

Albany Senior High School

This presentation is available as a PDF to download from:

afterschool.org.nz

Peter Mellow - Senior Lecturer, flexible learning advisor,
AUT University

peter.mellow@aut.ac.nz

1

Senior Lecturer/Flexible Learning Advisor
CEPD

Teaching at AUT for 21 years

2007- National tertiary teaching awards for sustained excellence

2007- Apple Distinguished Educator (ADE) award

"recognised leader in Mobile Learning in New Zealand" eFest 2006

2004/05 - Named in the first group of Flexible Learning Leaders in NZ

2001 - Distinguished teaching award AUT



Landmark projects:

- NZ Sign Language CD - NZSL 1
- 'Whakahihiko te Hinengaro' CD and website
- Produced 43 CDs and 3 DVDs for AUT
- Set up StudyTXT mLearning service



AUT Student

Satisfaction Survey:

2003-Anatomy paper ranked 3rd

2002-Anatomy paper ranked 2nd

2



Think outside the square

Create, Innovate & Inspire! This is the catch-cri of After School Albany (ASA). Creativity and innovation are two qualities that young people will need to get the most from their future lives. Hopefully we can assist them to find their internal inspiration to explore these qualities.

Welcome to After School NZ

After School NZ is a non-profit group wanting to make a contribution to the creativity and innovation in our children. Inspired by **Dave Eggers 2008 TED Prize wish** and styled around centres like **826 Valencia**, After School Albany is trying to nurture NZ students with a Kiwi twist!

Volunteers spend one-on-one time with school students to assist them with their study. This service is provided free for students who want to attend. As 826 say "It's all about the students". If you would like to contribute, please **contact us**.

We need volunteers to work beside the students, we also need... (see 826 site for equipment and sponsor information).

Peter Mellow is available to speak at Secondary Schools to groups of students who are considering tertiary study with a presentation titled "How to succeed at tertiary study in NZ". There is no charge for this presentation, its just an effort to help prepare secondary students for studying in the tertiary environment. Having studied at Otago, Waikato, Auckland and AUT Universities, Peter brings his 21 years of teaching experience at AUT University to share some insights on student achievement. **Contact Peter** if your school is interested in a visit. Peter is also available to speak to teaching staff on the integration of technology into their learning environment. **Feedback from recent presentations is available to view**.



Secondary Schools visited in 2008 so far:



3

21st Century Learner

A glimpse of the future



4

“The goal is an organisation that is constantly making its future rather than defending its past.”

Hamel & Valikangas, 2003



5

Simple Solutions for Effective Education

"One aspect of being a great educator is to get a student to **consider the obvious in such a new light** that not only is his or her thinking changed, but the process of how to think is itself affected."

Robert Fulghum (1997)



"One aspect of being a **flexible** educator is to **consider the technology in such a new light** that not only is your **teaching** changed, but the process of **how to teach** is itself affected."

Peter Mellow (2004)

6



The Future?

“640 KB of memory (RAM) should be enough for anyone.”

-Bill Gates

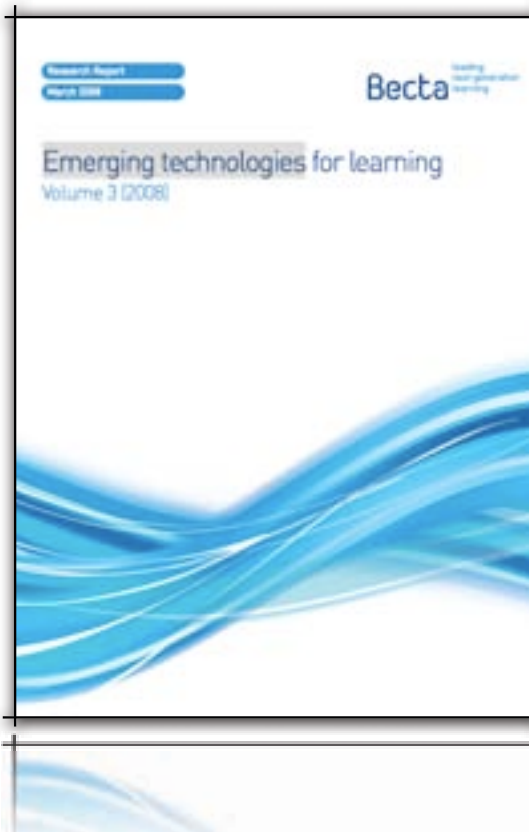
7

<http://connect.educause.edu/Library/ELI/2008HorizonReport/45926>

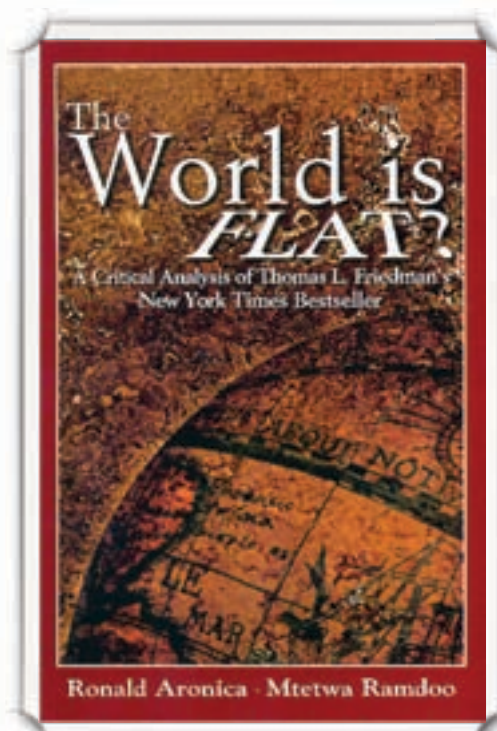
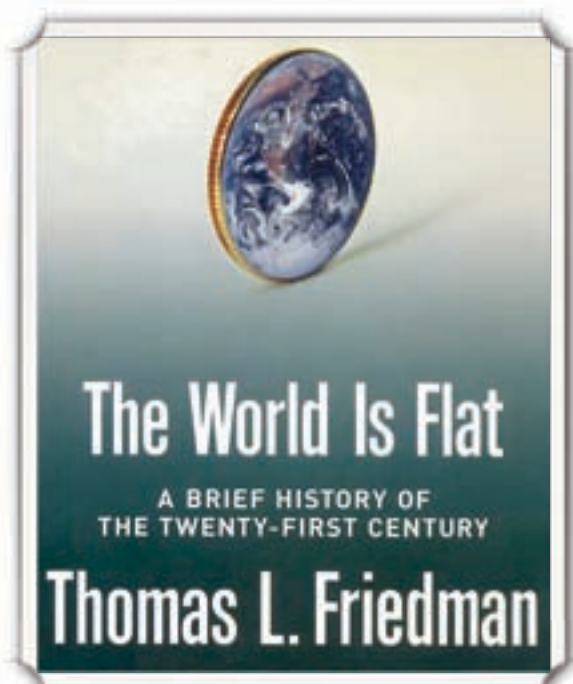
What's coming up in the next few years?



8



9



10



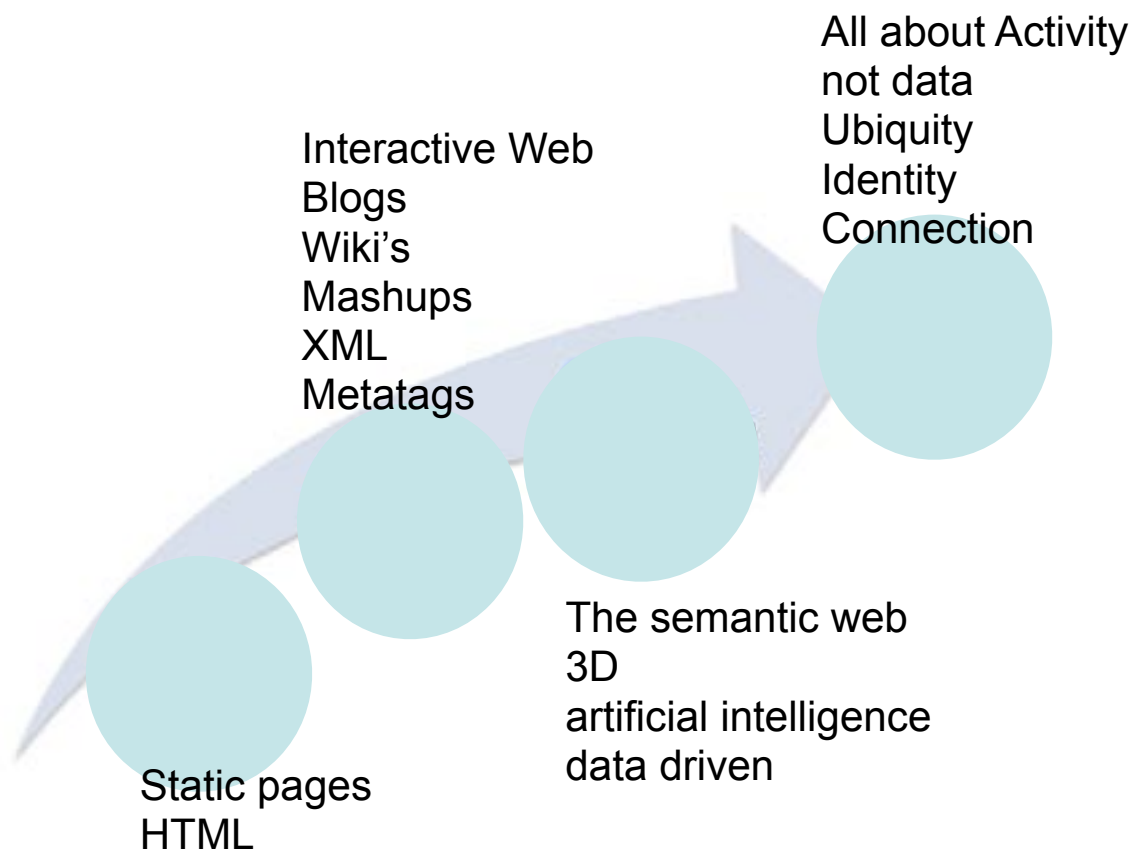
11

“If you can do it you must do it,
otherwise your competitors will...”

“These are just technologies. Using them does not make you modern, smart, moral, wise, fair, or decent. **It just makes you able to communicate**, compete **and collaborate farther and faster**. In the absence of a world-destabilising war, **every one of these technologies will become cheaper, lighter, smaller and more personal, mobile, digital and virtual.**”

Thomas Friedman

12



13

Our Students



14

Digital Natives?

Marc Prensky

marcprensky.com/

“Engage me or enrage me”

Neuroplasticity



Net generation learner

Generation Y

Millennial student

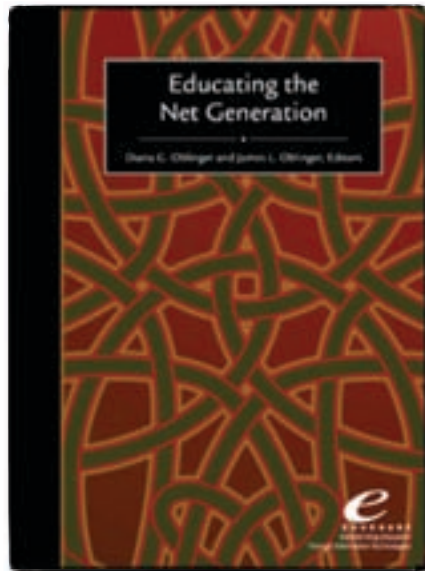
21st century learner

15

These students, born from 1982 onwards, will by the time they are aged 21, on average, will have spent twice as long playing video games than they will have reading, and four times more time watching television than reading.

Prensky, 2001

16



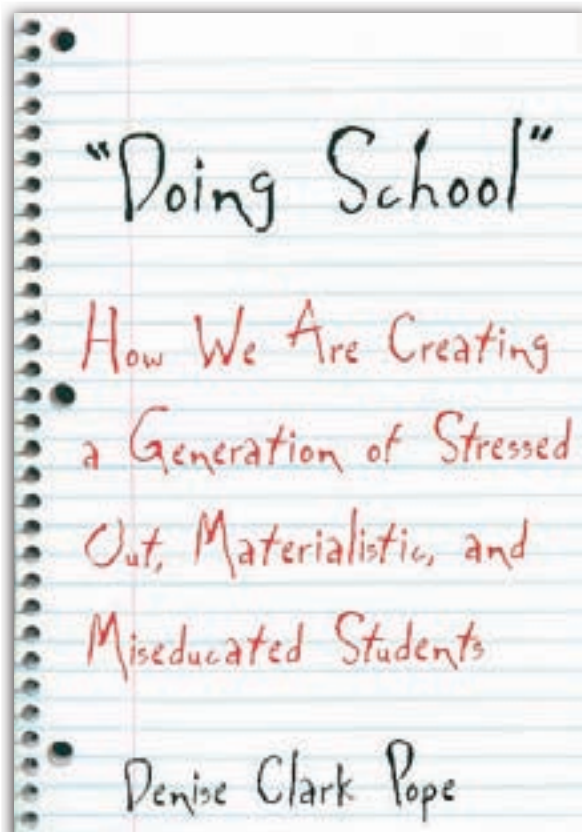
Available as a free
PDF download from:

www.educause.edu



Diana Oblinger
President of Educause

17



18

Technology is an Environment



Image from: Peter Hoffman-
Education Manager Apple US

19

Students create content

Squires (1999) describes these video based labs as facilitating a constructivist learning environment. They promote open ended exploration in an authentic learning environment; particularly when the learner chooses and captures their own film clips.

Squires, D. (1999). Educational software for constructivist learning environments: Subversive use and volatile design.

20



Sub-Compacts



21



Our Educators



PHOTO BY ARASH BEHGHADPOOR | August 19, 2006 | TEACH AND LEARN

22

Technology Support

- “Current generation of students expects seamless technology use.”

Brown, Oblinger. (2005)

“Many teachers steer clear of engaging with technology - they leave it to the technologists and get on with the business of teaching. This is no longer an acceptable position, however.

Teachers must reach a point where they are exploiting the full benefits of technology to support their learners.”

Good, M. On the way to online pedagogy. (2001)

23

“We don’t want to teach technology. We want the technology to just support what we do. It needs to disappear and let us teach.”



Anton Harfmann, Assoc Dean,
University of Cincinnati



24

techLEARNING

Search Go

Databases -->

Teachers Tech Coordinators Administrators

Techlearning blog

+ Administrators, standards, and technology | Main | Global Collaborative Peer Review | Best Practices +

Teacher 2.0: The Evidence

It is nearing the end of the school year here in Shanghai. As teachers and students both make the final push to the end, I have been busy looking for evidence of what teaching 2.0 looks like in our school, and I think I found some.

Scott Hosseck, a 5th grade teacher, had his students create rubrics for grading blog posts:

My grade 5 class has been Blogging for 6 months. Some of them have developed into really good bloggers and are leaving me far behind with the amount of time and energy they are investing into their Blogs.

We were talking the other day after looking at what makes a good blogger and the question came up about how to assess our blogs. So after much thought, discussion and some arguments we made three assessment rubrics. The students are now looking at other blogs as well as their own and will try to evaluate where they need some work. I thought I would post these rubrics out there so other bloggers, teachers or students may comment on areas that we have forgotten or left out. They also could comment on whether you think the Blogging Rubric was easy to use to assess blogs. I hope these are useful to others and I would love to hear from people out there if they think they are good or bad.

[Blogging Rubric #1](#)

25

The 'Digital Student' and now, the 'Millennial Instructor'?

Implications for teaching, learning, support

Collaboratory for Advanced Research and Academic Technologies (CARAT)



Carl Berger

26

More Multi-media

- Many lecturers wish to use a variety of media types in their teaching



Infrastructure

- Hardware
- Software
- Bandwidth/storage
- Skills/Abilities

27



You Tube
Broadcast Yourself™

Hello, khwirip (0) | My Account | History | Help | Log Out | Sign Out

Videos Categories Channels Community

Search

Ambitious for New Zealand - Meet John Key

From: **NZNats**
Joined: 1 year ago
Videos: 132

About This Video
Meet John Key ([more](#))
Added: November 26, 2007

Embed
<object width="425" height="355"><param name="movie" value="http://www.youtube.com/v/10471259" /></object>

More From: NZNats

Related Videos

Views: 233
John Key at Fieldays - Video Journal 11
02:14 From: [NZNats](#)
Views: 122

Views: 58
John Key responds to "trades training" speech comments
01:37 From: [NZNats](#)
Views: 58

Views: 218
Launch of John Key videoblog
01:35 From: [NZNats](#)
Views: 218

Views: 19
Question Time - On 'reforms' to election finance
06:50 From: [NZNats](#)

Rate: ★★★★★
19 ratings

Views: **4,252**

Comments: 18 Favourite: 2 times Honors: 19 Links: 0

28

YouTube™ Videos | Categories | Channels | Community | Upload

Sign Up | My Account | Help | Log In | Site

Search

Berkeley

University of California

Courses Events Campus Life

Videos | Playlists | Groups | Subscriptions

UC Berkeley

Subscribe

ucberkeley

Style: —

Joined: May 02, 2006

Last Login: 3 hours ago

Video Watched: 67%

Subscribers: 7,780

Channel Views: 1,492,652

The University of California, Berkeley is the preeminent public research and teaching institution in the nation. From classic literature to emerging technologies, the curricula of our 130 academic departments span the wide world of thought and knowledge. Supported by the people of California, the university has embraced public service as an essential part of its mission since 1868.

Name: UC Berkeley

Age: 139

City: Berkeley, CA

Hometown: Berkeley, CA

Country: United States

Interests and Hobbies: Teaching, Research, and Public Service



You See Berkeley

From ucberkeley.com

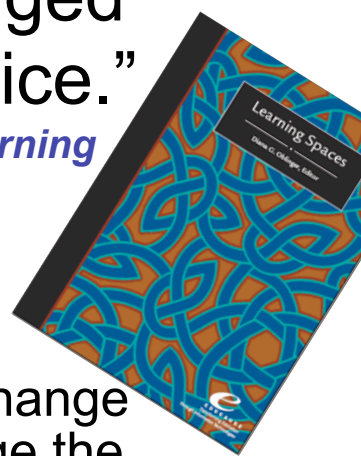
29

“Spaces are themselves agents for change. Changed spaces will change practice.”

JISC - Designing Spaces for Effective Learning

- ‘Built in pedagogy’
- “We spend a lot of time trying to change people. The thing to do is to change the environment and people will change themselves.”

Les Watson, pro vice-chancellor, Glasgow Caledonian University. (2006)



30



CC Dario Dado

31



CC Tillwe

32



33

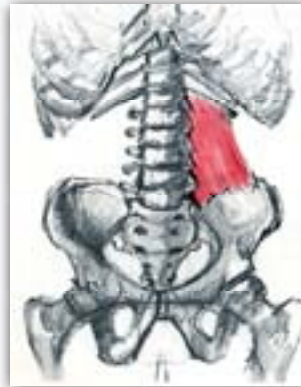
LeBaron Hall - Iowa State

- “The best thing it does for my students is create community in the classroom - I can see all the students, and I can get them interacting easily.” *Lecturer*
- “It is my favorite classroom on campus. I feel close to the instructor and ready to learn.” *Student*
- “No matter where I sat in the room, I feel closely connected with the instructor.” *Student*

34

“Most human learning is incidental and happens outside designated educational settings.”

Jared Still – Year 13 student at Tauraroa Area School near Whangarei. The College Herald 30/8/05



35

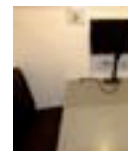


36

Marker Boards, Wireless Access, and Technology



37



38



39



40

Tuesday, 2 September 2008

“Overall, the largest benefit gained by technology has been the ability to get the information to students on their terms”.

What guides educational development: pedagogy or technology?
Palmer & Devitt 2005 - AUC conference

“...but it is observed that students will often embrace the use of technology in their learning even if it is only for the novelty value of such interventions.”

41

- "Rather than resisting a popular technology because it's popular, we want to embrace that as a way to be more effective in communicating."

***William Lynch, School of Education Director,
Drexel University (2005)***

42

“All technology is interim technology.”



A personal view from Bill Rosenberg, Manager of the Educational Technology Services division of the Information Technology Services department at the University of Canterbury. eFest 2006

43

Apple Learning Interchange

Home » Member Submissions » Higher Education » Teaching, Learning, & Research

mLearning and the Three Ps: iPods, PDAs and (mobile) Phones

Introduction



PETER MELLOW
Auckland University of Technology

View Movie

Learning with mobile devices (mLearning) is now recognized as a subset of eLearning and provides another flexible delivery option for our students. In an effort to take the first step in establishing an mLearning base, Auckland University of Technology (AUT) developed StudyTXT. It is an innovative use of an existing technology.

StudyTXT is a mobile phone based short message service (SMS) using a "pull" system. Students order text messages from a central database and receive them on their mobile phones to store, review and swap. To our knowledge, it is the first use of "pull" SMS for education in the world. SMS in education to date has focused on "push" models where lecturers send out group messages relating to study and the pastoral care of their students. This is an effective tool, however the institution incurs costs.

A "pull" system, where the student decides on what they download, uses the same model as ordering a ring tone or screen wallpaper for their mobile. Students are familiar with these services. The StudyTXT system is currently offered free to other interested institutions, thus decreasing barriers to its uptake, although it has to be stressed that it is a user-pays system, and does impose a cost on their students. Currently eight tertiary institutions are using StudyTXT in New Zealand and a secondary school trial is now underway.

Contents

1. Introduction
2. StudyTXT
3. Media and Technology
4. Reflections and Feedback
5. Research References

Printable Version

Author

Peter Mellow
Auckland University of Technology

Community

4.4 of 5, 7 raters

Join the Conversation
(2 Comments)

Collection Memberships

Teaching, Learning & Research
Peter Hoffman's favorites
Charles Hagan's favorites
David Bower's favorites
Cyprien Lomas's favorites

44

“I found it most useful when I was on the bus and in bed”

“This feature is useful when you are not at your computer or in your study area”

“Convenient to have answers in the mobile and have a look at it at anytime”

“Mobile phone is natural”

“Allowed for revision on the bus etc. So it was great, I could study in places I usually could not”

Petrova, K. (2007) *Students Revising for a Test using SMS*. mLearn conference,

45

“And despite what some may consider cell phones' “limitations,” our students are already inventing ways to use their phones to learn what they want to know.

If we educators are smart, we'll figure out how to deliver our product in a way that fits into our students' digital lives - and their cell phones. And instead of wasting our energy fighting their preferred delivery system, we'll be working to ensure that our students extract maximum understanding and benefit from the vast amounts of cell phone-based learning they will all, no doubt, soon be receiving.”

Prensky, M. (2004) What can you learn from a cell phone?
Almost Anything!

46

iTunesU - Podcasting



47

47



48

AUT
UNIVERSITY
2020



49

“...whether we like it or not,
whether we are ready for it or
not,

Mobile learning represents the
next step in a long tradition of
technology-mediated
learning.”

*Ellen D. Wagner, Educause Review vol
40, no. 3 May/June 2005 pp. 40-53*

50

school
“We’re not just building a ~~plane~~, we’re building a dream”



51



"If we continue to teach our students today, as we taught them yesterday, we rob them of tomorrow."

John Dewey



52