

Using Web 2.0 Applications as Educational Tools for 21st Century Teaching and Learning



Global Conference on Technology, Innovation, Media & Education
February 7, 2012



Sara McNeil
smcneil@uh.edu



Bernard Robin
brobin@uh.edu

University of Houston
Houston, Texas USA

The movie that we shared at this point in our presentation is a clip from a video called, "Iowa, Did You Know?" and available here: <http://youtu.be/E1JyLYphevc>

The "Iowa, Did You Know" content was developed by Dr. McLeod, with all storyboarding, design, and animation by XPLANE | Dachis Group.

- XPLANE | Dachis Group: <http://www.xplane.com>
- Dr. Scott McLeod: <http://www.dangerouslyirrelevant.org>
- IowaFuture: <http://www.iowafuture.org>
- School Administrators of Iowa: <http://www.sai-iowa.org>
- Downloadable discussion guide: <http://bit.ly/ogPEgU>

Your cell phone...

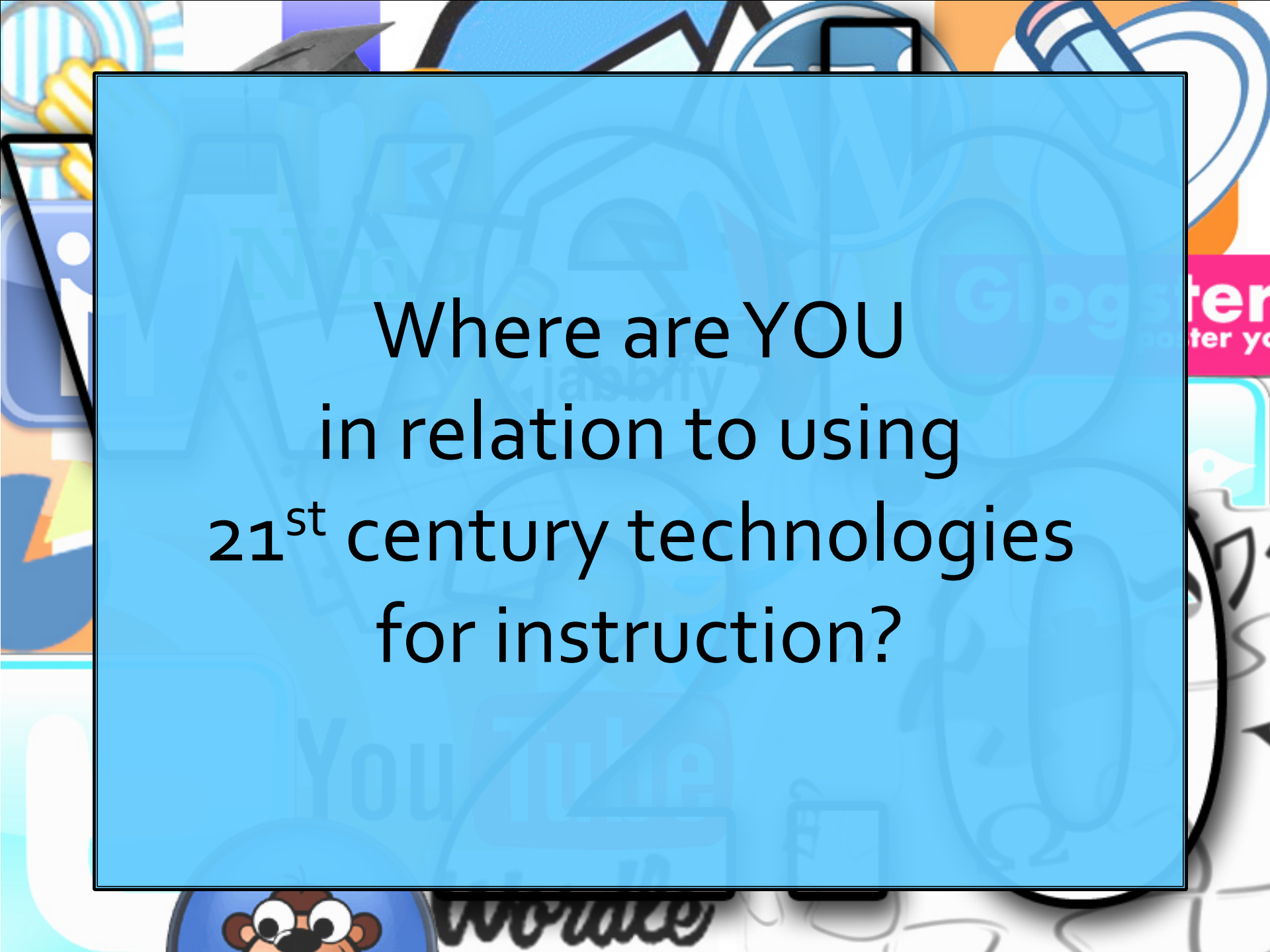


What's your reaction?

At this point in our presentation, we asked participants to use Poll Everywhere, a free, Web 2.0 tool, to let us know what they thought about the video, "Did You Know?".

Participants used their cell phones to text their words, and the results were displayed dynamically on this PowerPoint slide.

<http://www.polleverywhere.com>



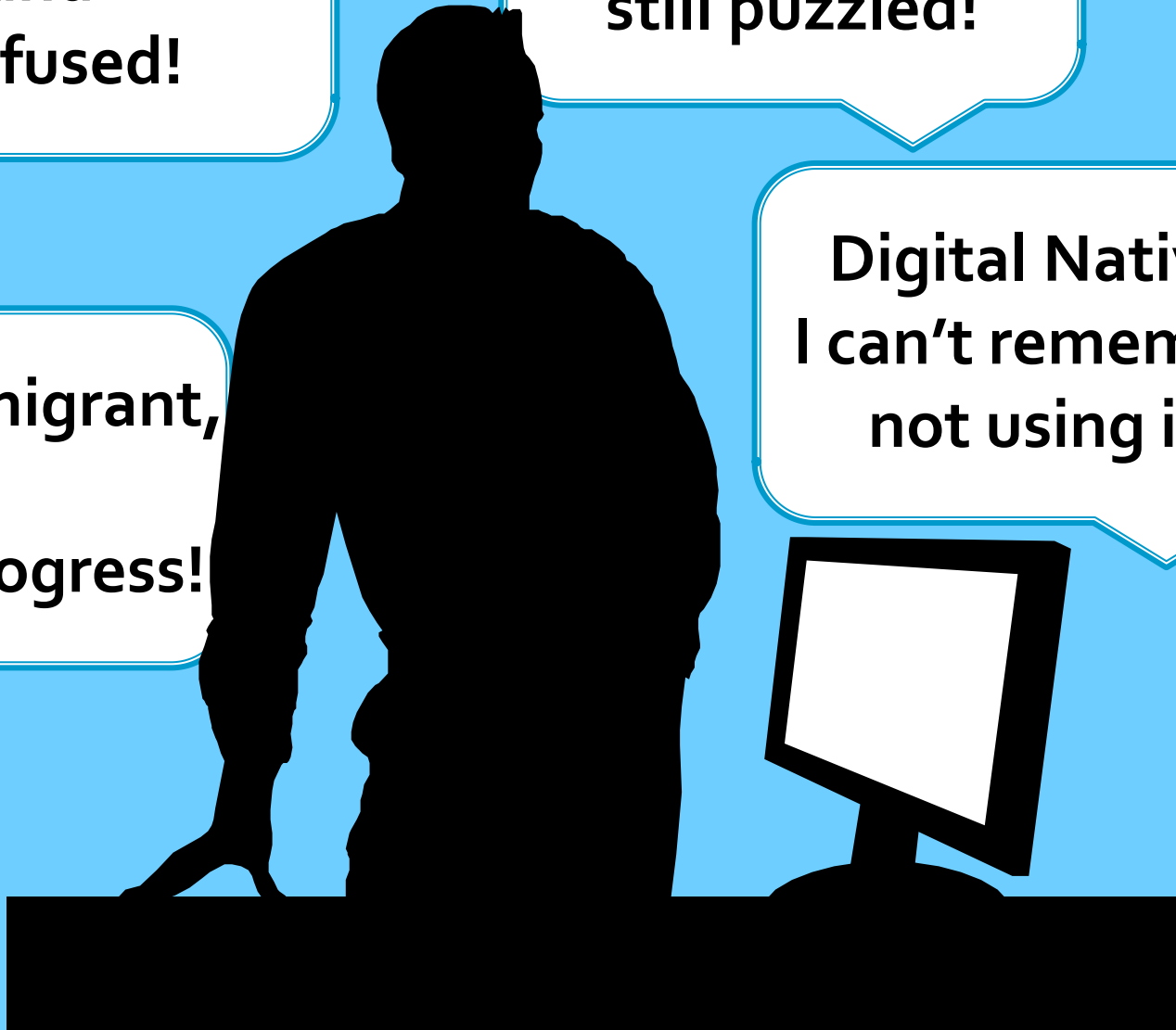
Where are YOU
in relation to using
21st century technologies
for instruction?

**Overwhelmed
and
confused!**

**Catching on,
but
still puzzled!**

**Digital Immigrant,
but
making progress!**

**Digital Native,
I can't remember
not using it!**



Where are you?

At this point in our presentation, we asked participants to use Poll Everywhere, a free, Web 2.0 tool, to let us know in which of the previous categories they were a part.

Participants used their cell phones to text a number that corresponded to a particular category, and the results were displayed dynamically on this PowerPoint slide.

<http://www.polleverywhere.com>

Think about the last professional development session you attended



Use Facebook

Use a blog



Use Twitter

Use Diigo



Use Wordpress

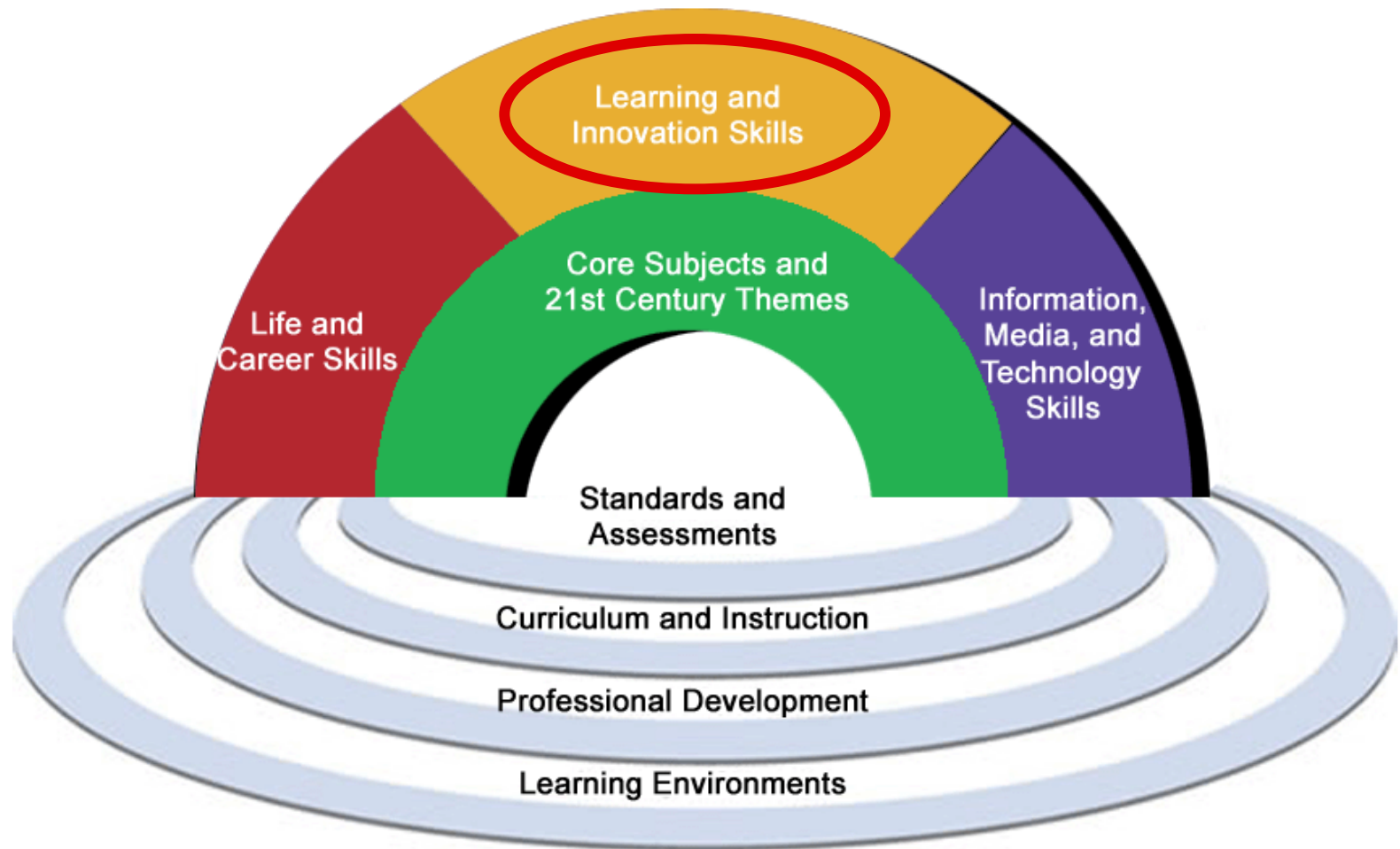
Use a reader



USE !!!



Partnership for 21st Century Skills



Partnership for 21st Century Skills

Learning and Innovation Skills

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation

21st Century Skills

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

21st Century Skills

LEARNING & INNOVATION SKILLS

Critical Thinking and Problem Solving

4th Grade



OUTCOME: Use technology to graphically display data about a community or state public issue and ask questions about and pose possible solutions to the issue.

8th Grade



OUTCOME: Use digitized resources to investigate and define political or social issues in the past and then illustrate, through a multimedia presentation, how one such issue relates to their community.

EXAMPLE: Students use online databases, such as www.census.gov to determine patterns of immigration and compare these patterns with changes in the demographics of their community and school district.



OUTCOME: Working in online research groups, students research a contemporary or historic issue, post significant questions about alternative courses of action, and/or analyze the information they have gathered to generate options for responding to the issue.

12th Grade



OUTCOME: Using sound reasoning and relevant examples, students analyze the historical evolution of a contemporary public policy issue, place it within an historical context, and use a digital publishing tool to report their work.

EXAMPLE: In groups, students explore how selected societies of the past used their natural resources for fuel (e.g., England's use of its forests at the beginning of the Industrial Revolution) and the economic impact of that use. Students use videoconferencing (e.g., www.skype.com) to collect information from relevant government officials about the use of corn for biofuel instead of food and analyze the environmental and economic implications of this use. Students use district-approved wikis to publish the results of their research.

What is the "best" tool that a student could use to create this multimedia presentation?

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections systems
- Identifying and clarifying significant questions and lead to solutions
- Framing, analyzing synthesizing information in order to solve and answer questions

Digital Storytelling

UNIVERSITY of HOUSTON

The Educational Uses of
DIGITAL STORYTELLING



Home Examples Software Essentials Create

The International Conference on Digital Storytelling
Valencia, Spain
March 21 - 23, 2012
[Click here for more information](#)

The Educational Uses of
DIGITAL STORYTELLING

UH Home | Search

Web Images Videos Maps News Shopping Gmail more ▾

Google digital storytelling Search [Advanced Search](#)

Web [Show options...](#) Results 1 - 10 of 10

[Educational Uses of Digital Storytelling](#)
Digital Storytelling is the practice of using computer-based tools to tell stories. As with traditional storytelling, most digital stories focus on a ...
[digitalstorytelling.coe.uh.edu](#) - [Cached](#)

[Center for Digital Storytelling](#)
.my_code_3253981355.free online casinos free free online casino blackjack play online casino video slots play slots game online blackjack australia online ...
[www.storycenter.org](#) - [Cached](#)

[Center for Digital Storytelling](#)
The Center for Digital Storytelling is an international not-for-profit community arts organization rooted in the craft of personal storytelling. ...
[www.storycenter.org/index1.html](#) - [Cached](#)

[Show more results from www.storycenter.org](#)

[Digital Storytelling](#)
Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and ...
[electronicportfolios.com/digistory/](#) - [Cached](#)

21st Century Skills

Communication & Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

21st Century Skills

LEARNING & INNOVATION SKILLS

Communication

SOCIAL STUDIES

4th Grade



OUTCOME: Research, organize and present historical information in clear, complete and effective formats.

EXAMPLE: Working in small groups, students will choose an area from their state's history, organize a storyboard on the person/place/event, and use digital tools to create a presentation that teaches their topic to the remainder of the class.

8th Grade



OUTCOME: Research, organize and present information in clear, complete and effective formats.

EXAMPLE: Research information on the local implications of a global issue of concern (e.g., child poverty, hunger, homelessness). Students organize their information and a possible solution and write a persuasive letter that is to be proof-read, peer edited, and finally sent via e-mail to a local public official.



OUTCOME: Interpret, organize and present information from American history in clear, complete and effective formats to other students/adults.

EXAMPLE: Research information on an issue relevant to an historical period (e.g., a determining factor in the outcome of the American Revolution or the inevitability of the Civil War) and organize it into a persuasive essay that is to be proof-read, peer edited, and finally written and summarized in a class blog and/or audio podcast.

12th Grade



OUTCOME: Analyze, synthesize, organize and present information from the social sciences in clear, complete and effective formats.

EXAMPLE: Research and use concept-mapping software to create a graphic display (i.e., Venn diagram) that compares and contrasts various major world religions in terms of foundations, beliefs, and relationship to historical and current issues.

OUTCOME: Access and evaluate information from various sources dealing with elected officials' effectiveness while in office.

EXAMPLE: Over an extended period of time, students efficiently access the voting records of different state and local officials on issues that impact their community (i.e., education and taxes) and create a digital report card of the selected official(s) using creative presentation methods such as a podcast, slideshow, Web site or district-approved blog.

- *Articulate thoughts and ideas clearly and effectively through speaking and writing*

21st Century Skills

LEARNING & INNOVATION SKILLS

Collaboration

SOCIAL STUDIES



4th Grade

- *Demonstrating ability to work effectively with diverse teams*
- *Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal*
- *Assuming shared responsibility for collaborative work*

OUTCOME: As a group, work together to reach a decision and to explain the reasons for it.

EXAMPLE: Working in small groups, encourage and engage other classmates to assist with a group service-learning project. Using digital media, students demonstrate the need to raise the awareness of their classmates on an issue within their community, (e.g., students create a digital poster that persuades classmates to participate in a school fundraising project).

OUTCOME: Work as a team to assess individual and/or group work.

EXAMPLE: Using a teacher-constructed online rubric, students work in teams to review their personal performance and contributions to their team, as well as overall group performance.



8th Grade

OUTCOME: As a group, work together to reach a decision and to explain the reasons for it.

EXAMPLE: Using an open source asynchronous discussion forum such as Moodle, students discuss how to respond to a proposed state law requiring bicycle helmets and develop consensus about what the team will do. Using a word processing program, students work in pairs to author a persuasive letter either for or against the proposed law, providing sound reasons to support their position. Send the letter to the appropriate legislative official.

OUTCOME: Recognize and communicate diverse perspectives on an historical issue and demonstrate how diverse perspectives might lead to different interpretations of an issue. (Articulating thoughts and ideas clearly and effectively through speaking and writing.)

EXAMPLE: After watching videos of an historical event, students read online first-hand accounts (e.g., WWII, Korean War, Vietnam War). Students then use a collaboration listserv such as Videoconferencing for Learning to find students in other parts of the country with whom they can discuss and compare interpretations of the events. Students then summarize and reflect on their experiences in small group discussions.



12th Grade

OUTCOME: Working in small groups, students will research a current issue and analyze it in terms of historical, political and economic components, various viewpoints, and potential solutions, and create a digital presentation that clearly describes all sides of the issue.



EXAMPLE: Working in small groups, students will survey favorite forms of recreation among local teens and research the local history of recreational youth facilities for teens and the potential sources of political and economic support. The information will be graphed and analyzed, and each group will create a business plan for developing a local recreation center/club for teens. The survey results, need and plan will be presented to a community group or civic association using technology tools.

OUTCOME: Working online with groups of students from other districts and/or states, students develop plans to enhance high school students' ability to use emerging technologies.

EXAMPLE: Using online surveys, virtual conferences or videoconferences, students gather information from peers who participate in virtual schooling. Students then present the results and make recommendations about how virtual schooling might be used in their own setting.

21st Century Skills

Creativity and Innovation

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

21st Century Skills

LEARNING & INNOVATION SKILLS

Creativity and Innovation

4th Grade



- *Demonstrating originality and inventiveness in work*
- *Developing, implementing and communicating new ideas to others*
- *Being open and responsive to new and diverse perspectives*
- *Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs*

OUTCOME: Students develop creative solutions to a class or school problem.



EXAMPLE: Students interview students and/or teachers to identify a problem (e.g., bullying on the playground) and as a group brainstorm creative ways to address the problem (producing a play that examines the issue, hosting a contest for best ideas).

8th Grade



OUTCOME: Students evidence original thought and inventiveness in response to an assignment, issue or problem.



EXAMPLE: Students choose an historical figure (e.g., Abraham Lincoln, Sojourner Truth) and create an original story, play, poem or piece of art that captures/conveys a key aspect of that person's life history.

12th Grade



OUTCOME: Students invent an original piece of work that can be published or presented online.



EXAMPLE: Working in teams, students create a simulation, role play, or webquest that covers a current social or political issue being covered in the news (e.g., global warming, poverty, global economy) or an historic event (American Revolution, Civil War, WWII). The finished products can be packaged, presented and/or donated to a local school, with an accompanying group analysis and reflection on the most innovative and creative elements in each of the products.

21st Century Skills Map

CREATED IN COOPERATION WITH THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES

This 21st Century Skills Map is the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation. The Partnership has issued this map for the core subject of Social Studies. This tool is available at www.21stcenturyskills.org.

The Partnership advocates for the integration of 21st Century Skills into K-12 education so that students can advance their learning in core academic subjects.

The Partnership has forged alliances with key national organizations that represent the core academic subjects, including Social Studies, English, Math, Science and Geography. As a result of these collaborations, the Partnership has developed this map to illustrate the intersection between 21st Century Skills and Social Studies. The maps will enable educators, administrators and policymakers to gain concrete examples of how 21st Century Skills can be integrated into core subjects.

- A** 21st Century Skills
- B** Skill Definition

LEARNING AND INNOVATION
Critical Thinking and Problem Solving

8th Grade
OUTCOMES: Use technology to effectively gather data about a community or social issue and ask questions about and pose possible solutions to the issue.
EXAMPLES: Students create a spreadsheet of the per pupil funding provided to several school districts within their state and the state's high and middle income families. They display the information by district and then by region to analyze other issues. They discuss their observations about the data as they seek to answer such questions as: Which district has the highest and lowest funding and overall? What might the differences be? The school in the lowest income area compared with the highest funded area?
ADDITIONAL NOTES: Given the importance of an inquiry approach to social studies, this follows a four-step approach. First, students describe the skill and its alignment with the relevant 21st Century Skill. (Understanding the interconnectedness among skills.) An example of using an inquiry approach to Critical Skills to address such a topic is shown.
STEP 1: Identify a problem/issue and collect information on it in tables and lists and understand the problem/issue. (Showing visual meaning in understanding.)
STEP 2: Ask questions related to the problem/issue and recognize how each perspective affects the problem/issue. (Identifying and asking significant questions that do not require points of view and lead to better solutions.)

9th Grade
OUTCOMES: Use digital resources to investigate and define political or social issues in the past and then identify through a multimedia presentation how one can take action—based on their research.
EXAMPLES: Students use online databases, such as ones available to determine patterns of immigration and compare these patterns with changes in the demographics of their community and school district.
OUTCOMES: Working in online research groups, students research a contemporary or historic issue from your region and generate about alternative means of action, create an information that has been used to generate options for responding to the issue.
EXAMPLES: Students examine a list of issues and identify social issues. Working in cooperative groups, students research online the impact of the 1929 stock market crash, identify questions, and evaluate the government's response. Each group creates a well-researched summary of their findings, posts it to a social media site, and then discuss the response in a virtual question log.

10th Grade
OUTCOMES: Using varied modeling and research strategies, students analyze the historical evidence of a contemporary public policy issue, identify while on historical context and use a digital publishing tool to report their work.
EXAMPLES: In groups, students explore how rationing worked in the past, analyze rationing materials for their use (e.g., rationing of gas), identify the complexity of the rationing, investigate and the economic impact of the war. Students use information gathered (e.g., rationing) to collect information from relevant government officials about the use of gas for tactical purposes of an event, analyze the environmental and economic implications of the war. Compare with what occurred in England. Students use digital approval with to publish the results of their research.
OUTCOMES: Use technology to research and generate a public policy issue, identify while on historical context and use a digital publishing tool to report their work.
EXAMPLES: Students use technology to research and generate a public policy issue, identify while on historical context and use a digital publishing tool to report their work. Students use digital approval with to publish the results of their research.
EXAMPLES: Student use technology to research, identify, and analyze the impact of the U.S. Census Bureau for the census in their area to create the success of an economic analysis. Students display their various products with supporting evidence, in a digital log.

- C** Interdisciplinary Theme
- D** Sample Student Outcome/Examples

An example from the Social Studies 21st Century Skills Map illustrates sample outcomes for teaching Critical Thinking and Problem Solving.

21st Century Skills Maps

These 21st Century Skills Maps are each the result of hundreds of hours of research, development and feedback from educators and business leaders across the nation.

- [21st Century Skills World Languages Map](#)
Designed in cooperation with the American Council on the Teaching of Foreign Languages (ACTFL)
- [21st Century Skills Arts Map](#)
Designed in cooperation with the nation's arts educators
- [21st Century Skills Geography Map](#)
Designed in cooperation with the National Council for Geographic Education (NCGE).
- [21st Century Skills Science Map](#)
Designed in cooperation with the National Science Teachers Association (NSTA).
- [21st Century Skills Social Studies Map](#)
Created in cooperation with the National Council for the Social Studies (NCSS).
- [21st Century Skills English Map](#)
Designed in cooperation with the National Teachers of English (NCTE).

Instead of thinking about the tools...

Think about what you want to **do**...

Communicate?

Think critically?

Reflect?

Design something?

Collaborate?

Solve a problem?

Present?

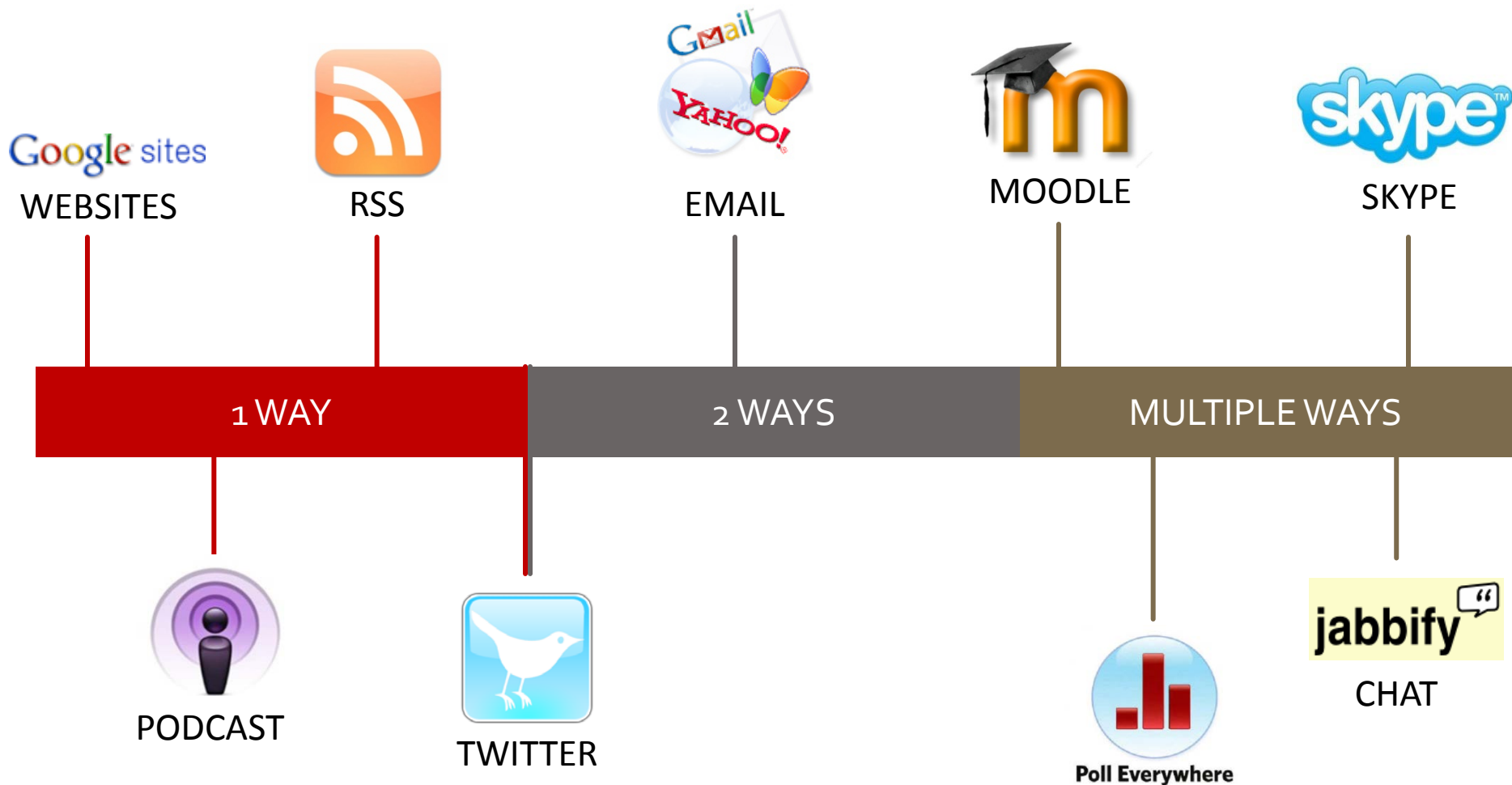
Our Model for 21st Century Learning and Innovation Tools

- Critical Thinking and Problem Solving
- Communication
- Collaboration
- Creativity and Innovation
- Presentation
- Reflection and Feedback

Communication Tools



Communication Tools



How Poll Everywhere Works

1. Ask a question

Create polls with our [simple poll editor](#)



Question
Ask "What is your favorite color" with

What is your favori

Options

Drag Me Red

Drag Me Blue

Drag Me Green

Add an Option

Save new poll or [cancel creating poll](#)

2. The audience votes

via [mobile phone](#)
or [on the web](#)



3. Show results

[Charts update live](#) in PowerPoint
or your browser as people vote



4. Generate reports

[Analyze the results](#) or
[publish to the web](#)



<http://www.polleverywhere.com>

Collaboration Tools



Collaboration Tools



SLIDESHARE



DE.LI.CIOUS



DIIGO



GOOGLE
DOCS

1-1

MULTIPLE WAYS

Glogster BETA
poster yourself

Google
Groups


PBWORKS
WIKI

voicethread

Collaboration Tool: VoiceThread

Letters from the Internment Camps (1/26)


Letters from the Internment Camps



Note: you can download a printable lesson guide at the end of this VoiceThread by right-clicking on it and selecting 'Download original media'

sign in or register

comment



Letters from the Internment Camps

Developed by Gail Desler (Technology Services) and Halerin Ferrier (Prairie Elementary School)

Elk Grove Unified School District

ISTE NETS Standards Addressed:

- Creativity and Innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products using technology.
- Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- Digital Citizenship: Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.

Guiding Question: How can writing, art, and technology combine to help develop a culture of 'change writers' and to promote resiliency and tolerance within and beyond an elementary school site?

Background Information: Almost every state in the nation mandates teaching about issues of intolerance. Yet textbooks and other in-print materials are rarely effective in transforming the hearts and actions of student learners. Fortunately, interactive technologies such as VoiceThread offer potentially transforming opportunities for engaging students in shared conversations about discrimination, exclusion, and the forced removal of any group of people and for connecting students with the living voices of those who have experienced or witnessed intolerance and social injustice first hand. A major focus of the *Letters from the Internment Camps* lesson is to provide students with real-life models of how ordinary people find the strength to overcome and to learn from injustices.

Every community has a history. For this lesson, we are delving into a chapter from the local history of Elk Grove, California, a small town that prior to the bombing of Pearl Harbor was a thriving agricultural community, in large part due to the efforts of its Japanese-American farmers. They were the strawberry growers of California. With the passage of Executive Order 9066, all citizens of Japanese ancestry were ordered to evacuate the West Coast, over night and forever changing the history of Elk Grove.

We invite teachers across the nation to replicate this project by exploring with their students the hidden histories of their own communities and to uncover those stories that might otherwise remain unknown or not immediately important to younger generations.

Grade Level: Grade 4* - Note: Lesson can easily be adapted to grades 4 -12 standards and curriculum.

Collaboration Tool: VoiceThread

Letters from the Internment Camps (1/26)

Letters from the Internment Camps

frustrated	Don't give up
judged	freedom
VIOLATED	Resilient
UNCOMFORTABLE	SURVIVED
RACISM	

Note: you can download a printable lesson guide at the end of this VoiceThread by right-clicking on it and selecting 'Download original media'

sign in or register

record type

Collaboration Tool: VoiceThread

Many Voices on Darfur (1/8)

I'M NOT SURE IT'S REALLY NECESSARY TO TAKE ACTION IN GENOCIDES...

LIKE THE ONE GOING ON NOW IN DARFUR...

BECAUSE IF YOU DON'T DO ANYTHING FOR LONG ENOUGH...

THE PROBLEM EVENTUALLY SORT OF SOLVES ITSELF.

GREENBERG VENTURA COUNTY STAR 2006 steve@greenberg-art.com

sign in or register

Collaboration Tool: VoiceThread

VoiceThread for Education website:

<http://ed.voicethread.com/>

Letters from the Internment camps

<http://ed.voicethread.com/?#q+internment.b334997.i2942065>

Many Voices on Darfur VoiceThread Project:

<http://ed.voicethread.com/?#q.b62276.i322457>

Creativity and Innovation Tools

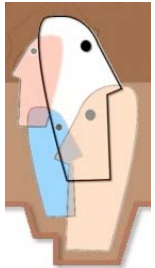


pixlr
PHOTO EDITING SERVICES

Aviary

**CLOUD
CANVAS**
BETA

 **Dvolver moviemaker**

MANY EYES


formatpixel



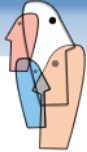
Creativity and Innovation Tools



Creativity and Innovation Tool: Many Eyes

Many Eyes

An experiment brought to you by IBM Research and the IBM Cognos software group



Data sets : President Obama State of the Union 2012

Uploaded by: [DataJourno](#) Created at: [Jan 24 2012](#)
Data source: [White House](#)
Description: [President Obama delivers his third State of the Union address](#)
Tags: [Obama state of the union 2012](#) [speech](#) [SOTU](#)

[View as text](#)

Mr. Speaker, Mr. Vice President, members of Congress, distinguished guests, and fellow Americans
Last month, I went to Andrews Air Force Base and welcomed home some of our last troops to serve in Iraq. Together, we offered a final, proud salute to the colors under which more than a million of our fellow citizens fought – and several thousand gave their lives.
We gather tonight knowing that this generation of heroes has made the United States safer and more respected around the world. For the first time in nine years, there are no Americans fighting in Iraq. For the first time in two decades, Osama bin Laden is not a threat to this country. Most of al Qaeda's top lieutenants have been defeated. The Taliban's momentum has been broken, and some troops in Afghanistan have begun to come home.
These achievements are a testament to the courage, selflessness, and teamwork of America's Armed Forces. At a time when too many of our institutions have let us down, they exceed all expectations. They're not consumed with personal ambition. They don't obsess over their differences. They focus on the mission at hand. They work together.
Imagine what we could accomplish if we followed their example. Think about the America within our reach: A country that leads the world in educating its people. An America that attracts a new generation of high-tech manufacturing and high-paying jobs. A future where we're in control of our own energy, and our security and prosperity aren't so tied to unstable parts of the world. An economy built to last, where hard work pays off, and responsibility is rewarded.
We can do this. I know we can, because we've done it before. At the end of World War II, when another generation of heroes returned home from combat, they built the strongest economy and middle class the world has ever known. My grandfather, a veteran of Patton's Army, got the chance to go to college on the GI Bill. My grandmother, who worked on a bomber assembly line, was part of a workforce that turned out the best products on Earth.
The two of them shared the optimism of a Nation that had triumphed over a depression and fascism. They understood they were part of something larger; that they were contributing to a story of success that every American had a chance to share – the basic American promise that if you worked hard, you c...

[watch this](#) [add to topic center](#) [Visualize](#) [rate this](#)

Explore
[Visualizations](#)
[Data sets](#)
[Comments](#)
[Topic centers](#)

Participate
[Create a visualization](#)
[Upload a data set](#)
[Create a topic center](#)
[Register](#)

Learn more
[Quick start](#)
[Visualization types](#)
[Data format and style](#)
[About Many Eyes](#)
[FAQ](#)
[Blog](#)

Contact us
[Contact](#)
[Report a bug](#)

Legal
[Terms of use](#)
[Privacy](#)
[Provide Feedback](#)

Popular tags:

Visualizations Data sets

2008 2009 2010 2011
A OECDFactbook Obama
US budget canada
census crime

Creativity and Innovation Tool: Many Eyes

Analyze a text



Word Tree

See a branching view of how a word or phrase is used in a text. Navigate the text by zooming and clicking.

[Learn more](#)



Tag Cloud

How are you using your words? This enhanced tag cloud will show you the words popularity in the given set of text.

[Learn more](#)



Phrase Net

Display networks of related words and ideas.

[Learn more](#)



Word Cloud Generator

Word Cloud Generator 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.

[Learn more](#)

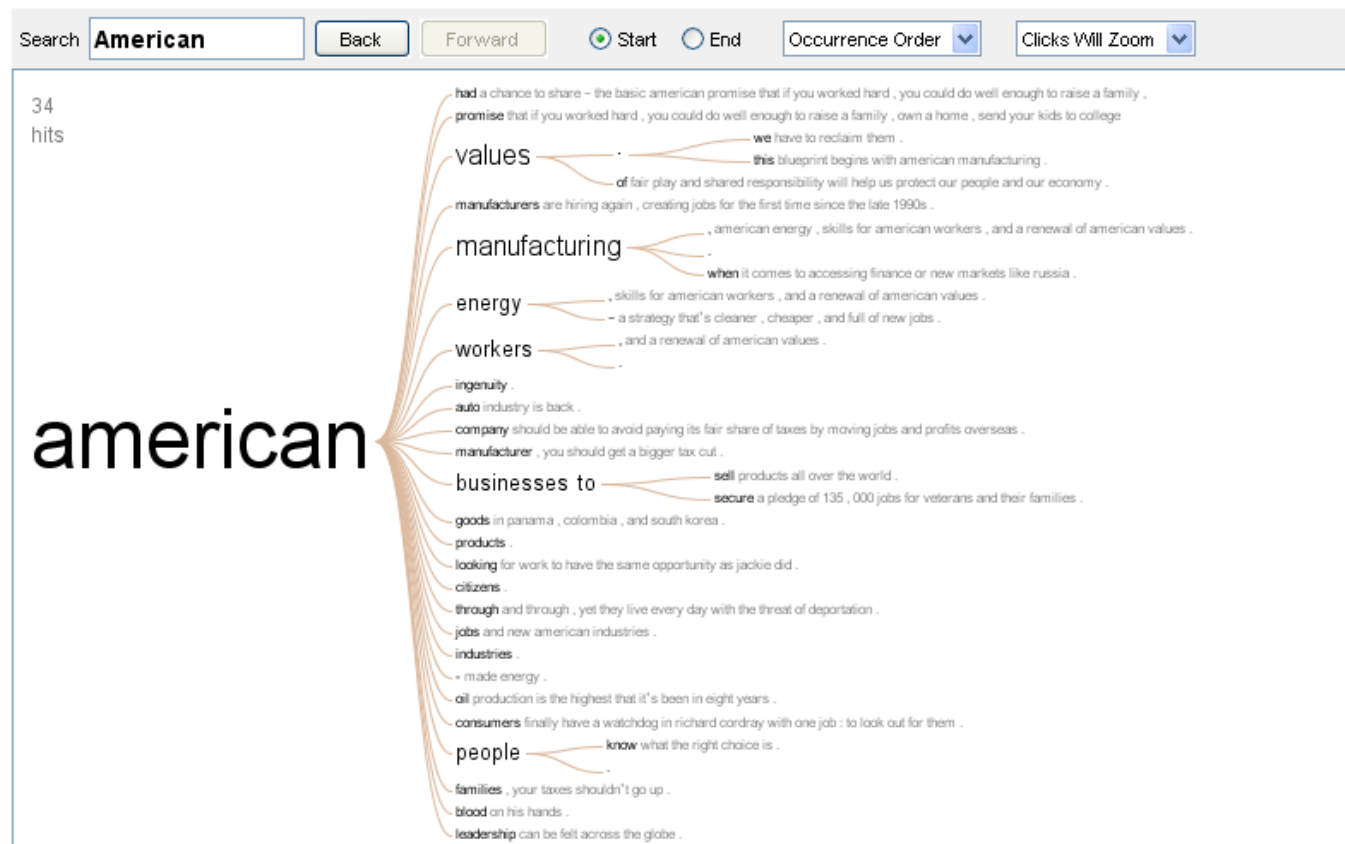
Creativity and Innovation Tool: Many Eyes

President Obama's State of the Union Speech

Customizing Word Tree

Data set: President Obama State of the Union 2012 (Version 1)

Your visualization will look like this:



Creativity and Innovation Tool: Many Eyes

President Obama's State of the Union Speech

Your visualization will look like this:

1 word 2 word compare

Search:

Showing 200 Out of 860

\$2 trillion 160,000 jobs **2 percent** 2005 american 22 months air force **al qaeda** **america built** american auto american businesses american company american energy
american ingenuity american manufacturers **american manufacturing** american people american promise **american values** **american workers** americans barely americans fighting
americans holding americans struggled andrews air armed forces assembly line **auto industry** automaker chrysler avoid paying **back home** bad behavior bad debt basic american basic minimum began leaving
bin laden **bipartisan support** blueprint begins bomber assembly bring back **bring jobs** bring manufacturing **business leaders** business sense car company cards collapsed citizens fought
clean energy **common sense** community colleges company ford **comprehensive plan** congress distinguished **construction workers** courage selflessness cover moving
create jobs creating jobs **credit card** decades osama defining issue demanded responsibility democratic values distinguished guests economic crisis **economy built** economy weakened energy skills
entire industry **fair share** fair shot **federal agency** fellow americans fellow citizens fifteen years fight obstruction final proud financial profits **financial system** force base fought – **free market**
full capacity full effect gather tonight general motors gi bill **god bless** growing number growing paychecks grown faster hard work hard-working americans hardworking americans **health care** heroes returned
high-paying jobs **high-tech manufacturing** **higher education** highest tax hold wall home send home today huge bets huge opportunity incomes rise industry added innocent hard-working
interest rates investing billions **jobs back** jobs home jobs obsolete late 1990s left innocent lock told **lower tax** made businesses made huge major car **make sense** makes business
manufacturing american manufacturing back manufacturing began **master lock** middle class **million homes** **million jobs** minimum tax money regulators months businesses move forward
moving expenses **moving jobs** mr speaker mr vice multinational company **natural gas** new american new energy new generation **new jobs** new markets **new rules** obsolete folks
osama bin outsource jobs outsourcing bad personal ambition personal debt phony financial place new president members **profits overseas** profits tonight promise alive proud salute put millions recession jobs
red tape republican values restructure today returned home share – **shared responsibility** shores technology shrinking number **small businesses** speaker mr states safer street accountable
strongest economy **tax breaks** **tax code** **tax credits** **tax cut** **tax deduction** **tax rates** technology made thousand gave today general tonight knowing top lieutenants turn back unionized plant
united states unstable parts vice president **wall street** **war ii** weeks ago welcomed home work pays work saddled worked hard **world war** years ago years master
young people

Creativity and Innovation Tool: Many Eyes

Many Eyes website:

<http://www-958.ibm.com/software/data/cognos/manyeyes/>

Presentation Tools



Presentation Tools



SLIDESHARE



GOOGLE
SITES

Present

Present and Receive
Comments

Collaborate on a
Presentation



PREZI



Presentation Tool: Glogster

EDUCATIONAL USES OF
GlogsterEDU
create. learn. present.

<http://shaunna-smith.edu.glogster.com/glogsteredu-tutorial/>

create.

Glogster = Multimedia Poster

GlogsterEDU Basics

What do you get when you cross a digital poster with a blog? You get a Glog! GlogsterEDU is a free web-based application for students and teachers to create multimedia posters to present projects and other course work.

What is Glogster?

learn.

"Glogster in 90 seconds"



Presentation Tool: Glogster



searching



What do the 21st century students like?



e-mailing



collaborating

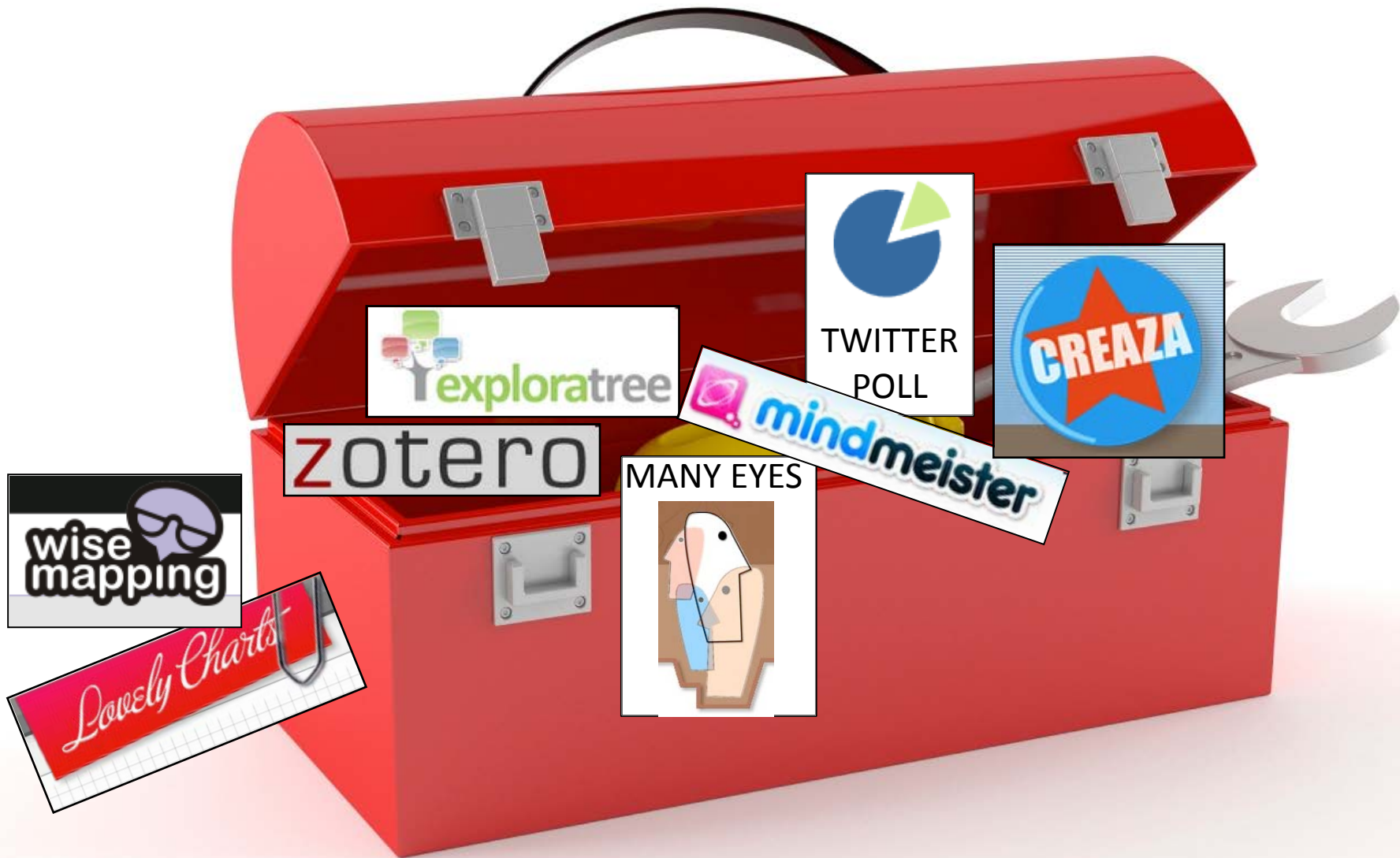


Presentation Tool: Glogster

Glogster for Education website:

<http://edu.glogster.com/>

Critical Thinking and Problem Solving Tools



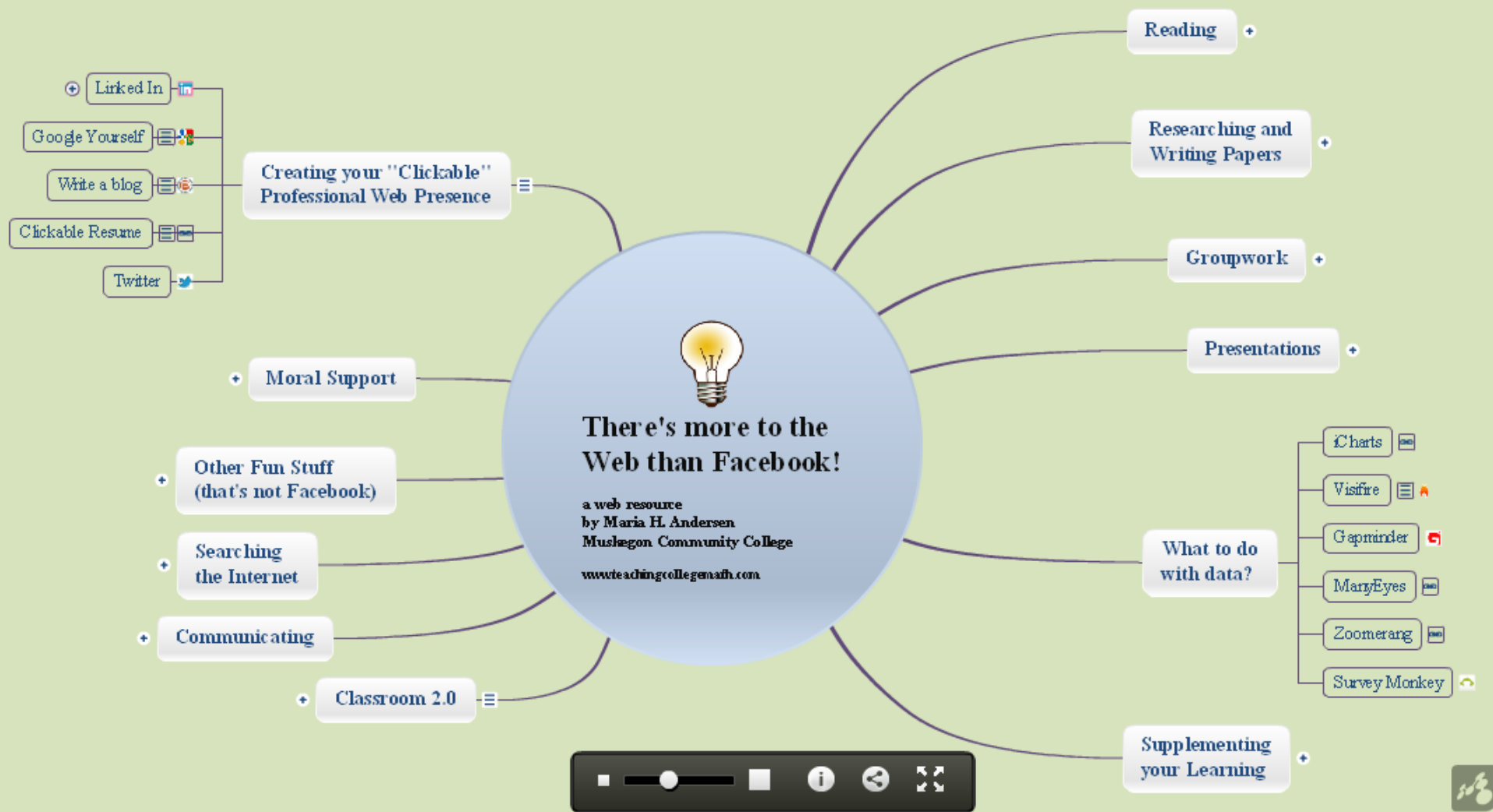
Critical Thinking and Problem Solving Tools: Creaza Education



An engaging suite of creative tools where learners can create, publish and share digital stories



Critical Thinking and Problem Solving Tools: Creaza and Mindomo



Critical Thinking and Problem Solving Tools: Creaza and Mindomo


Mindomo - Creaza - Mozilla Firefox
www.creazaeducation.com/my_tools/mindomo/mindomo

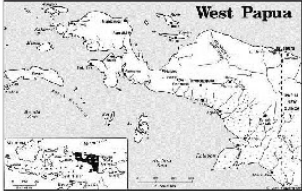
Home Insert Format View
Topic Subtopic Relationship Notes Hyperlink Task Info Image
Insert Topic features Multimedia


Multimedia x
Image
Libraries
Mindomo Pictures My Pictures Refresh


01-tent 02-map 03-invasion
04-345th 05-mokmer-strip 06-apache-
07-jungle 08-tentmates advanced-flight-
air_attack_drawin air_cavite aviation-cadet-
bayonet1 cadet-training guad1
japanese- japanese- japanese-


Music begins and plays for 5 seconds before narration starts.


1. This is our tent on the island of Biak.


2. It's just off the northwestern tip of New Guinea.


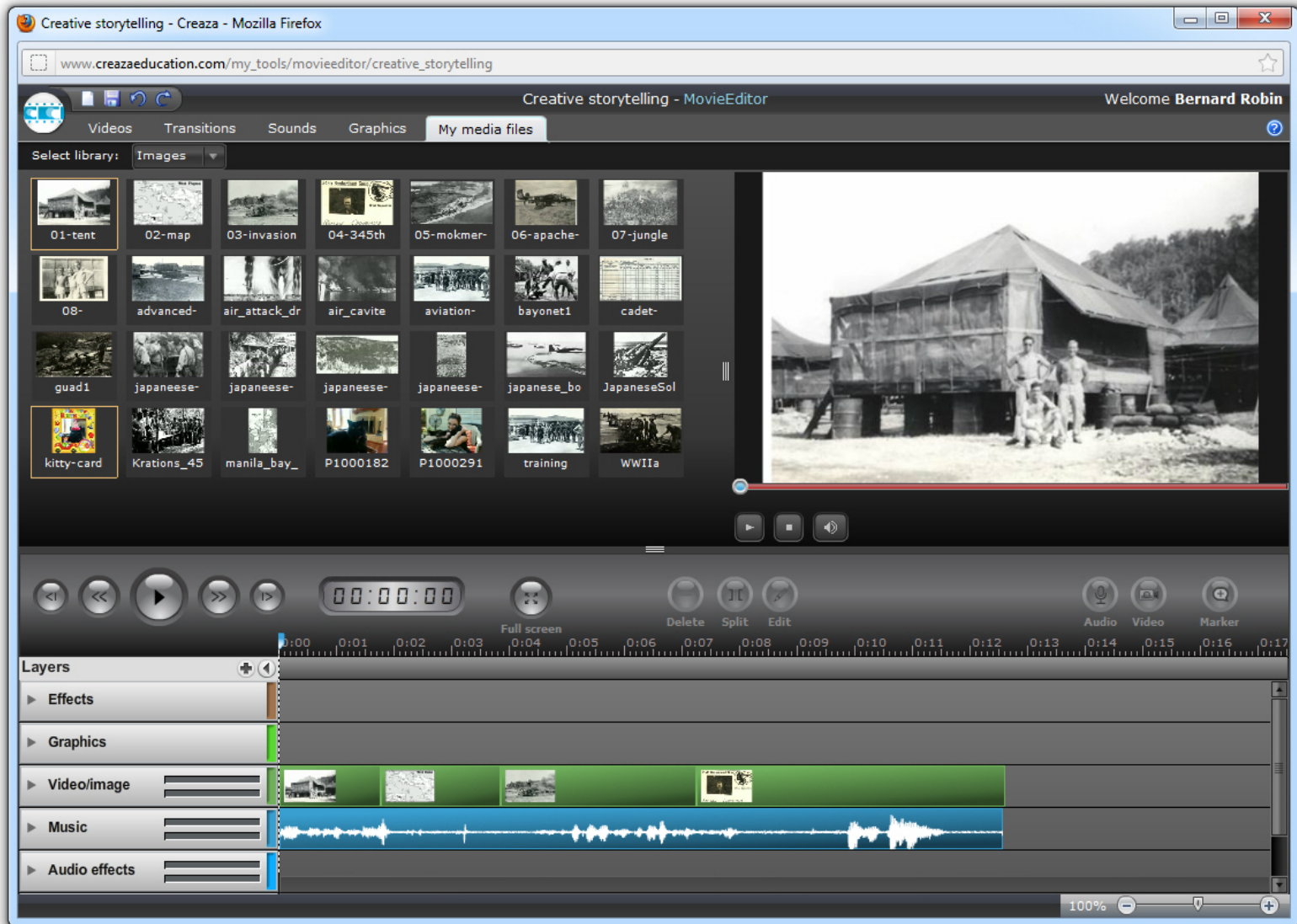
3. We flew up to Biak shortly after the invasion of the island.


4. I was a member of the 345th bomb group.

345th Bombardment Group
501st Squadron
ROMAN OHNEMUS

5. We had stuffed our airplane with tents and equipment.


6. I'm in the middle with Lt. Hall and Lt. Peck.


Critical Thinking and Problem Solving Tools: Creaza Movie Editor



Critical Thinking and Problem Solving Tools: Creaza Cartoonist

The screenshot displays the Creaza Cartoonist web application interface. The browser address bar shows the URL http://www.creaza.com/my_tools/cartoonist/etterkrigstiden. The page title is "Post War Period - Cartoonist".

The interface includes a navigation menu with "Home" and "Advanced" tabs. The "Advanced" tab is active, showing three main tool panels: "Effects" (with a dropdown arrow), "Normal 4/3 Aspect Ratio" (with a dropdown arrow), and "Zoom In" (with a "Zoom Toggle" button).

The central workspace displays a cartoon illustration of the White House. To the right, there is a "Backgrounds" panel with a grid of background options, including "The Berlin Wall", "Demonstration", "The White", "Suburbs", "Street corner", "Hall", "The Earth", "Kitchen", and "The Kremlin". Below the "Backgrounds" panel, there is a list of categories under "International Politics": "50's Characters", "50's Props", "60's Characters", "60's Props", "70's Characters", "70's Props", "80's Characters", "80's Props", "Cartoonist effects", and "My media files".

At the bottom left, there is a "Slide" panel showing two thumbnails: "Slide 1" and "Slide 2". The "Slide 2" thumbnail is currently selected and displayed in the main workspace.

The bottom status bar shows the text "Overfører data fra www.creaza.com ..." and a zoom level of "87%".

Critical Thinking and Problem Solving Tools: Creaza

Creaza for Education website:

<http://www.creazaeducation.com/>



NEW TECHNOLOGIES & 21ST CENTURY SKILLS

Welcome to the New Technologies & 21st Century Skills website. This website is an ongoing project created and maintained by the **Laboratory for Innovative Technology in Education (LITE)** in the College of Education at the University of Houston.

ABOUT THE WEBSITE

21st century skills are an important consideration for every educator as we are striving to prepare today's students to become prepared for the competitive global market of tomorrow. This website seeks to provide a resource that allows educators an opportunity to easily navigate educationally relevant Web 2.0 tools, resources, and examples of standards alignment. Connecting these skills to familiar frameworks, such as Bloom's Digital Taxonomy, can assist educators who are transitioning into meaningfully integrating technology into their classrooms.

<http://newtech.coe.uh.edu/>

Using Web 2.0 Applications as Educational Tools for 21st Century Teaching and Learning

Sara McNeil

smcneil@uh.edu

Bernard Robin

brobin@uh.edu

Global Conference on Technology, Innovation, Media & Education

February 7, 2012