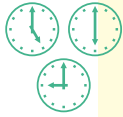## Tip of the tongue

TERMINOLOGY IN TECHNOLOGY-ENHANCED LEARNING

Asynchronous. Describes events that don't require learners to gather at the same time; they can participate at their convenience.

Blended (or hybrid) environment. Learning experience that includes face-to-face interaction along with technology-supported learning.

Learning management system. Software for districts to plan, document, and monitor classroom, student, and teacher data.

Learning objects. Digital learning resources (lesson plans, video clips, animations, web sites, etc.).

Podcast. Recordings released on the web and available for download through syndication services.

Social bookmarking. A way to make web bookmarks available to others; services allow users to categorize bookmarks with keywords.

Streaming video or audio. Content that is displayed as it is delivered to your computer (as opposed to being downloaded before viewing/listening).

Synchronous. Describes events that require learners to gather at the same time for collaboration, such as a chat or phone call.

Web 2.0. Sites or services that foster the creation and sharing of content along with user interaction and collaboration.

Webinar. Web-based seminar or presentation; often includes phone or web-based audio capability for interaction.

Wiki. Web site or page that allows multiple users to add or edit content.

IN THIS ISSUE OF *JSD* **THE LEARNING STARTS HERE** ▼

Data sheet

Americans who use the Internet.	**74%**
Americans with broadband access at home.	**60%**

I communicate online with out-of-district counterparts at least once a month.	**27%** of teachers
	62% of principals
I have taken a course online.	**39%** of teachers
	41% of principals

Implications for teacher learning in 5 years?

Proportion of recreational time 8- to 18-year-olds spend in various online activities:

SOCIAL NETWORKING **25%** • GAMES **19%** • VIDEO SITES **16%**
INSTANT MESSAGING **13%** • OTHER SITES **12%** • E-MAIL **6%**
GRAPHICS/PHOTOS **5%** • OTHER **5%**

Sources: (from top) *Internet, broadband, and cell phone statistics.* Pew Internet and American Life Project, December 2009. *The MetLife survey of the American teacher: Past, present and future,* MetLife, October 2008. *Generation M²: Media in the lives of 8- to 18-year-olds.* The Henry J. Kaiser Family Foundation, January 2010.

JSD Professional Learning Guide

One way for educators to expand their knowledge base and learn about new practices is to read and discuss articles from professional journals and magazines. Beginning with this issue of *JSD*, NSDC is publishing an online companion to the magazine to facilitate the use of *JSD* articles with school faculties, teams, district staff, or other groups of education stakeholders.

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DETERMINE AND COMPARE YOUR VIEWS

The debate about the effectiveness of technology-mediated professional learning compared to that of face-to-face professional learning is nearly a decade old. Many have written about the advantages and disadvantages of technology-mediated professional development. Before discussing the articles in this issue, consider your views on this topic.

> This is the first piece of the JSD Professional Learning Guide. Start here as you dive into this issue. Download the entire guide at
> **www.nsdc.org/news/jsd/**

1. Each person draws and fills in a T-chart as shown below.
2. Individuals share in small teams what they wrote.
3. Each team member selects a different article to read.
4. Each person draws a second T-chart and fills it in from the perspective of the article's author(s).
5. People share this second T-chart in small groups, citing evidence from the articles that supports the views.
6. After discussing the perspectives of various authors and comparing them with yours:
- How do your views of technology-mediated professional learning change?
- What did you learn that you hadn't thought about previously?
- What else do you need to know?

ASSESSING TECHNOLOGY-MEDIATED PROFESSIONAL LEARNING

Advantages	Disadvantages

One of the appeals of technology solutions is the convenience of 24/7 access. You can learn at a time that fits your schedule.

- **What does that do for school teams or learning communities?**
- **How can professional learning be job-embedded if our time for learning is after the dishes are done and kids are in bed?**

What are your thoughts on this question? Respond at the URL above to Tracy Crow's blog post introducing this issue of *JSD* online.

Quotable

" Online discussions and shared practice bind a collection of individuals into a collaborative community. Without this interaction and collaboration, learning becomes a solo endeavor."
— Mary Burns, p. 21

" If we were working as individual teachers, we would still be struggling. As a team of educators across the district, our professional learning has enabled us to be successful and, in turn, we have better served our students."
— Derrick Hershey, North Forsyth (Ga.) High School math teacher, p. 33