understand, drag and drop interface that is relevant, enjoyable, and scalable for students of all ages and learning styles. A Glog is an interactive visual platform in which users create a “poster or web page” containing multimedia elements including: text, audio, video, images, graphics, drawings, and data (http://edu.glogster.com/what-is-glogster-edu/).

Glogster EDU is the leading global education platform for the creative expression of knowledge and skills in the classroom and beyond. It empowers educators and students with the technology to create GLOGS - online multimedia posters - with text, photos, videos, graphics, sounds, drawings, data attachments and more.

BENEFITS OF USING GLOGSTER

The following are some benefits of using Glogster for teachers/lecturers and students:

For Teachers/Lecturers:

1. A creative, dynamic, and innovative digital outlet that captures learner’s excitement for online creations, keeps learners engaged in course content, and makes teaching and learning more fun.
2. A private and safe platform, monitored directly by teachers. Teachers control all the activities of their learners.
3. A valuable teaching tool that integrates diverse core subjects including math, science, history, art, photography, music and more for individual learner
portfolios, unique alternative assessments, and differentiated instructional activities (http://edu.glogster.com/register/).

For Students:

1. A fun, imaginative, and powerful learning experience which fosters independent creative self expression, positive learner-teacher relationships, and teamwork on collaborative class projects.

2. A vibrant, multi-sensory learning experience which integrates learner’s knowledge and skills into traditionally text-oriented subjects and motivates learner’s desire to explore topics in which they may previously have been less interested.

In addition, Glogster also provides the following benefits to teachers and learners:

1. A fun learning experience
2. A new way to express creativity
3. Private, secure, safe virtual classroom monitored by teachers
4. Drives new interest levels around subjects that may have been seen as “boring” before
5. Adds audiovisual aspects to traditionally text-oriented subjects
6. Fosters teamwork and collaboration with classmates
7. Increases drive to be independently creative
8. Unlimited shelf life
9. Improves student-teacher relationships by allowing both to explore Web 2.0 & learning concepts together
10. Keeps teachers and students up-to-date with modern technology

(Source: http://edu.glogster.com/classroom-benefits/)
WAYS OF USING GLOGSTER

Glogster can be used in the following educational context:

1. Glogster is a unique tool which teachers and students to create an online poster using hyperlinks to other websites, video, images, photographs, and sounds.
2. Glogster allows teachers to create thoughtful and creative assignments.
3. Teachers can assign students to research a country and make a traveling brochure.
4. Students can upload youtube videos of people speaking in their native tongue, upload popular/traditional music of the country, provide facts, travel information and popular destinations.

GET STARTED WITH GLOGSTER

STEP 1  Go to: http://glogsteredu.edu.glogster.com/

STEP 2  Sign up/Register

Choose your account level

1. Choose basic teacher for free account (limited 50 students account).
2. Choose a premium account for more features.
Chapter 7: Glogster

Creating New Glogs

STEP 3

1. After you log in, you have to go to ‘My dashboard’ page.

2. To start creating new Glog, click here.

3. Fill in the registration form.

4. Then, click ‘SIGN UP’.

5. You need to check your email to start activating your Glogster account by clicking the link given.
Then, you will see this page. You can create your Glog using ‘Magnet Tool Box’.

You can use ‘Magnet Tool Box’ to add or insert graphic, text, image, video, sound, data, draw and wall of your poster.
Chapter 7: Glogster

STEP 4

Changing Wall

1. Click ‘WALL’ at your magnet tool.

2. Select the ‘wall’ you like.

3. Then click ‘USE IT’.

4. Now, your wall will become like this.
Chapter 7: Glogster

Inserting/Adding Texts

1. Click ‘TEXT’ at your magnet tool.

2. You can choose bubbles, stickers or titles to insert text.

3. Select the text appearance you like.

4. Then, click ‘USE IT’.

5. Now, it is on your wall and you can edit the text and the appearance.

6. Tools to edit the image:
Chapter 7: Glogster

**Inserting Image**

**STEP 6**

1. Click ‘IMAGE’ to insert the image.
2. Click the ‘Images’ tab.
3. You can insert image by uploading from your computer, or from the web by inserting the web address or you can grab image from a webcam snapshot.

**7** Tool to edit the text.

**8** You also can insert graphics using the same procedures.
Chapter 7: Glogster

Inserting Video

To insert frame for image, click ‘Frame’ tab.

Choose the frame you like.

Then, click ‘USE IT’.

You can insert audio using the same procedures.

STEP 7

Inserting Video

Click ‘VIDEO’ to insert a video.

Click the ‘Video’ tab.

You also can insert video from ‘SchoolTube’

You can insert a video by uploading the video from your computer, or from the web by inserting the web address or you can grab from a webcam.
Chapter 7: Glogster

To insert the player for video, click players tab.

Choose the player you like.

Then, click ‘USE IT’.

You can save or publish or preview your Glog.

NOW YOU HAVE CREATED A GLOG
Chapter 7: Glogster

Adding Students

At ‘My dashboard page’ click ‘Add new students’.

Here are examples of Glogs created by others.
You can add students by inserting the number of students you want to add. Then click ‘Add Account’.

Or, you can add students by using an Excel document (by clicking ‘Download File’).

The imported file of the Excel tool will automatically open. Tick ‘Open with’ and click ‘OK’ to start downloading the file.

Click ‘Option’ to enable the macro.

Tick ‘Enable the content’ and then click ‘OK’.

The imported file of the Excel tool will automatically open. Tick ‘Open with’ and click ‘OK’ to start downloading the file.
Chapter 7: Glogster

Click ‘Login’ button.

Insert your ‘Nick’ and ‘Password’ of your Glogster account. Then click ‘Login’.

Start creating your student account by inserting ‘Nick’, ‘Gender’ and ‘Password’. ‘First name’, ‘Last name’ and ‘Grade’ are optional.

Then click ‘Import’ to start uploading your students to Glogster.

After clicking the import button, the ‘status’ and ‘first login link’ will automatically appear.

Here is the guide for the ‘Status’.

- New student is imported to Glogster EDU with the included data (new student account is created).
- Student account (nick name) already exists on Glogster EDU.
- You have no additional student accounts available under your license.
- Student account not created due to a non-unique user name format or a server error.
REFERENCES


WHAT IS JING?

Jing is a cross-platform application that can be downloaded from www.jingproject.com. It enables you to take static screen captures of your computer screen (called screenshots) as well as record short videos (less than 5 minutes) of onscreen action (called screencasts). You can then share your screen captures and screencasts instantly with others whether over the web, email, or even embedded in your online course shell. Jing’s companion site, www.screencast.com, makes sharing easy and fast. Once your screen capture or screencast is done, with a click of a button you can easily upload it to Screencast.com. Once the upload is done, Screencast.com then copies the URL to your uploaded screen capture or screencast to the clipboard of your computer, enabling you to then easily paste the URL into an email or your course management system to share with your students. Screencast.com, also, generates HTML embed code which enables you to embed your screencasts seamlessly into your online course management system. But if you do not wish to use Screencast.com to share your screen captures and screencasts, you can save your screen captures as PNG image files and your screencasts as SWF Flash video files and distribute as you see fit (Margarita & Dave 2010).

BENEFITS OF USING JING

According to Patrick et al. (2009), Jing is useful because:

1. It is free.
2. It is available for Windows and Mac.
3. Ability to upload images and videos to screencast.com with a simple click of a mouse is something that none of its competitors currently offer.
**USAGE JING IN EDUCATION**

Elizabeth (2010) suggest, some quick ideas using Jing in education:

1. Create training videos for quick and easy access for students, or even yourself for refreshers.
2. Have your students record themselves solving math problems and then post on your classroom blog!
3. Have your students record their presentations.
4. Have your students record themselves researching and presenting their findings.
5. Don’t stick to the norm! Have your students get creative – create a timeline of an explorer’s life and then present it via Jing!
GET STARTED WITH JING

STEP 1
Go to http://www.techsmith.com/jing/

STEP 2
Download Installing Jing

1. Click ‘download free version’ of Jing.

2. Next, click ‘Download for Windows’ if you are using Windows program.
Chapter 8: Jing

STEP 3 Finding and Launching Jing

1. After the installation and sign up is completed, the Jing sun will appear at on your desktop screen.

2. When you move the cursor over the “sun”, three options will emerge. The most useful one is ‘Capture’.

3. Jing_setup.exe will appear. Click ‘Save File’ to save the setup file in your computer. After you have completed save it, run the setup and start installing.

4. At the end of the installing process, you need to sign up online.
Chapter 8: Jing

STEP 4: Taking a Capture

1. Click ‘Capture’.

2. You will see that your screen go darker as you move the cross hairs around the screen.

3. Click and drag to select a portion of your screen.

4. The highlighted bright area is the part that will be captured. Let go when you’ve got the area you want selected.

Click and drag the cross hairs to select an area.
Chapter 8: Jing

**STEP 5**

**Capture an image**

1. Click the image button.

2. The image will look like this.

3. You can use the image tools to annotate your capture.

4. An example of an annotation using the image tools.

5. The Date/Time stamp is the default filename. Change it if desired.

6. If you click the ‘share via Screencast.com’ button, your image or video will be uploaded to your Jing folder on Screencast.com. You can paste the link into your email, document or online conversation.

7. Click ‘save’ button to save it manually.
Chapter 8: Jing

Recording a Video

1. Click ‘capture’ and highlight the area you want to record as a video.

2. Make sure your microphone is connected and that it is not muted.

3. Click the video button.

4. A 3 second countdown will appear, and your screen will be recorded. You can perform any actions you would like to show while narrating along.

5. Click stop when you are done.

6. There is a five minutes time limit.
REFERENCES


WHAT IS NING?

Ning is an internet-based service that allows users to create their own social networks and participate in other networks. Ning allows creators of networks to determine the site's appearance and functionality, as well as whether the site is public or private. Most networks include features such as photos or videos, lists of network members and events, groups within the network, and communication tools such as forums or blogs. No technical skill is required to set up a social network, and there are no limits to the number of networks a user can join. Ning offers no-cost networks, which are supported by advertisements, or users can pay for premium services that eliminate ads and let users choose network URLs that are separate from the Ning domain (Educause 2008).

BENEFITS OF USING NING IN EDUCATION

The following are some benefits of Ning in education:

1. Students can look for Ning sites on a particular subject when trying to research information for an assignment/project or just for general interest. For example, someone who wants to learn about ecotourism can search the Ning site and access any relevant information that will help them.

2. Read other people’s posts, see their photos and videos and learn new bits of information on your area of interest.

3. In addition, if you sign up and become a member of that NING page, you can contribute to the discussion and upload your own content.

(Source: Ning and Its Educational Potential 2009)
WAYS OF USINGNING

Registered users can create new social networks quickly, with no technical skill required. Once a name and a URL are selected, assembling the network is a simple process of working through four screens. The user indicates whether the network is private (only invited people can view or join) or public; writes a tag-line and description of the network; assigns keywords; chooses from a selection of features (such as photos or videos, a blog, events, groups, or gadgets) and uses drag-and-drop tools to place those features on the page; chooses a visual theme (colors, fonts, sizes) and can customize these choices; and decides what information users will be asked to provide to join the network. If membership is restricted, the creator can invite individuals to join. The creator of the network has access to other options, such as importing photos from Flickr, adding Ning features to Facebook pages, requesting access to source code to further customize a network, and including JavaScript that allows external tools to track network usage statistics. Various features permit users to read news or learn about related events, join groups, read and comment on blog entries, view photos and videos, and other activities as set up by the network creator. RSS feeds let users subscribe to updates from specific parts of the social network (Educause 2008).

USAGE IN TEACHING AND LEARNING

Ning provides an avenue for instructors to take advantage of social networks in a neutral setting, offering functionality and an experience that are familiar and comfortable to students. By creating social networks around academic topics, or even about specific projects for a course, an instructor can:

1. Facilitate a strong sense of community among the students,
2. Encouraging personal interactions that can lead to the creation of new knowledge and collective intelligence.
In addition, Ning provides an opportunity for:

1. Students to create their own social networks
2. Student to learn how to cultivate and sustain a community of users that might resemble professional contacts and relationships.
3. Easy way for a cohort of students—from an entering class, for example, or those who participated in a semester-abroad program—to stay connected through the college years and beyond, even as they transfer to other institutions, graduate, or relocate.
GET STARTED WITH NING

STEP 1

Go to: http://www.ning.com/

STEP 2

Creating a Ning.com for Social Network

Create Your Own Social Network for Anything

Name Your Social Network

For example, Parks, Quilts, etc.

Pick a Web Address

For example, parksquilting.ning.com

Ning Spotlight

Here are a few of the hundreds of thousands of social networks on Ning today...

Create a Social Network Name

Create Web Address for your Social Network

Click Create

Click on Ning.com
Chapter 9: Ning

Chapter 9: Ning

STEP 3

Describing your Network

1. Fill In Required Fields

2. Then, click ‘Next’.
Chapter 9: Ning

STEP 4

Adding Features

1. Add Features to Layout

2. Drag Features to Layout Spots

3. Click ‘Next’.
Chapter 9: Ning

Customizing Ning

a) Invite friends

b) Broadcast message

1. Spread the Word
2. Invite friends
3. Write your message here.
4. Then, click ‘Send’.

STEP 5

1. Manage
2. Spread the Word
3. Invite Friends
4. Broadcast Message
5. Latest Activity
6. Badges 
7. Facebook Promotion
8. Your Network
9. Network Information
10. Features
11. Appearance
12. Discussion Forum
13. Your Members
14. Profile Questions
15. Members
16. Network Privacy
17. Feature Controls
18. Resources
19. Create a New Network
20. Network Creators
21. Help Center
22. Developer Network

Invitation to ‘OakGroveNingTutorial’

1. Import from Web Address Book
2. Yahoo Mail, Hotmail, Gmail or AOL Mail
3. Get from course Center
4. Roster tools
5. Download seating chart
6. Enter Email Addresses
7. Import from Address Book Application
8. Microsoft, Outlook, Apple Address Book, CSV, etc.

Schoolloop oom
c) Latest Activities

1. Tick your preferences.

2. Fill up the required information.

3. Click ‘Save’.

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d) Network Information

1. Fill up the Network information.

2. Add member info and save.
e) Features

Choose your features and drag to your layout.

Then, click ‘Save’.

f) Appearance

Select your appearance.
h) Members

To add member, click ‘Invite More People’.

i) Network Privacy

Select ‘Public’ or ‘Private’.

Then, click ‘Save’.
Chapter 9: Ning

j) Feature control

Using the master key

Create your new Master Key...

Your Master key is separate and unique from your email address and password. You'll use your new Master key for any network you create or administrate.

Choose Your Master Key

[Input field]

Must be at least 8 characters in length.

Confirm Your Master Key

[Input field]

Create a Master Key

Go!
Chapter 9: Ning

**STEP 7**

Inviting people

1. Invite People to Join

2. Insert the Email Addresses of the people you want to invite

3. Click 'Send Invitations'.
Chapter 9: Ning

STEP 8

Click to add a Blog

1

Create a Title for Blog Entry

2

Add a New Blog Post

3

Write a Description about what you are uploading

Add Keywords about your blog

4

Click ‘Publish Post’.

5
Chapter 9: Ning

STEP 9

Removing People from Ning

1. Click to Manage & Ban Members

2. Click to Manage Managers

3. Click Ban

4. Select the members to ban
REFERENCES

Educause. 2008. 7 things you should know about…. Ning. www.educase.edu/eli [16 March 2011]

WHAT IS PREZI?

Prezi serves a similar function to power Point, but with more powerful and interesting features. In Prezi Presentation are created on a ‘canvas’ rather than on slides. This encourages presenters to focus on combining text, image and multimedia. Items on the canvas can be dragged, tilted and zoomed to create engaging look. A ‘path’ can be drawn between the different elements on the stage to create animation.

ADVANTAGES OF PREZI

According to Tarr (2009), Prezi has the following benefits:

1. It has the ‘wow’ factor which Power Point lost many years ago.
2. The ‘canvas’ layout deters presenters from using too much text.
3. It is easy to incorporate images, sounds and videos into one presentation.
4. It is very easy to use.

USING PREZI

According to Lydia (2010), Prezi can be used in the following manner:

1. **Formatting:** Prezi limits “glitz” options significantly. It has about 8 backgrounds to choose from, and each has pre-programmed fonts and colors that can’t be changed. No more getting lost in the color picker or the font window.

2. **Text:** It’s easy to put in small amounts of text and more difficult to enlarge the boxes to add “too much” text. This encourages students to use bullets rather than paragraphs.
3. **Images**: Images can be added and users can use frames to zoom in to a particular portion of a photo. For example, you can have the program zoom to a portion of the photo- ask prediction questions- then have the program zoom out to show the entire scene. You can also easily focus in on a detail that might be lost when viewed as part of the whole photo.

4. **Video**: Embedding video doesn’t get much easier than Prezi, especially if you are taking it from YouTube. Prezi also lets you upload a wide variety of file formats for images and videos, but limits the file size to 50 MB for the free version.

5. **Sharing**: This is a new feature in Prezi, and a pretty significant one. You can share presentations with up to 10 viewers and allow them to edit-making collaborative work a breeze. Users can sign up for accounts easily.

6. Prezis embed easily into most webpages and can be used as standalone teaching aids with some creativity in the design of the presentation. Links to public prezis can be posted or emailed- making student work easy to share with family and the world.

7. **Differentiation**: The biggest difference between Prezi and traditional slideshow programs is the layout. Picture a large, flat palette upon which you lay the different elements of your presentation. They can be in any arrangement you choose, unlike the linear display of a PowerPoint. Creators use a path to connect the elements, and this path allows users to move easily from one element to another and back again. This layout is great for kids who need to brainstorm, move things around, figure out the order, move it again, and have flexibility in their design.

8. **Wheel Reinvention**: It just may be that the presentation you are wanting to create for your class already exists, at least in a semi-useable form. Many users post their prezis and allow others to copy them, edit them, and use them for their own purposes.
GET STARTED WITH PREZI

STEP 1
Go to: www.prezi.com

STEP 2
Signing a Free Account

1. First, click ‘Sign up now’.

2. Start the registration by filling in the required information.

3. Click ‘Register and Continue’.
Chapter 11: Prezi

1) Writing text

Once you have registered, you can activate and use your Prezi.

Double-click anywhere on the canvas to add a text.
2) Using Zebra

When you click on one of the text boxes, you will see the striped transformation zebra. When you click and drag the inner ring of the zebra in and out, you can resize the scale of your text.
3) Adding image and video

1. Click ‘Load File’ at Insert tool to insert an image or a video.

2. You also can insert videos from YouTube by pasting the link of the video.

3. Click ‘Shape’ to insert frame.

When you click and drag the outer ring of the zebra, you can rotate objects of any kind.
4) Creating Story Line

1. After you’ve added and arranged your text and images, it’s time to add the storyline or path. Click ‘add’ to start inserting the path.

2. You can add your path like this based on your storyline.

5) Show to ‘present’

1. Now, you can start presenting your Prezi by clicking the ‘Show’ button and ‘Full-screen’.

2. You can click to zoom in and out of your ideas at any point and press the arrows to get back to the path.

3. Click this arrow button and your presentation will be presented based on your specified storyline path.
**Chapter 11: Prezi**

**Publishing Online**

To publish your Prezi online, click ‘Start online presentation’.

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**REFERENCES**


Tarr, R.J. 2009. Prezi: A Quickstart Guide. [http://www.activehistory.co.uk/Miscellaneous/free_stuff/worksheets/Prezi.pdf](http://www.activehistory.co.uk/Miscellaneous/free_stuff/worksheets/Prezi.pdf) [14 March 2011]
Chapter 11: Skype

WHAT IS SKYPE?

Skype is for doing things together, whenever you are located. Skype’s text, voice and video make it simple to share experiences with the people that matter to you, wherever they are. Skype, a free software program that allows anyone to talk to anyone else in the world over the Internet for free, is easy to install and use. Folks around the world are using Skype daily to keep in touch with friends and family with sound that’s clearer than a cell phone or even a land line. Add a webcam and you can send video back and forth as well. Up to 9 users can conference on a call (audio only) at no cost (Lorrie Jackson 2007).

BENEFITS OF USING SKYPE

Skype is the innovative computer software that enables users to make free calls online to other Skype users all over the globe. This software is obtained for free from the Skype site and it can be utilized on almost all operating systems and computers. The following are benefits of using Skype:

1. Easy to use: The creation of Skype has made communication more user friendly in various fields like education, entertainment, travel and business. In fact, Skype does not have any hassles and it is very simple to install. Any person can set up this program without any difficulties. The main advantage of making calls online is that users can effortlessly call other people whether they are close to them or the other side of the world, either on computers or mobile phones.
2. Video calls: Another vital feature present in Skype is the capability of making video calls. A caller can not only call someone else, but she or he also has the opportunity of seeing the other person. This vital tool is very useful for business people who are unable to make it in time for certain events like meetings.

3. File transfers: Users of Skype can share files with each other. A user can transfer files easily from their account to their friend’s account. It supports different types of files including confidential data, office files and also photos. The transfer is also done using relative security.

4. Low cost: The free calls between Skype users and less costly between Skype to mobile phones provides users convenience and also saves lots of money. Skype usage also removes time-restriction worries, as talking for extended periods of time can lead to high charges when using normal phone calls.

(Source: http://benefitof.net/benefits-of-skype/):

WAYS OF USING SKYPE IN TEACHING AND LEARNING

According to Chris Clark (2011), Skype can be integrated into teaching and learning as follows:

1. Remote class - when you have to be away at a conference, conduct class via Skype from your hotel room.
2. Guest speaker - interview an expert alum or invite a poet to talk to the class.
3. Panel – ask multiple colleagues in different places to participate in a discussion with your class.
4. Field trip - ask a docent in a museum or an archaeologist at a dig to show your students what they are doing and seeing.
5. Language practice - match your students with volunteers from another country for conversation.
6. Group work – students contact each other outside of class to work on projects.
7. Office hours – conduct student meetings or help sessions from your office or from home.
8. Collaboration – share a data gathering project with classes in other locations.
9. Performance – show a student presentation, skit, or speech to an expert evaluator.
10. Absence – if a student has to miss a class due to illness, he can participate through a Skype connection.

**USAGE IN TEACHING AND LEARNING**

By providing an easy, inexpensive way to communicate with people around the world, Skype offers a wide range of activities that can improve student engagement and comprehension. Interacting with people from other parts of the world helps students understand cultural differences, learn about history and social norms, and fine-tune foreign language skills. Learning becomes increasingly authentic as it expands beyond the walls of the classroom, and being able to have a phone call or a video chat with someone on the other side of the world can make learning come alive. An inexpensive, widely accessible tool like Skype also encourages faculty and students to experiment with new techniques to facilitate engagement. For distance education, Skype offers an easy way for disparate students and instructors to engage in synchronous communication (Educause 2007).
GET STARTED WITH SKYPE

**STEP 1**
Go to: [www.skype.com](http://www.skype.com)

**STEP 2**
*Downloading Skype Application*

To download the Skype application to your computer, at the Skype page go to Get Skype and click Windows (if your computer is windows' operating system).

1. Click *Get Skype*.
2. Select your computer operating system (Windows, Mac, Linux).

Click your computer operating system.
Chapter 11: Skype

Running Skype Setup

A window will open asking what you want to do with a file called SkypeSetup.exe. Click ‘Save File’.

When the download is done, open the SkypeSetup.exe file and start installing the application. The Skype Setup Wizard will appear and guide you through the rest of the installation.
After the installation is done, Skype will open automatically in its own window.

If you already have a Skype name this will be your log in page. If you do not have a Skype name click on the link “Don’t have a Skype Name?” The following window will appear.

After completed filling the Skype account, you are now ready to sign in and start your first Skype call.
Chapter 11: Skype

Skyping

To find another Skype user, click on ‘Contacts’. In the ‘Contacts’ menu click on ‘Search for Skype Users’.

STEP 5

Look under contacts and you should see Sound Test Service. That is an automated testing service that helps you make sure your microphone and speakers (internal or external) or headset are working.

1. Look under contacts and you should see Sound Test Service. That is an automated testing service that helps you make sure your microphone and speakers (internal or external) or headset are working.

2. Click Skype Sound Test Service once. You’ll see a green phone icon (to call out) and a white balloon in a blue circle (to instant message/chat). Make sure your microphone is plugged in, and then press the green phone button.

3. A recording will prompt you to say a word or two. Your message then will be played back to you. If you hear your voice played back, everything is working.

STEP 6

Searching Others

This screen will appear.

1. To find another Skype user, click on ‘Contacts’. In the ‘Contacts’ menu click on ‘Search for Skype Users’.

2. This screen will appear.
Chapter 11: Skype

Chatting & Sending Files

To send a file during a chat, go to ‘Share’ and click ‘Send File’. Then, choose the file you want to send.

Fill out the appropriate boxes and click ‘Find’. Skype will search for the contact and provide a list of people in the box.

Highlight the person you are looking for and click ‘Add contact’.

Click on the contact you wish to chat with. You will notice that the name is highlighted in the contact list.

In the column on the right below the picture you will see a few buttons and then text. This text is what remains of the chat.

Inside the box it says ‘Type a message here’. That is where to type your text. Once you have added text, click on the blue button that looks like a conversation bubble located at the right of the box. This will send your text to your contact.

STEP 7
Chapter 11: Skype

Making a call

To make a call, click on the contact you wish to call.

When the contact appears you will have two green buttons to choose from. You can click on either the green ‘Call’ button or the green ‘Video call’ button. This will allow you to call your contact and talk to them either with or without video.

Skype allows you to chat and call at the same time. This is useful for sharing links while calling.
REFERENCES


WHAT IS SLIDESHARE?

SlideShare is a media site for sharing presentations, documents and pdfs. SlideShare features a vibrant professional community that regularly comments, favorites and downloads content. Content also spreads virally through blogs and social networks such as LinkedIn, Facebook and twitter. Individuals and organizations upload documents to SlideShare to share ideas, connect with others, and generate leads for their businesses. Anyone can view presentations and documents on topics that interest them.

(Source: http://www.slideshare.net/about?PHPSESSID=cdcd1c967d45a922f503f2147b6d390)

BENEFITS OF USING SLIDESHARE

Patrick Powers (2010), suggest the following benefits of using Slideshare:

1. SlideShare as a marketing tool. For example, the presentations are well put together and capitalize on a great opportunity to let people know more about the institution.

2. SlideShare can act as an internal organizer for uploading a handful of presentations a while back focused around information pertinent to an internal audience.

3. Slideshare as an alumni resource. For example, uploads presentations targeted for a specific audience. The presentations are geared toward job seekers and alums in the workplace.
WAYS OF USING SLIDESHARE

According to Daniel (2010), following are some of the things you can do on SlideShare:

1. Embed slideshows into your own blog or website.
2. Share slideshows publicly or privately. There are several ways to share privately.
3. Synch audio to your slides.
4. Market your own event on slideshare.
5. Join groups to connect with SlideShare members who share your interests.
6. Download the original file.
GET STARTED WITH SLIDESHARE

STEP 1: Go to: http://www.slideshare.net/

STEP 2: Sign in/Sign up

1. If you already have a Slideshare account, you can start login. You can also login using your Facebook account.

2. Insert your username or email and password.

3. Click ‘LOGIN’.

4. Insert your details here.

5. Click ‘SIGN UP’.
Chapter 12: Slideshare

Searching Presentations

1. Insert the keyword of the slide you want to search.
2. Click ‘Search’.
3. Select the slide you like to open.
4. This is the example of the presentation view and tools.
Chapter 12: Slideshare

STEP 4

Uploading Presentation

1. At the bottom of the Slideshare page, click ‘UPLOAD’.

2. Click ‘UPLOAD publicly’ (all can view your file).

3. If you have “Slideshare Pro” account, you can ‘UPLOAD privately’.

4. Select the presentation from your file. If you want to upload more than one file using Ctrl key (you also can upload documents PDF).

5. Now your presentation will appear in the Slideshare and everyone can view it.
Chapter 12: Slideshare

Adding Youtube Videos

**STEP 5**

1. To start editing your presentation, click ‘My Uploads’.

2. Choose the presentation you want to add the video and click ‘Edit’.

Chapter 12: Slideshare

At the ‘YouTube’ web, find the video you want to insert in your presentation and copy the URL.

Paste the ‘YouTube video URL’ here.

Select the position to insert your video in the presentation.

Next, click ‘Insert & Publish’ and you are done.

To add another video, you can click here.

If you want to remove the video you’ve inserted, tick at remove box and click ‘Remove Selected’.
**STEP 6**

**Posting a Comment**

1. To start commenting, at the presentation slide view, go to the bottom of the page.

2. Write your comments here.

3. Then, click ‘Post Comment’.
REFERENCES


Why should you use SlideShare? http://www.slideshare.net/about?PHPSESSID=cdcd1c967d45a922f503f2147b6d3902 [6 April 2011]
WHAT IS TWITTER?

Microblogging is a Web 2.0 technology and a new form of blogging, that allow users to publish online brief text updates, usually less than 140-200 characters, sometimes images too. The posts can be edited and accessed online, or sent as SMS, e-mail or via instant messaging clients. Usually, the microblogs authors embed their posts as a widget on blogs or sites. Microblogging enables a real-time interaction between users, using different devices, technologies and applications. The best known microblogging services are Twitter (Carmen & Gabriela 2008).

Twitter is a website, owned and operated by Twitter Inc., which offers a social networking and microblogging service, enabling its users to send and read messages called tweets. Tweets are text-based posts of up to 140 characters displayed on the user’s profile page. The short format of the tweet is a defining characteristic of the service, allowing informal collaboration and quick information sharing that provides relief from rising email and IM fatigue. Twittering is also a less gated method of communication: you can share information with people that you wouldn’t normally exchange email or IM messages with, opening up your circle of contacts to an ever-growing community of like-minded people (http://en.wikipedia.org/wiki/Twitter).
ADVANTAGES OF TWITTER

Advantages of Twitter include the following:

1. Twitter is easy to use. In registration, it will only take you less than a minute to join, and no confirmation e-mail needed.
2. You can create as many accounts as you want. Followers are considered friends. Once they follow you through your tweets, you can follow them back and immediately considered you as a friend.
3. Message boards or “tweets” itself can be viewable in public whether you’re friends or not, and you may include your URL as well which is clickable.
4. Twitter also has unique profile templates, which can be created through HTML mode or purchase it through legitimate dealers in different auction sites related to templates.

(Source: http://unblocked.me/twitter_faq/advantages-and-disadvantages-of-twitter.php)

WAYS OF USING TWITTER IN EDUCATION

The following are some ways of using Twitter in education:

1. **Twit Board**: Notify students of changes to course content, schedules, venues or other important information.
2. **Summing Up**: Ask students to read an article or chapter and then post their brief summary or précis of the key point(s). A limit of 140 characters demands a lot of academic discipline.
3. **Twit Links**: Share a hyperlink – a directed task for students – each is required to regularly share one new hyperlink to a useful site they have found.
4. **Twitter Stalking**: Follow a famous person and document their progress. Better still if this can be linked to an event (During the recent U.S. Presidential elections, many people followed @ BarackObama and kept up to date with his speeches, etc).
5. **Time Tweet**: Choose a famous person from the past and create a twitter account for them – choose an image which represents the historical figure and over a period of time write regular tweets in the role of that character, in a style and using the vocabulary you think they would have used (e.g. William Shakespeare, Julius Caesar).

6. **Micro Meet**: Hold discussions involving all the subscribing students. As long as everyone is following the whole group, no-one should miss out on the Twitter stream. All students participate because a sequence of contributors is agreed beforehand.

7. **Micro Write**: Progressive collaborative writing on Twitter. Students agree to take it in turns to contribute to an account or ‘story’ over a period of time.

8. **Lingua Tweeta**: Good for modern language learning. Send tweets in foreign languages and ask students to respond in the same language or to translate the tweet into their native language.

9. **Tweming**: Start off a meme – agree on a common hash-tag so that all the created content is automatically captured by Twemes or another aggregator.

10. **Twitter Pals**: Encourage students to find a Twitter ‘penpal’ and regularly converse with them over a period of time to find out about their culture, hobbies, friends, family etc. Ideal for learning about people from other cultures.
GET STARTED WITH TWITTER

STEP 1  Go to: http://www.twitter.com.

STEP 2  Sign Up/Register

1. To create a twitter account, click ‘Sign Up’.

2. Fill up the appropriate information: Full name, username, password and valid email address.

3. Then, click ‘Create my account’.

4. Next, you need to access the email account you entered. Twitter will have sent you a confirmation email. Click on the link in that message to confirm your email address.
Chapter 13: Twitter

Finding Friends

1. Click ‘Find Friends’.
2. Find friends on Twitter through your email accounts, such as Gmail, Yahoo!, AOL, Hotmail, and MSN accounts. Also, Twitter will give you a list of people among your email friends who have Twitter accounts.

5. You will be taken to the Twitter page and you need to sign in first to use your registration username and password.
Chapter 13: Twitter

Becoming a Tweeter

**STEP 4**

1. Write here to start a conversation on Twitter.

2. Click ‘Tweet’ to update and let people know and retweet what you are up to.

**STEP 5**

1. To start follow (know the latest post and update), open the page you want to follow then click the icon ‘Twitter’.

2. Or, you can click ‘Who To Follow’ at a your twitter page.

3. Then, key in the keyword to start search the page you want to follow.
REFERENCES

Advantages and disadvantages of Twitter.


Chapter 14: Voicethread

WHAT IS VOICETHREAD?

Voicethread is an Internet-based application that allows users to create a shared presentation as a media album that visitors can asynchronously comment on either by text, voice, or video. The presentation can include any form of digital media, including images, audio, video, and text. The resulting output of this combination of the digital presentation and accumulated viewer comments is called a “VoiceThread.” Completed Voicethread presentations can then be shared on the VoiceThread site or embedded into Web pages or blogs. They can also be exported for offline consumption running from a computer hard drive, a DVD, a video-enabled MP3 player, or a mobile phone. In short, VoiceThread allows an entire group conversation to be collected from anywhere in the world and then shared for playback in one place. VoiceThread has been referred to as a “group audio blog” because, like a blog, it fosters comments on a topic but goes further by allowing these comments to be offered in audio format. (Penn State 2009).

BENEFITS OF USING VOICETHREAD

InfoTech4Lrng (2008) suggest the following benefits of using Voicethread:

1. Simple and easy.
2. Focus on the content instead of the tool; can serve as a form of free writing.
3. Requires simple hardware and minimal memory requirements, minimal tech-barrier.
4. Encourages collaborative storytelling.
5. Ability to use powerful images - one or many.
6. Users can zoom in to see detail and out to see big picture.
7. Ability to add text.
8. Easy to capture voices.
9. Inspires ongoing conversation about each image.
11. New dimension for creative analysis of historical photographs, maps and artifacts.
12. Ability to give and receive feedback from peers, teachers [formative and summative assessment], parents and other relatives, local and global community.
13. Can be used “as a storytelling tool, a deep thinking tool, a research tool, an expository communication tool, and even an assessment tool”.
14. Allows for differentiation to accommodate different learning needs and styles, another option for struggling or reluctant writers.
15. Allows the teachers to seamlessly integrate digital collaboration into the curriculum.

WAYS OF USING VOICETHREAD?

A VoiceThread allows every student in a class to easily record audio commentary about the ideas and experiences that are important to them. Whether it’s an event, a project, or a milestone, students can tell their story in their own voice, and then share it with the world. For educators, a VoiceThread offers a way to teach the principles of good digital citizenship as well as providing a single vessel to capture and then share all the diverse personalities of an entire class. A VoiceThread can be managed with little effort, creating digital heirlooms that can be shared by students, parents, and educators alike. Pride and excitement is clearly evident in student voices as they “publish” and archive their work. (http://voicethread.com/image/voicethreads_in_the_classroom.pdf)

USAGE IN TEACHING AND LEARNING

VoiceThread is an application that makes it easy to assemble visual media in a presentation. In providing a simple venue for sharing, creating and assessing media projects, such applications may promote greater digital literacy and greater
enthusiasm for multimedia creation. What sets VoiceThread apart from these other applications is its easy integration of voice and other types of media for commenting on an original artifact. VoiceThread offers a natural online interaction that lends itself to students presenting and defending their work before experts and peers. It seems reasonable that an environment that provides an easy way for students to listen to and add to the work of their peers may encourage more authentic peer assessment. Evaluations that include verbal and visual cues in each student’s own voice may be easier for students to interpret. In disciplines where students create a portfolio of their work, VoiceThread provides the opportunity to build annotated presentations that include voice, video, and text explanations of what they have done. Group and personal reflections can also be collected and preserved. By far the greatest potential of VoiceThread lies in the creative opportunity it provides for students to tell their own stories and to contribute to or directly critique the narratives of their peers (Educause 2009).

The following are the uses of Voicethread in teaching and learning (InfoTech4Lrng 2008):

1. Create or select images to accompany original poetry, poetic devices or research.
2. Record personal, family or community history, historic events or an oral history project, documentaries or essays.
3. Create an photo album of your school or library narrated by students.
4. Share oral reports about research through digital story.
5. Opportunity for students to develop interview skills.
6. Interview techniques.
7. Build confidence with peers.
8. Asking open ended questions.
9. Providing interviewee time to elaborate.
10. Follow up questions.
11. Develop editing skills – eliminate errors and pauses.
12. Collaborate with a school in another location.
13. Illustrated booktalks.
14. Students record thoughts while previewing document or draft comments.
15. Exploring science material to demonstrate their use in labs, innovation and space exploration.
GET STARTED WITH VOICETHREAD

STEP 1
Go to: http://www.voicethread.com

STEP 2
Signing/Registering with VoiceThread

Click here to sign in or register.

You will see this basic account navigation page once you are signed in.

To review all the Voice Thread created by other authors. If you create your own Voice Thread, you have the choice to place it here or exclude it for more privacy.

To create a new Voice Thread. After you have created a Voice Thread, it will appear in MyVoice tab.

To view thumbnails of all the Voice Thread you have created.
Chapter 14: Voicethread

Creating Voicethread

a) Uploading images and videos

1. Click ‘Create’ tab.
2. Click ‘Upload’ to start uploading your images, documents or videos.
3. Upload files from your computer.
   - Upload a file hosted online at a specific URL.
   - Upload image and video using webcam.
a) Comment

After you have uploaded your images or videos, you can start commenting it. You also can delete your own comments anytime.

Now, you can start giving comments to your own or others VoiceThread. You can choose either to give text, audio or video comments.
c) Share VoiceThread

1. Click ‘Share’ to share your VoiceThread with others.

2. Click here and copy your URL link.

3. Invite your friends through email.

4. You can add friend by creating group. But you need pro-Voicethread.

5. Publishing option is a very important to ensure your VoiceThread is viewable to other users.

6. Everyone can view your Voice Thread.
   Comments are accepted.
   After each comment is made, you must approve it before it is visible to others.
   Viewable in the "Browse" section on VoiceThread's homepage.

7. Then click ‘save’.
Chapter 14: Voicethread

Viewing VoiceThread

1. Click ‘MyVoice’ tab to view the VoiceThread you created.

2. Click ‘Menu’ to edit the VoiceThread you have created.

REFERENCES


WHAT IS WALLWISHER?

Today's generation of learners are social beings who communicate, collaborate, create, co-create and connect using online technologies. This Net Generation, or Net Gens as Tapscott (2008) defines them, are a generation whose modus operandi is networking where they can let their voices be heard in the crowd. They want to be active learners rather than consumers of information. Wallwisher is a collaborative tool that lets students be prosumers rather than consumers (Sharon Tonner 2011). Wallwisher is an Internet application that allows students to post their thoughts on a common topic using electronic sticky notes on a shared digital wall. Students can type a maximum of 160 characters per electronic sticky note that can incorporate an image, audio or video using the appropriate web address link (Sharon Tonner 2011). Wallwisher can be also used for personal note taking, to-do lists, feedback collection, etc. Best of all there is no signup needed- simply create a wall and start posting (Anon. 2011).

BENEFITS OF USING WALLWISHER

The following are some benefits of using Wallwisher:

1. To allow students to participate in a collaborative conversation.
2. To brainstorm an idea.
3. To allow students to access discussions and ideas after lectures.
4. To provide an interactive area that incorporates text, audio and visual materials.
5. To assess students' understandings of a concept formatively.
6. To enable students' to summarise their understanding of learning in a limited number of characters.
7. To make lectures/workshops interactive through students responding using mobile devices that have internet accessibility.
8. To allow lecturers to adapt their inputs in response to student feedback.
9. To make inputs participatory rather than passive.
10. To allow students to contribute synchronously or asynchronously to the learning conversation (Sharon Tonner 2011).
11. A wall that allows students to jot down notes for the project as they collect information (allowing others in the group in use the information).
12. A wall that offers individual feedback when determining a decision that needs a group vote.
13. A wall that tracks the completion status for each group member's task (Anon. 2011).

WAYS OF USING WALLWISHER

Elizabeth (2010) suggests the following uses of Wallwisher:

1. Writing Activities: Wallwisher has a 160 character limit for each comment/post that you leave on the wall. This is in a way a good thing. It allows for short story/collaborative projects, essay plans, note-taking, memos, poems, etc.
2. Brainstorming Activities: This is a great ice breaker for the beginning of class. It is also a great way to post a homework assignment/food for thought for that evening and then discuss it the next day.
3. Vocabulary/Grammar Activities: You could easily use Wallwisher for practicing tenses, definitions, vocabulary matching, or even find a theme and have the students fill the sticky notes with their ideas for the vocabulary theme.
4. Speaking Activities: Wallwisher is a great way to create short speaking activities to help students feel more comfortable in front of a group of people. These activities could be to talk about a photo or video for a few minutes, create a story based upon a number of photos, or even put debate topics on a sticky note for the student to create.
5. Notifications: You could use Wallwisher for orientation information, classroom rules, student profiles, daily/weekly plan, or even fun messages to other students who might be out sick or on trips with their families.
GET STARTED WITH WALLWISHER

STEP 1
Go to: http://www.wallwisher.com/

STEP 2
Log in/Register

To start using the Wallwisher, first you need to login (if you already have an account) or register (if this is your first time).

Click ‘Build a wall’ if you don’t want to go at login/register page.

For the first time user.

Fill up the the Wallwisher account, then click ‘create my account’.

If you already have an account, just sign in and click ‘Let me in’.

Click login/register button at the top right hand corner.
Chapter 15: Wallisher

STEP 3

1. If you click ‘Build a wall’ at step 3, this box will appear and you need to fill in your name and email. Then, your Wallwishers’ password account will be sent to your email.

2. Click here to change your wall title and description.

3. At the ‘Click to select image’, you can choose the existing image you want or you can browse the image you like from your computer.

4. Choose your theme of your wall.

5. At preferences area ‘you can choose your wall URL’ and select the preferences of your viewers and sticky notes post.

6. Click ‘done’ once you have finished customizing your wall.
Chapter 15: Wallwisher

**Typing Sticky Notes**

1. Double click the wall to add sticky notes.
2. Enter your name.
3. Write your message not more than 160 characters.
4. Add image, audio or video from web link by paste the URL location here.
Chapter 15: Wallwisher

Inserting Image

1. Example of Wallwisher image from Google search.

2. Click ‘VIEW’ to view the image.

An example of image URL location from Google image search engine.
Chapter 15: Wallwisher

**Inserting Videos**

1. An example of URL location of video link from YouTube source.

2. Click ‘PLAY’ to view the video.

3. Inserting Document

1. An example of URL location of PDF files from Google search.

2. Click ‘View’ to view the file.

3. **STEP 6**

   Inserting Videos

**STEP 7**

Inserting Document
Now, you can enjoy using your Wallwisher and share with others by send publish Wallwisher URL location to the public or person and group you want.

REFERENCES


WHAT ARE WIKIS?

Wikis allow asynchronous communication and group collaboration across the Internet. Variously described as a composition system, a discussion medium, a repository, a mail system, and a tool for collaboration, wikis provide users with both author and editor privileges; the overall organization of contributions can be edited as well as the content itself. Wikis are able to incorporate sounds, movies, and pictures; they may prove to be a simple tool to create multimedia presentations and simple digital stories.

WIKIS OR BLOG?

Wikis are often compared to blogs because they are both characterized by easy publishing capabilities. They both started about the same time, about a decade ago, and both offer an easy publishing tool for disseminating information as well as getting feedback to and from the public. Early wikis were intended for multiple users to create knowledge repositories, while blogs were intended for writing personal diaries. Although they are different in several ways, the distinctions between them are subtle because they are converging in functionality. There are a number of main differences between wikis and blogs, among them being the way they organize their information, and the number of contributors and what the contributors intend to achieve (Doyle, 2006).

Wikis are designed for collaborative authoring by everyone while blogs are more personal and generally written by a single author. If a wiki has only one author, the differences are not as obvious though still significant and important, as can be seen from the following points. Further, there are valid uses for single-author wikis,
such as posting explicit operational instructions from a user. Wikis typically organize information into topics while blogs organize information in reverse chronological order. Since they are reverse chronologically ordered, information in blogs is more of a historical record and rarely changes. On the other hand, topics in wikis are expected to evolve and often expand into something of a permanent knowledge base. The reverse chronological order of blogs makes it difficult to find all postings on a particular topic, and to browse through all postings on that topic. On the other hand, wikis do not show as easily when information was documented or in what order, but it does show what information is related and make it easy to browse (Kevin & Joseph 2007).

**BENEFITS OF WIKIS**

According to David Jakes (2006), wikis are extremely flexible tools that have many classroom, professional development, and administrative uses including the following:

1. **Classroom**: Students can use wikis as platforms for collaborative problem solving; group laboratory reports; classroom writing projects; and the creation of a class "textbook." The short, wikis can be used to support any type of collaborative student project.

2. **Professional Development**: Wikis are handy tools for planning workshops or conferences. Trainers can post documents and other resources at the wiki prior to the workshop and have participants create and post their own notes during the event. Later, participants can return to the wiki to further reflect on what they have learned.

3. **Administrative Uses**: Administrators can leverage wikis to allow teachers, technology staff, and others help create and edit policy documents.

**USAGE IN TEACHING AND LEARNING**

Wikis are one of many Web 2.0 components that can be used to enhance the learning process. A wiki is a web communication and collaboration tool that can be used to engage students in learning with others within a collaborative environment (Kevin & Joseph, 2007). Collaboration using a wiki is not limited to students. Faculty
can use wikis to collaborate on projects, whether editing a textbook, preparing a journal article, or assembling a syllabus or reading list. Wikis might also prove to be an ideal vehicle for soliciting ongoing input for research or projects where community input can help inform and direct subsequent investigation. The possibilities for using wikis as the platform for collaborative projects are limited only by one's imagination and time. Wiki-enabled projects can provide various levels of site access and control to team members, offering a fine-tuning element that enhances the teaching and learning experience (Educause 2009).

Duffy and Bruns (2006) list several possible educational uses of wikis:

1. Students can use a wiki to develop research projects, with the wiki serving as ongoing documentation of their work.
2. Students can add summaries of their thoughts from the prescribed readings, building a collaborative annotated bibliography on a wiki.
3. A wiki can be used for publishing course resources like syllabi and handouts, and students can edit and comment on these directly for all to see.
4. Teachers can use wikis as a knowledge base, enabling them to share reflections and thoughts regarding teaching practices, and allowing for versioning and documentation.
5. Wikis can be used to map concepts. They are useful for brainstorming, and editing a given wiki topic can produce a linked network of resources.
6. A wiki can be used as a presentation tool in place of conventional software, and students are able to directly comment on and revise the presentation content.
7. Wikis are tools for group authoring. Often group members collaborate on a document by emailing to each member of the group a file that each person edits on their computer, and some attempt is then made to coordinate the edits so that everyone's work is equally represented; using a wiki pulls the group members together and enables them to build and edit the document on a single, central wiki page.
GET STARTED WITH WIKISPACES

STEP 1
Go to:
http://www.wikispaces.com/site/for/teachers

STEP 2
Sign up/Register

1. Insert ‘Username’, ‘Password’ and key in a valid ‘Email Address’ to which you have access to at this summit.

2. Click YES

3. Select a ‘Wiki Name’ for your wiki. This will also determine the web address of your wiki so choose carefully!


5. Then, click ‘Join’.

6. Next, you need to access the email account you have entered above. Wikispaces will have sent you a confirmation email. Click on the link in that message to confirm your email address.
Chapter 16: Wikis

Editing Wikispaces

1. You will then be taken to your wikispace. The first page you see will be a ‘getting started’ guide. Take some time to explore the links on this guide.

2. Once you exit the ‘getting started’ guide, you can begin editing the wiki. To work on your first page, click ‘EDIT’ at the top right corner of the page.

3. Use the ‘EDITOR’ toolbar to change the font (bold, italics, underline) type or color, add bullets, hyperlinks or images.
a) Adding hyperlink

1. Select the text you want to hyperlink. Then click on ‘Link’.

2. An ‘Insert Link’ pop up box will appear.

3. ‘External Link’ - This option will allow you to link the selected text to a website outside your wiki. You will need to type in the url to the website you are linking to.

4. You can either link the selected text to a page on your wiki. To do this, you must first create another page. Every page you create will appear under ‘Page Name’.

5. Then, ‘Add Link’.
Chapter 16: Wikis

a) Adding file

1. Click ‘File’ at your editor toolbar.

2. Go to ‘Insert Files’ tab.

3. Click on ‘Upload File’. Then, choose a file located on your computer and click open.

b) Adding new page

1. Select ‘New Page’ from the top left hand corner of your wiki.

2. Insert a name for your new page.

3. Then, click ‘Create’. You will then be taken to the new page. Once you click SAVE the name of the new page will be added to the navigation bar on the left.
Chapter 16: Wikis

c) Embedding a Widget

On the new page you have just added, click 'Edit' and click on the embed a widget icon.

Choose the video sources you like.
To create a new topic, select the ‘DISCUSSION’ tab.

Then click on ‘New Post’.

Write down your subject and the topic you want to discuss.

Then, click ‘Post’ to start the discussion.
Chapter 16: Wikis

Adding & Managing Members

1. First, click ‘Manage Wiki’.

2. To update or add your wiki Member, go to ‘People’.

3. At ‘Wiki Permissions’, choose either ‘Protected’ or ‘Private’.

Wiki Permissions

- **Public**: Everyone, including anonymous visitors, can view and edit pages.
- **Protected**: Everyone can view pages, but only members of this wiki can edit pages.
- **Private**: Only members of this wiki can view and edit pages.
- **Custom**: Define custom permissions

Part of our Super plan, upgrade today starting at $20 per month!
REFERENCES


WHAT IS YOUTUBE

YouTube is a popular video sharing website where users can upload, view, and share video clips. YouTube has become a popular form of Web 2.0 new media. A recent article in Wired cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube (Godwin-Jones 2007). With the exception of content that is offensive or illegal, videos can be animations, footage of public events, personal recordings of friends—virtually anything a user wants to post. Videos can be informational, entertaining, persuasive, or purely personal. One of an emerging class of social applications, YouTube allows users to post and tag videos, watch those posted by others, post comments in a threaded discussion format, search for content by keyword or category, and create and participate in topical groups. YouTube ties into several blogging applications, giving users a quick way to blog about a particular video and include a link to it. Users can view profiles of individuals who have posted or commented on videos, see their favorite videos, and contact them.

BENEFITS OF YOUTUBE

Video can be a powerful educational and motivational tool. However, a great deal of the medium's power lies not in itself but in how it is used. Video is not an end in itself but a means toward achieving learning goals and objectives. Effective instructional video is not television-to-student instruction but rather teacher-to-student instruction, with video as a vehicle for discovery (Duffy 2008). YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to “slice-of-life” videos used to teach students within an ESL course. From instructional videos to an online space to share student authored content. Some general guidelines recommended by Clark and
Mayer (2002) in relation to considering the appropriate use of any media to improve learning suggest that media must:

1. Be aligned with expected learning or performance outcome;
2. Reduce cognitive load;
3. Exclude superficial text or graphics;
4. Be appropriate for target learner’s learning literacy's
5. Educators (and students alike), will find that video is an effective catalyst and facilitator for classroom discourse and analysis.

**USAGE IN TEACHING AND LEARNING**

YouTube draws user into the experience of viewing videos and engaging with the content as commentators and creators, activities that heighten students’ visual literacy which is an important skill in today’s electronic culture. Even if most of the content on YouTube lacks an educational goal, the application encourages experimentation with new media. Many educators believe that the act of creating content is a valuable learning exercise, helping develop a deeper understanding of the subject matter and the tools used to create that content. To the extent that YouTube facilitates such creation, it has the potential to expose students to new insights and skills, as well as link them to various online communities. As a social-software application, YouTube is part of a trend among Net Generation students to replace passive learning with active participation, where everyone has a voice, anyone can contribute, and the value lies less in the content itself than in the networks of learners that form around content and support one another in learning goals.

**STRATEGIES FOR USING YOUTUBE IN TEACHING AND LEARNING**

The following are some guidelines relating to the specific use of video to promote active viewing and maximize learning:

1. **SEGEMENT** - allow your students to watch the video in short segments
2. **NOTES** - videos are ideal for developing note-taking skills. Take notes on the first viewing then rewind, replay and check them. This can be done individually or collectively as a class discussion / brainstorming session.
3. **PAUSE** - Use the "pause" feature to temporarily stop the tape and allow your students to try to predict/recall what will happen next.

4. **SOUND OFF** - for video sequences that rely on visuals, turn the sound off and narrate. This technique works especially well for listing the steps of a process.

5. **PICTURE OFF** - use the audio clues to describe what is on screen. Compare and contrast the predictions with the actual video.

6. **PREVIEW** each video carefully to determine its suitability for the lesson's objectives and student's learning outcomes.

7. **INTEGRATE** the video into the overall learning experience by adding an experimental component to the lesson. Activities can be done prior to viewing to set the stage, review, provide background information, identify new vocabulary words, or to introduce the topic. The activity can be done after viewing to reinforce, apply, or extend the information conveyed by the program. Often the video can serve as an introduction or motivator for the hands-on activity to come.

8. **CUT** - use online video editors like [www.cuts.com](http://www.cuts.com) or [www.eyespot.com](http://www.eyespot.com) to capture the concepts that are most relevant for your lesson topic. It is often unnecessary and time-consuming to screen a program in its entirety. When previewing a program, look for segments particularly relevant or useful to the lesson or activity planned.

9. **FOCUS** - give students a specific responsibility while viewing. Introduce the video with a question, things to look for, unfamiliar vocabulary, or an activity that will make the program's content more clear or meaningful. By charging students with specific viewing responsibilities, teachers can keep students "on task" and direct the learning experience to the lesson's objectives. Be sure and follow-up during and after viewing the tape.

10. **AFTER** - when students have viewed the video consider; what interested them? What didn't they understand? How can you relate the program to their experiences and feelings? Ask the students to add comments / blog on the video. How can you validate and appreciate diverse reactions to the material?

(Source: [http://www.idahoptv.org/ntti/strategies.html](http://www.idahoptv.org/ntti/strategies.html))
GET STARTED WITH YOUTUBE

STEP 1
Go to http://www.youtube.com/

STEP 2
Creating an Account

Select the “Create Account” link at the top of the page on YouTube.com

1. Select a username that aligns with your personal identity or company name. Indicate your location, postal code and date of birth.

2. Complete the account setup by filling in the provided fields:
   - Email Address
   - Username
   - Location
   - Date of Birth
   - Gender
   - Terms of Use

3. Agree to the terms and conditions by checking the boxes and clicking “I accept.”
Chapter 17: Youtube

2 From here you will be able to assign this YouTube account to an existing account or create a new Google account.

Create New

Create your Google Account

Your YouTube username: TheLilith2011
Your current email address:
Choose a password:
Minimum of 8 characters in length.
Password strength:
Re-enter password:
Enable Web History

Word Verification:
Create new account!

Use Existing

Now you has successfully created your YouTube account. At this point, you can customize a YouTube channel, upload new videos and refresh account settings.

You are now registered with YouTube!
Chapter 17: Youtube

Recording

You can record from sophisticated, high definition digital video recorders to inexpensive tools. You can even record video from an enabled mobile phone or your computer’s webcam.

Accepted file formats include:

- Windows Media Video (.WMV)
- .3GP (cell phones)
- .AVI (windows)
- .MOV (mac)
- .MP4 (ipod/psp)
- .MKV (h.264)

STEP 4

Uploading

Click the ‘Upload’ button.

Select a movie from your computer or record a video from your webcam.
Chapter 17: Youtube

3. Name the video – use a descriptive title and helpful description.

4. Use tags - these are keywords that indicate what the video contains.

5. Select a video category.

6. Decide to make the video public or private.

7. Save your video settings and wait for processing (usually a few minutes but can depend upon the size of the video).

8. Share it on Facebook, Twitter, Google Reader, Orkut and MySpace using AutoShare options.

9. Once the video has been processed and live on YouTube in public or private setting, you may also choose to embed the video onto a website or blog by copying and pasting the embed code wherever you want to show it.
1. Video Title – Use the simple titles includes keywords if possible.
2. Videos by creator – A link to other videos from this account holder's channel.
3. Subscribe – An option to subscribe to this person's videos. New videos will appear in your YouTube account inbox when they are created.
4. Video Play Option – Play and pause the video and adjust volume controls.
5. Video Time/Length – Numeric and visual display or where you are in the video.
6. View Controls – Expand or contract your view of the video on your screen.
7. Video Creator – The account name of the person who created this video.
8. Video Description – Provide descriptive text to explain the video content.
9. Views – The number of times this video has been viewed on YouTube.
10. Review – Give feedback for the video with a “thumbs up” or “thumbs down” rating.

11. Share & Save – Share or send the video to friends and colleagues. Save the video to your favorites, or include it in a playlist of videos you enjoy.

12. Embed Option – Access code to copy and paste on website or blog so that video can be shared outside of YouTube.

REFERENCES


WHAT IS WORDLE?

Wordle is a tool that looks at the text provided (students can type in words that describe themselves; words that describe what they want to learn; words that describe a time in history they are learning about; their vocabulary words they are having a difficult time with; words that describe a country they are learning about) and generates a “word cloud” summary from those words. The word cloud gives greater prominence to words that appear more frequently in the source text. You can change the font, change the layout, and change the color scheme. Once you have created your “word cloud” the students can take a screenshot to save and paste into an application or save to Paint/Photoshop to then save as a jpg image to use in a project — PowerPoint, Slideshare, PhotoStory, Blog, Wiki, etc. Or, they can choose to print it out and make a bulletin board in the classroom of the words.

WAYS OF USING WORDLE

The following are some possible ways of using Wordle:

1. Summarizing the content of an essay or any piece of work. Useful way of telling people what the essay is about.

2. Wordle can be used by the teacher as a means of assessment. Student creates a Wordle of their presentation and uses that as the basis for a discussion.


4. Summarizing survey results from text fields.

5. Illustrate a student’s writing with a picture (Julia 2009).

6. Improve vocabulary and develop knowledge by taking the text from documents or webpages and makes them into word clouds to help remember the texts you read (Nik Peachey 2008).
GET STARTED WITH WORDLE

STEP 1
Go to: http://www.wordle.net/

STEP 2
Starting Wordle

Wordle is a toy for generating “word clouds” from text that you provide. The clouds give greater prominence to words that appear more frequently in the source text. You can tweak your clouds with different fonts, layouts, and color schemes. The images you create with Wordle are yours to use however you like. You can print them out, or save them to the Wordle gallery to share with your friends.

Create your own.

View some examples created by others...

Click here.
Start Creating your Wordle

1. Paste the text in this box.

2. Click ‘Go’.

Paste in a bunch of text:
Admirable Charming Classy Comely Cute Dazzling Delicate Delightful Divine Elegant Enticing Excellent Fair Fascinating Fine Good-Looking Gorgeous Graceful Ideal Lovely Magnificent

An example of texts, pasted in Wordle.
Generating Word Cloud

You can customize your Wordle using this tools.

- ‘Randomize’
- Save to public gallery

You can click on ‘Randomize’ to generate a different “look” to your Wordle.

Save the Wordle in the public gallery and use the embed code to show in your blog, wiki, or web page.

REFERENCES

Julia Zang Colby. 2009. Wordle — An Easy Tool to Use for Teachers and Students
http://jzcolby.edublogs.org/2009/05/19/wordle-an-easy-tool-to-use-for-teachers-and-students/ [24 March 2011]


Chapter 19: Wordpress

WHAT IS WORDPRESS??

WordPress is a free online publishing. It is a web-based software program that allows anyone to build and maintain in term of creating and editing a website or blog. It was originally intended as an easy way to set up a blog (http://www.mcbuzz.com/wordpress/what-is-wordpress/).

ADVANTAGES OF WORDPRESS

Wordpress is the most common choice for blog users because of the following features:

1. Ease of use and versatility - WordPress is suitable for just about anybody - from the absolute novice to the advanced programmer.
2. Feature-rich interface - WordPress has a rich text editor with advanced multimedia support;
3. Expandable - WordPress's community distributes a large number of modules for almost any popular website feature;
4. It is Open Source - Free to install and use Wordpress for your site

(Source: http://kb.siteground.com/article/What_is_WordPress.html)
WAYS OF USING WORDPRESS

The following are some ways of using Wordpress:

1. WordPress is an easy-to-use platform, it can be used as a platform to build just any kind of website and including portfolio website (Cameron 2009)

2. WordPress as the engine behind our school website and classroom blogs. You can log in to the class website online and use the web interface to add contest to your website (Kuroneko 2008).

3. WordPress allows you to set up various levels of access to your site by changing the user role. That way, you can get students (and teachers) to write articles for your website, but you can control what actually gets published online (Kuroneko 2008).
GET STARTED WITH WORDPRESS

STEP 1
Go to: http://wordpress.com/

STEP 2
Signup/registration

1. To start registration, click the ‘Sign up now’ button.

2. Fill in the form to create your WordPress account and your blog address.

3. Next, click ‘Sign up’.
After you have clicked ‘sign up’, this page will appear. You need to check your e-mail inbox to active your account.

You will received this email, and you need to click this link to start activating your account.

Check Your E-mail to Complete Registration
An email has been sent to [E-mail Address] to activate your account. Check your inbox and click the link in the message. It should arrive within 30 minutes. If you do not activate your account within two days, you will have to sign up again.

Fill in your profile form.

Save your profile by clicking the ‘Save Profile’ button.

After you finished activating your account, you can login and start using WordPress.
Chapter 19: Wordpress

**STEP 3**

1. **On your blog homepage, click ‘About’**.

2. **Click ‘Edit’ to start editing the page.**

3. **Delete text, and start write up your homepage about.**

4. **Click ‘preview changes’ before you click the ‘update’**.

5. **Click ‘update’.**

6. **To return back to your homepage, click this button.**
Adding Links

1. Go to ‘My Blog’.
2. Click ‘Dashboard’.
3. Click ‘Add New’.
4. Insert the required information and ‘Add Link’.
Chapter 19: Wordpress

**Customizing appearance**

1. Click ‘Appearance’ at the dashboard page.

2. This page will appear and you can choose your favorites themes and appearance.

3. Select a theme and click ‘Activate’.
Chapter 19: Wordpress

Techno is Cool
Posted on April 8, 2011, by azizarahad
First technology tool I used
Posted in Uncategorized [1 Comment]

At your blog page, you can see the text ‘comment’ here. To start comment the post you need to click this ‘comment’ text.

Leave a Reply
Logged in as azizarahad. Log out?
Comment

This page will appear.

Write your comment here.

Click ‘post comment’ to submit/reply your comments.
REFERENCES


WHAT IS DEL.ICIO.US?

In brief, Delicious (formerly del.icio.us, pronounced "delicious") is a social bookmarking web service for storing, sharing, and discovering web bookmarks (http://en.wikipedia.org/wiki/Delicious_%28website%29). It allows users to tag, save, manage and share web pages from a centralized source. With emphasis on the power of the community, Delicious greatly improves how people discover, remember and share on the Internet (http://www.delicious.com/help/about).

ADVANTAGES OF USING DEL.ICIO.US

Several advantages of using delicious include:

1. Saving and accessing bookmarks online.
2. Promoting our own sites.
3. Finding bookmarks from other users on your network.
4. Networking with other users who are in your network.
5. Reading your network’s bookmarks, since Del.icio.us provides convenient RSS feeds.
6. Using a “profile” tag, such as users’ bookmarks tagged with “profile” on del.icio.us to feature sites, best posts and articles and important sites linking to you.

(Source: http://onlinesapiens.wordpress.com/2008/07/19/using-delicious-in-education/)
USING DEL.icio.US IN EDUCATION

The following are several of usage of delicious in education suggested by Gabriela (2007):

1. It is useful for its flexibility as students may work on a variety of computers at a variety of setting.
2. It can support lectures as an additional bibliography.
3. It is a mechanism for building learning communities if a tag is identified with the students who can then contribute to this link archive. It could promote group cohesion and belonging although the risk is that students would not contribute equally.
4. It increases network of learning outside the initial group by tagging resources with quality notes and links shared to a wider audience.
5. It provides informal and formative feedback to the teacher as they can see students' preferences and interests which could then inform their planning.
6. It promotes the students to manage and analyse their resource collection as they would be encouraged to firstly weigh up the value of the resource, and then analyse and create a synopsis of its worth through tagging. The number of times a site is saved would also alert them to the issues of credibility, value and utility. This would engage the students further in the learning process.
GET STARTED WITH DEL.ICIO.US.

**STEP 1**

Go to: http://www.delicious.com/

**STEP 2**

Join Now/Sign In

To start using “delicious”, click ‘Join Now’ or ‘Sign In’.

You can join or sign in using your Yahoo account.

If you do not have a Yahoo account, you can sign in using your ‘Facebook’ or ‘Google’ account.
Chapter 20: Del.icio.us

**STEP 3**

**Bookmarking**

1. Copy the URL of the web you like to bookmark.

2. At your “delicious” page, go to ‘Bookmarks’ and click ‘My Bookmarks’.

3. Click ‘Save a new bookmark’.

4. Paste the URL of the web here.

5. Then click ‘Next’.
Chapter 20: Del.icio.us

Your tags. This indicates the number of people who here bookmarked this URL.

Then click ‘Save’. If you want to make your bookmark private, check ‘Make private’.

The ‘Title’ and ‘URL’ will be inserted automatically.

Insert tags and notes (optional).

Your bookmark will look like this.

Your tags.
Chapter 20: Del.icio.us

Private and public view

To view your public bookmark, click 'Public'.

You can share your bookmark using 'twitter', 'email' and 'delicious'.

Now, in your bookmark, you can view your public bookmark.
Chapter 20: Del.icio.us

**STEP 5**

**Search bookmark**

1. Insert the keyword of the bookmark you want to search. Then, click ‘Search’.

2. You also can by ‘Filter by Tags’.

3. Or, you can filter your search by clicking any of the tags here.

4. This is an example of a bookmark ‘Filtered by tags’.

5. Bookmark date.

6. Filter by tag.
Chapter 20: Del.icio.us

Del.icio.us bookmark network

Use of Network:
- Alternative way for content delivery.
- See friends’ bookmarks.

STEP 6

1. Go to your del.icio.us homepage.

2. You can add other users by clicking on their names here from your bookmark search page.
Chapter 20: Del.icio.us

3. Then, click ‘Add a user to Network’.

4. Or, insert the username of the user and click ‘Add’ to add in your network.

5. Now, “Kafarlee” is your network. You can see Kafarlee bookmarks and share them.

6. To view your Network, go to ‘People’ and click ‘My Network’.

7. Here you can see the number of your network. Click on any name to view other peoples’ bookmarks.
REFERENCES


