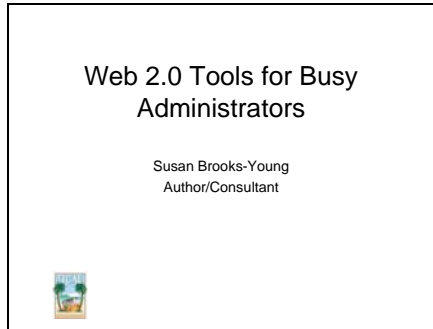


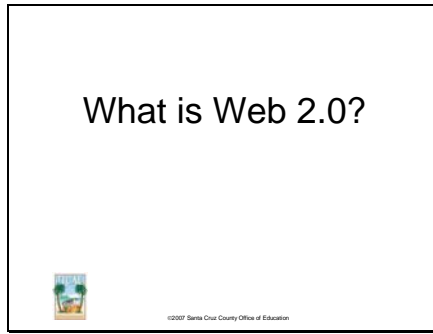
Slide 1



Hello! My name is Susan Brooks-Young. I spent 23 years working as a teacher and administrator in public and private education. Now I work with educators across the country on various aspects of technology use in schools.

I'd like to share some information about a new generation of Web-based tools that is changing how educators work and communicate with one another.

Slide 2



Web 2.0 is a term often applied to the current transition of the World Wide Web from a collection of relatively static websites to a full-fledged computing platform offering web-based applications to end users. These applications are especially attractive because they make it possible for users to work collaboratively without always having to meet face-to-face.

Many Internet users believe that Web 2.0 services will replace desktop computing applications for many purposes.


This Portical presentation explains how a group of educators in Northern CA recently used several Web 2.0 tools for collaborative planning.

### Slide 3

**The Task—Revise a district's technology plan**

Challenges:

- Limited meeting time for sub-committees
- Need for archive of meeting discussions and on-going communication
- Maintaining one 'true' document for each plan section



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With current demands placed on educators' time, it's increasingly difficult to recruit teachers and administrators to serve on various committees, particularly when the committee's charge is to write or revise lengthy documents. The challenges listed on this slide highlight a few of the issues faced by Travis Unified School District when it was time to review and rewrite the district's technology plan, but they are typical of many different kinds of committees all over the country.


My role in this instance was to facilitate three face-to-face committee meetings and provide assistance and feedback to committee members between meetings.

### Slide 4

**The Task: Revise a district's technology plan**

Solutions:

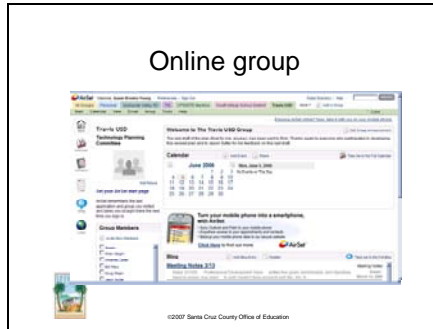
- Online group
- Wiki
- Webtop word processor



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Web 2.0 tools lend themselves very well to addressing the challenges listed on the previous slide. In preliminary discussions with district leaders, it was agreed that the planning committee would use three Web 2.0 tools while revising the district's technology plan. The tools chosen included an online group, a wiki, and a Webtop word processor. Before looking specifically at how each was used, here's a brief overview of all three.

Slide 5



The total committee was able to meet just three times. This meant that we needed a reliable, easy-to-use tool for general communication between meetings.

Online groups typically provide shared calendars, to do lists, and a way to send messages to group members. AirSet is a free online tool that allows users to set up invitation-only groups. The ability to keep groups private and multiple features found in AirSet made it a good choice for this project.

Slide 6

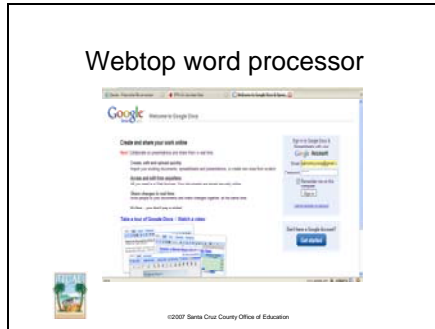


Word processors make it easier to engage in collaborative writing because files can be shared.

However, anyone who has attempted to work with several authors knows that before long it's difficult to keep track of multiple versions of a file.

A wiki is a Website that allows users to collaboratively add and edit content posted online. We set up a pbwiki to write the initial drafts of the technology plan. This free resource is password protected, so only members of the committee were able to make changes.

Slide 7



Webtop applications: Word processors, spreadsheets, graphic organizers and similar applications that we are used to running from our personal computer hard drives now have online counterparts, call them “Webtop” applications, that provide the same functions, but also enable users to collaborate on creating, refining, and updating files. The draft tech plan needed to be brought into one document for final editing by a few members of the committee. Google Docs, a free webtop word processor was selected for this final step. Let’s take a closer look at how each tool was used during the planning and writing process.

The draft tech plan needed to be brought into one document for final editing by a few members of the committee. Writely, a free webtop word processor was selected for this final step.

Let’s take a closer look at how each tool was used during the planning and writing process.

Slide 8

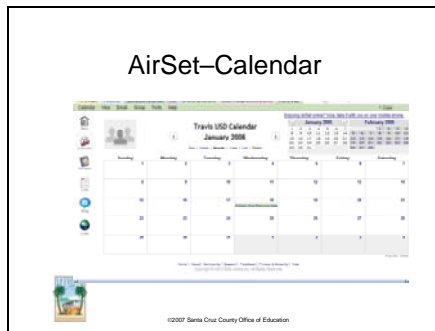


Setting up an AirSet group for the Technology Committee took just a few minutes. Group access and participation is limited to invited members. Each committee member’s email address was added to the group. This generated an automated message inviting each person to subscribe to AirSet to gain access to the group.

The tools provided in AirSet are identified by the buttons running vertically on the left side of the main screen. This committee used three of the tools: Calendar, Blog,

and Links.

Slide 9



The calendar, which can be synched with Outlook and Palm Desktop, was used to post meeting dates with automated reminders sent to committee members several days ahead of time. Any member of the group could add notations to the calendar as well.

Slide 10



With just three total committee meetings, it was important to have an easily accessible archive of meeting notes and well as a place where committee members could communicate with the entire group between meetings.

The AirSet blog was a perfect venue for meeting these needs. Individual blog posts are organized by category, making it easy to find messages related to specific meetings or topics. Every group member was able to post a reply to a comment or generate their own original comments in a new or

existing category. The Save and Send to Group feature ensured that every member was notified whenever the blog was updated.

Slide 11



Citing research is an important part of writing the Technology Plan. The committee used the Links area of AirSet to post web sites that included relevant research. This provided each member easy access to an annotated list of sites that were used throughout the planning process.

This area also included a link to the group's wiki.

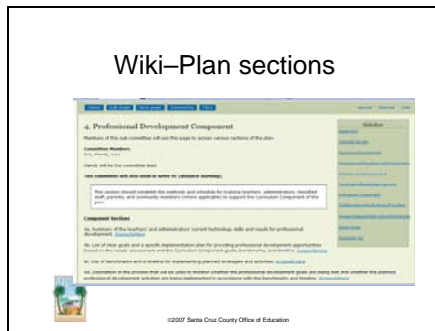
Slide 12



California's technology plan format consists of nine components. Each component includes several parts. The wiki made it easy to recreate the plan format online.

We used the wiki Front page, the equivalent of a Home page, to provide a general overview of the main components of the plan and to link to an activity timeline available in a downloadable Word document. The links in the Sidebar on the right side of the screen led to individual wiki pages for each plan component.

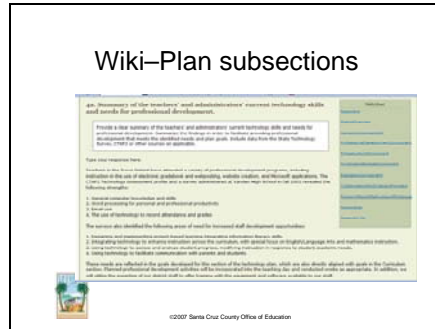
Slide 13



Because it lays the foundation for the entire plan and is the largest of the components, the entire committee was responsible for writing the Curriculum portion of the plan. Once this was completed, the four subcommittees were formed to write the remaining sections.

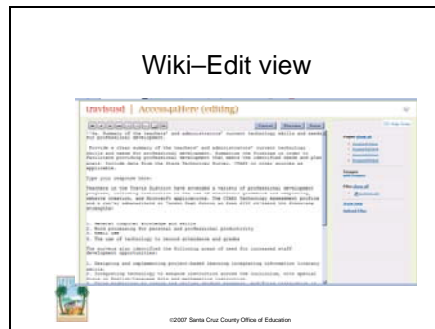
Each section of the plan is divided into multiple subsections. We used the wiki to create a main page for each section with links to a page for each individual subsection. This screenshot shows the main page for the Professional Development Component. As you can see, this page includes links for four subsections.

Slide 14



This screenshot shows the wiki page for subsection 4a. This page includes the subsection's title, the directions for writing the subsection, and then the text written by the subcommittee.

Slide 15



To add or edit text, users click on the Edit page button and then work in a text box as shown on this slide. Simple formatting can be done using the buttons found across the top of the text box. Clicking the Save button saves the changes.

Only one person can edit a page at a time. This helps insure that multiple authors aren't overwriting one another at this stage in plan development. Some of the subcommittees chose to work together on each subsection with one typist. Then each individual member did further review and editing at their convenience.

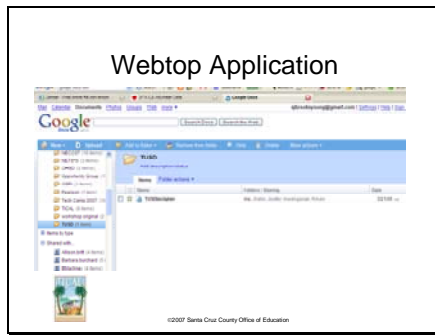
Other subcommittees decided to discuss overall concepts for their subsection and then worked simultaneously on several different pages. Then, members reviewed the pages written by others to make corrections or suggestions.

Between meetings subcommittee members could continue their work on any Internet-connected computer, knowing that they did not need to worry about conflicting file



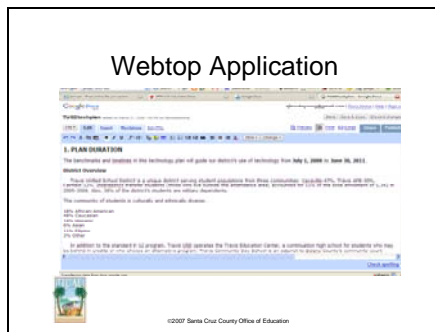
versions.

Slide 16



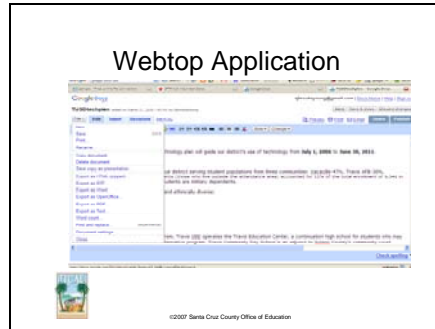
The wiki made collaborative work much easier, but the time came when the text on all those pages needed to be brought into one document for final editing and submission to the CA Department of Education. Five people were going to work on the final edit, so the wiki text was copied and pasted into a file created in an online word processor, called Google Docs. Once the file was created, the final editors were emailed an invitation to collaborate on the document.

Slide 17



As shown on this slide, a Google document looks very much like a traditional word processing file. The difference between Google Docs and the wiki is that the online word processor allows collaborators to edit a document simultaneously. This was one reason for limiting the number of people invited to work on this final edit. However, this capability also made it possible for this group to work on the final edits without having to meet face-to-face.

Slide 18



When the edits were complete, the file was saved as a Word document, ready for printing and distribution.

Slide 19



This approach to revising the Travis USD technology plan successfully met the challenges of limited meeting time, the need for on-going communication, and avoiding the problems that arise with multiple file versions. Committee members had all the information they needed readily available through the Web 2.0 tools and they were able to work at their convenience.

Each of the tools used can be found in the Portical Resource database.

Slide 20



An important benefit of using Web 2.0 tools in their own work is that educators quickly see the potential for classroom use of these tools as well. The resources here provide information about using Web 2.0 tools for instructional purposes.

Each of these resources used can be found in the Portical Resource database.

Slide 21



Web 2.0 tools can significantly impact how and when educators work on plan development and other important projects.

I hope that this brief overview inspires you to learn more about Web 2.0.