Online Learning & Teens

HAIS Fall Conference

October 27, 2009

Overview of Teens and Media Online

EduTopia

Digital Generations Project

Goals

- A look at Teens Today

- A look at online learning

- Reaching convergence in adolescent development and schools

- Emerging Trends

Background

- Mark's Roles:

- teacher, tech coordinator, parent, coach, student

- What is your role?

- Teacher? Parent? Admin?

Teens Today

A look at some case studies

Virginia

Camilla, GA

Age 14

Characteristics of Teens

PEW / INTERNET
PEW INTERNET & AMERICAN LIFE PROJECT

TEENS AND THE INTERNET

Lee Rainie – Director Pew Internet Project
CES – Kids@Play Summit
January 9, 2009

TEENS AND THE INTERNET

Lee Rainie – Director Pew Internet Project
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Digital native – Born 1990

Email is 22 years old

Today:
87% of teens use email

PCs are 15 years old

Today:
60% of teens have a desktop/laptop

Tuesday, October 27, 2009

Digital native – Born 1990

**Today:
97% of teens play video
or computer games**

**Video games are 43 years
old - missile simulator
in 1947**

Pong is 18 years old

Tuesday, October 27, 2009

Racing (NASCAR, Mario Kart, Burnout)	74%
Puzzle (Bejeweled, Tetris, Solitaire)	72
Sports (Madden, FIFA, Tony Hawk)	68
Action (Grand Theft Auto, Devil May Cry)	67
Adventure (Legend of Zelda, Tomb Raider)	66
Rhythm (Guitar Hero, Dance Dance Revolution)	61
Strategy (Civilization IV, Command and Conquer)	59
Simulation (Sims, Rollercoaster Tycoon)	49
Fighting (Tekken, Super Smash Bros., MortalKombat)	49
First-Person Shooters (Halo, Counter-Strike, Half-Life)	47
Role-Playing (Final Fantasy, Blue Dragon Republic)	36
Survival Horror (Resident Evil, Silent Hill, Condemned)	32
MMOGs (World of Warcraft)	21
Virtual Worlds (Second Life, Gaia, Habbo Hotel)	10

Digital native – Born 1990

Commercial cell phones were 12 years old
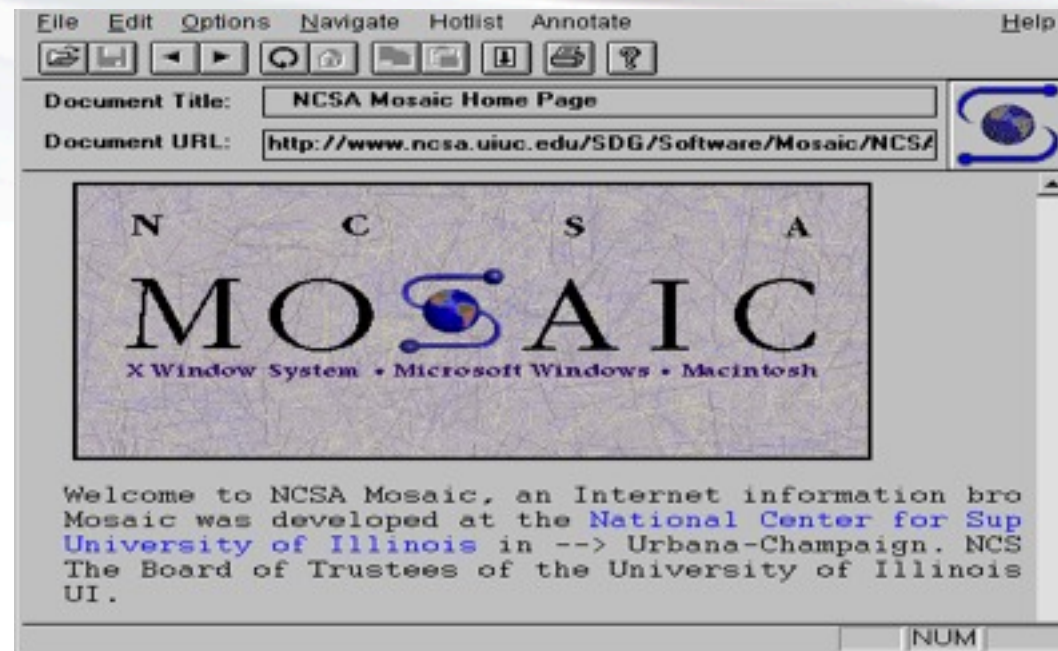
Today:
>75% of teens have a cell phone

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Digital native – Born 1990

Tim Berners-Lee creates World Wide Web

**Today:
93% of teens use the internet**

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Digital native – Preschool (3 years)

First great browser – 1993

Netscape IPO – Aug. 9, 1995

Today:

> 90% of online teens use their browsers for cloud computing activities

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ICQ - 1996

AOL instant messaging - 1997

Today:

~ 68% of online teens use instant messaging

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Digital native – First grade (age 6)

Palm Pilot – 1996

Today:
~20% of teens have their own PDAs or Blackberries

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Digital native – Second grade (age 7)

Blogs – 1997, 1999, 2001, 2003

Today:
~30% of online teens keep blogs and regularly post

54% read blogs

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Digital Native – Third grade (age 9)

Napster - 1999

Today:

~35% of online teens find out about new songs by free downloads

~ 33% of online teens swap files on peer-to-peer

Digital native – Third grade (age 9)

TiVo – 1999

Today:
~ 40%-50% of teens have DVRs in house

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Digital native – Fifth grade (age 11)

Wikipedia - 2001

Today:
~ 55% of online teens use Wikipedia

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Digital Native – Sixth grade (age 12)

iPod - 2002

Today:
74% of teens have an MP3 player

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Digital native – 7th and 8th grade (ages 13,14)

MySpace - 2003

Facebook - 2004

Today:
>70% of online teens use social network sites

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Digital native – Seventh grade (age 13)

del.icio.us
social bookmarking

del.icio.u
login

» **all your bookmarks in one place**

» bookmark things for yourself and friends

» **check out what other people are bookmarking**

Tags
A tag is simply a word you use to de
bookmark. Unlike folders, you make
you need them and you can use as r
like. The result is a better way to org
bookmarks and a great way to discov
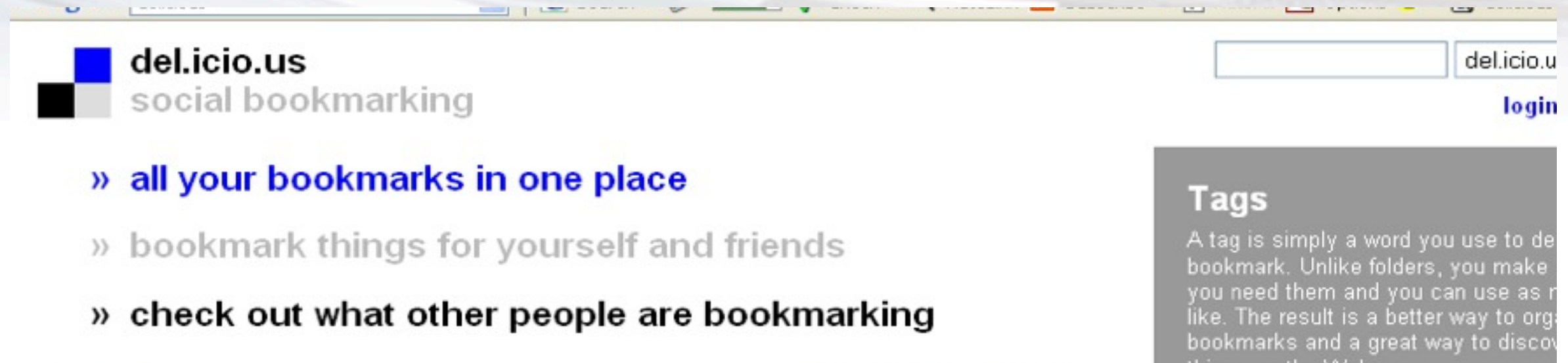
Del.icio.us - 2003

Today:
40%-50% of online teens tag content

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Digital native – Seventh grade (age 13)

Flickr - 2003

Today:
~60%-70% of teens have digital cameras
~50%- 60% of online teens post photos online

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Digital native – Eighth grade (age 14)

Podcasts – 2004

Today:
>25% of online teens have downloaded podcasts

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Digital native – Ninth grade (age 15)
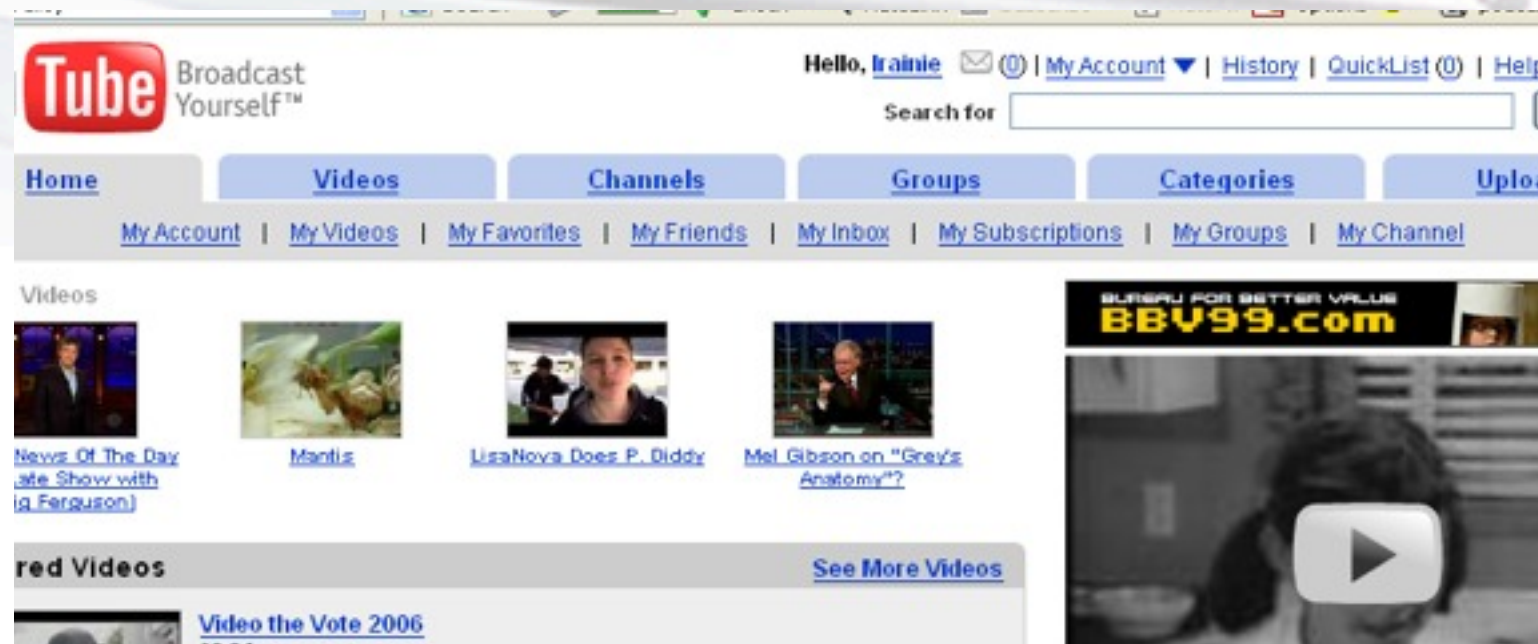
YouTube – 2005

Today:
~40% of teens have video cameras
~25% have uploaded videos
>75% view videos on video-sharing sites

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Digital native – Tenth grade (16)
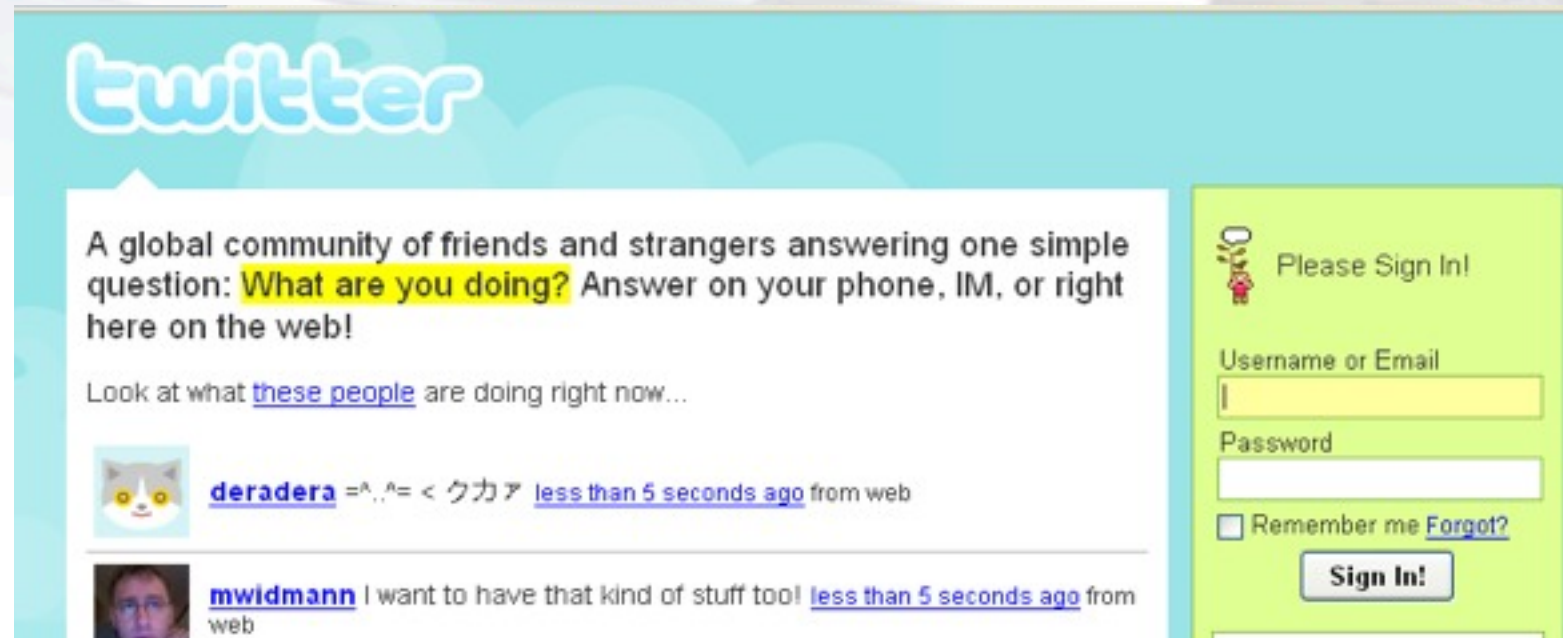
Twitter – 2006

Today:
???

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Close to three-quarters of online teens have created content for the internet
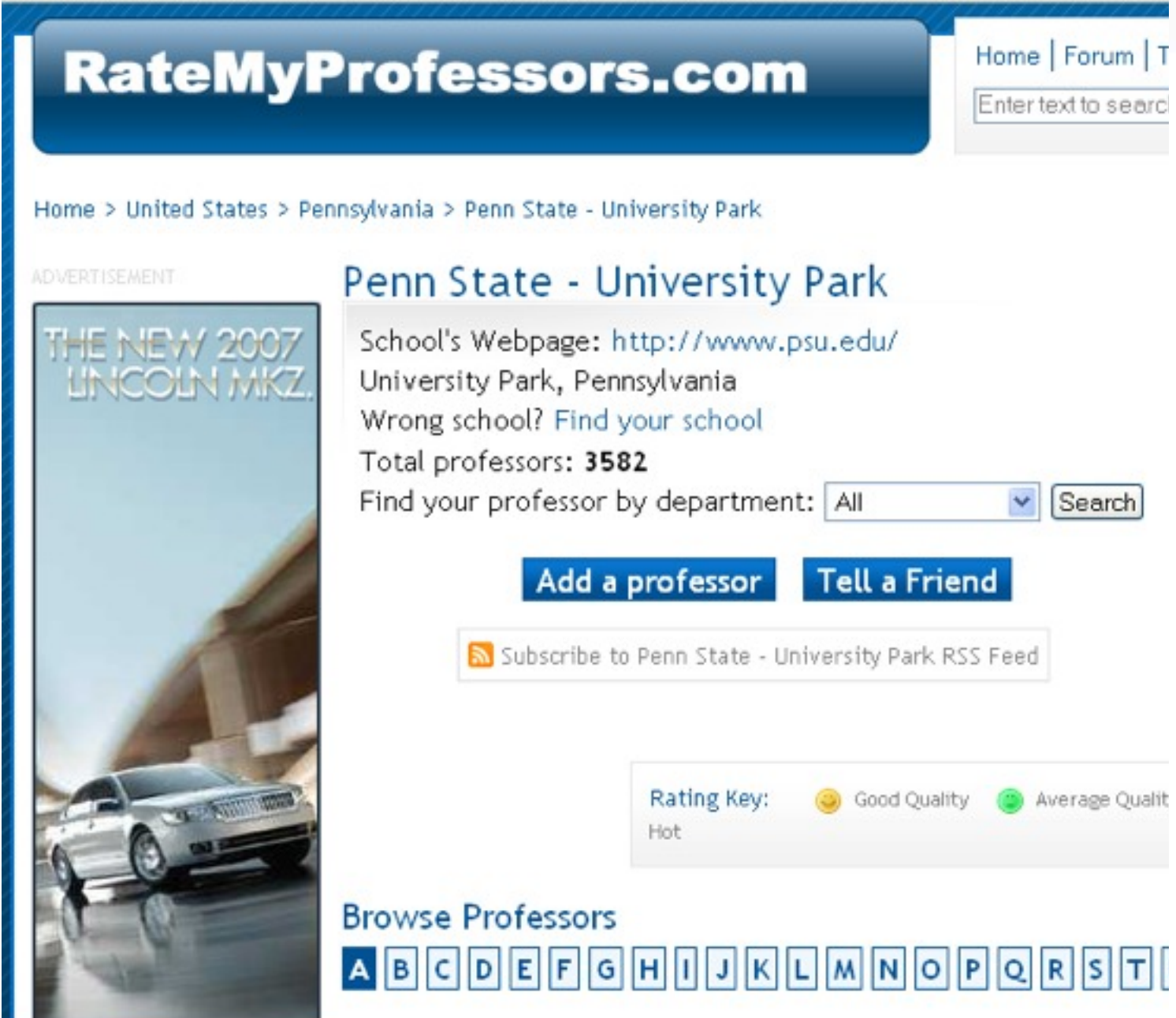
Other content creation

39% of online teens have shared their own creations online

Tuesday, October 27, 2009

Other content creation

~37% of online teens have rated a person, product, or service online

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Other content creation

26% of online teens report keeping their own personal webpage

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Other content creation

~25% of online teens have created or worked on webpages or blogs for others, including those for groups or school assignments

Tuesday, October 27, 2009
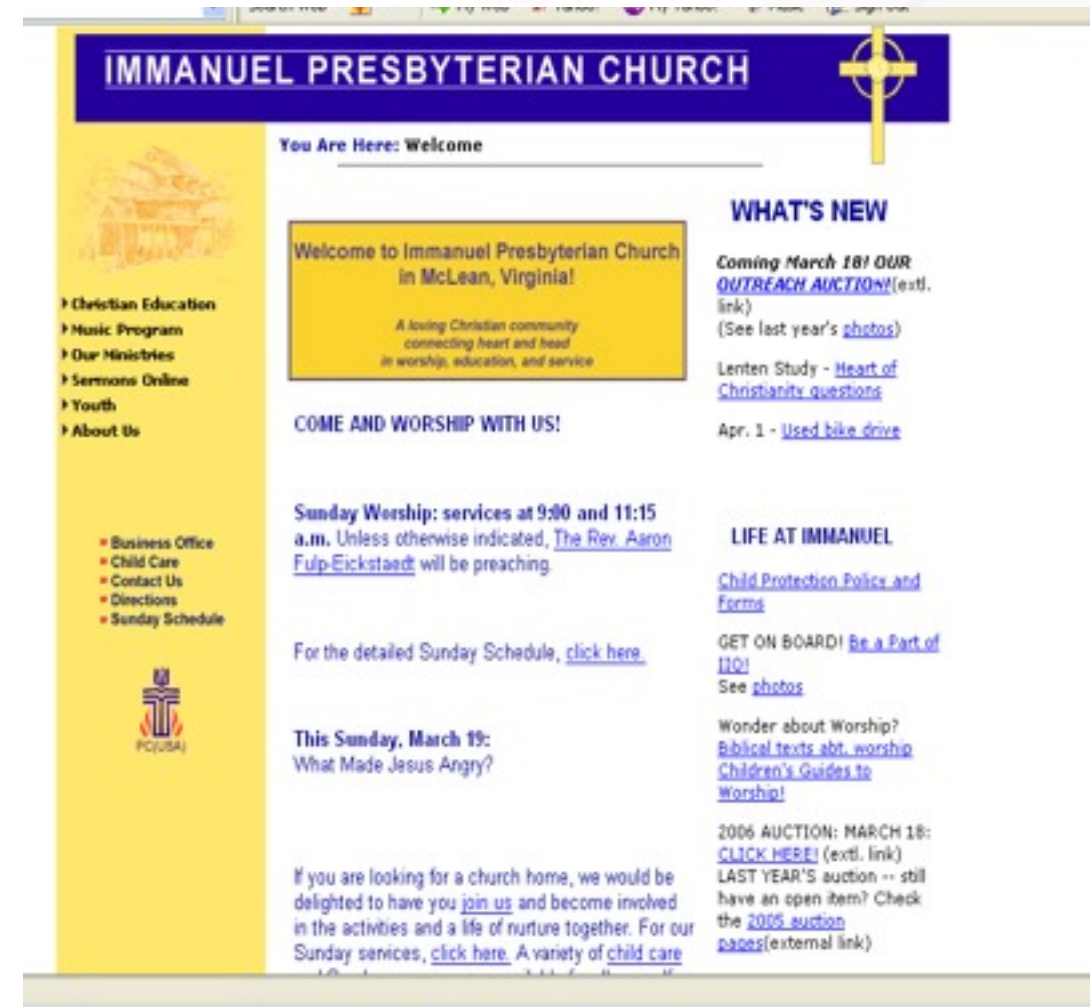
Other content creation

20% of online teens say they remix content they find online into their own artistic creations

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Sam

Illinois

Age 13

Favorite Tech Tools

World of Warcraft

Wii

MySpace

iMovie

YouTube
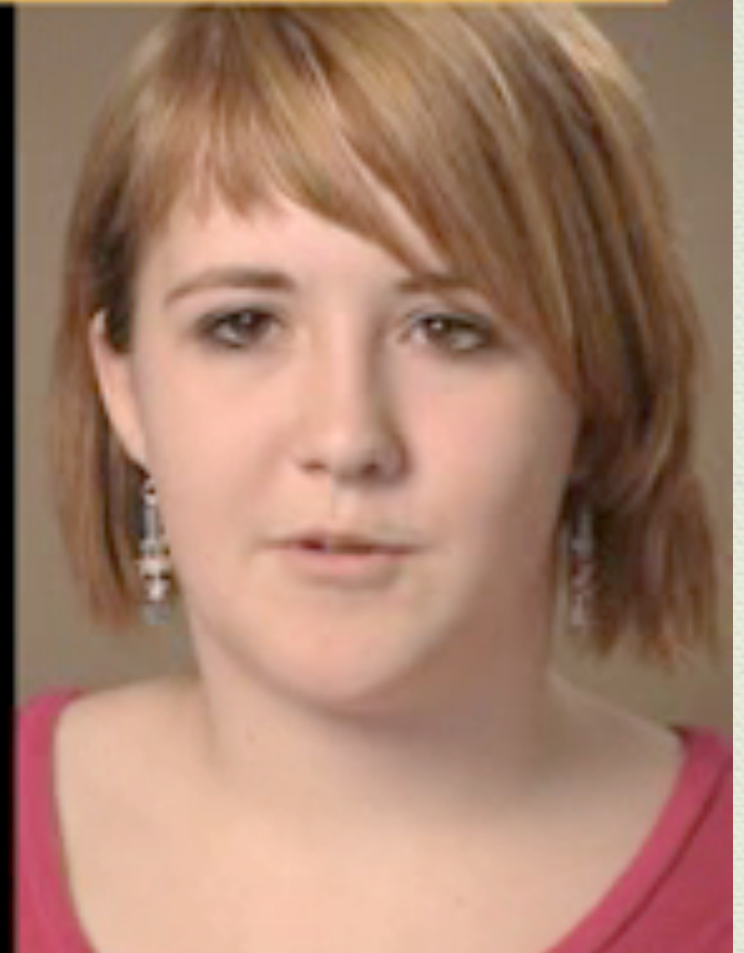
Writing? OMG!

- Stanford Study of Writing

- 5 years, longitudinal view

- Students write more than any previous generation

- "Writing is a way to get a sense of power"

- Students adapt for their audience/media

- Clive Thompson wired

James Gee

Better Learning Through Games

Mizuko Ito

UC Irvine

Researcher

MacArthur Foundation

Living and Learning with New Media

- MacArthur Foundation Grant - Mizuko Ito

- Youth use online media to

  - Extend Friendships

  - Pursue Interests

- Learn by "messing around"

- Explore by Geeking out

- Freedom, Autonomy, Self-Paced

Living and Learning with New Media

- What can teachers/adults take away from this?

- Adults: Facilitate use of new media

- Difficult Benchmarking Literacy

- Interest Driven: Adults role important

- Stay Relevant - keep pace!

Cameron

Age 11

Indiana

Multitasking

Todd Oppenheimer:

Danger of Instant Gratification

Multi-Tasking problems

Henry Jenkins

USC

Arne Duncan

US Secretary of Education

Class in 10 Years
July 28, 2009

Online Learning

What the research shows

Research on Online Schools

Sept 2009

- This document examines some of the aspects of online teaching, specifically those related to communication and interaction.

- This examination draws guidance from the literature on quality online teaching, school policies regarding online teaching practices, and professional development programs for online teachers.

Research Committee Issues Brief:
Examining Communication and
Interaction in Online Teaching

*i*NAC**O**L
International Association for K-12 Online Learning

Characteristics of the Teaching and Learning Process		Centre for Distance Lea	Virtual High School (On	Ontario Virtual Academ	Credenda Virtual High	Saskatoon Catholic Cyb	Distance Education Sch	FLVS	VHS Global Consortium	ACCESS Alabama	Clark County School Di
PRIMARY METHOD OF DELIVERY	Synchronous video				✓					✓	
	Synchronous classroom software				✓		✓				
	Asynchronous		✓	✓		✓	✓	✓	✓	✓	
	Blended- a combination of asynchronous and synchronous	✓			✓		✓	✓	✓	✓	✓
	Hybrid - a combination of online and face to face					✓	✓				
COURSE CONTENT DEVELOPMENT	Vendor						✓				
	Vendor with local modifications						✓			✓	
	Locally developed (individually or by curriculum committee)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Characteristics of the Teaching and Learning Process

		Centre for Distance Le...	Virtual High School (On...	Ontario Virtual Acaden...	Credenda Virtual High	Saskatoon Catholic Cyb...	Distance Education Sch...	FLVS	VHS Global Consortiur...	ACCESS Alabama	Clark County School D...
PACING	Follows traditional school schedule	✓		✓	✓	✓		✓	✓	✓	✓
	Does not have a formal schedule		✓			✓	✓				
	Includes a required or suggested pacing chart		✓			✓		✓		✓	
	Does not follow any specific pace		✓			✓	✓				
ROLE OF THE INSTRUCTOR	Provides synchronous primary instruction	✓		✓	✓				✓	✓	
	Provides synchronous supplemental instruction (i.e., tutorial role)			✓	✓		✓	✓		✓	✓
	Provides asynchronous primary instruction	✓	✓	✓		✓	✓		✓	✓	✓
	Leads discussion	✓		✓		✓	✓		✓	✓	✓
	Evaluates non-graded activities		✓	✓			✓		✓	✓	✓

Characteristics of the Teaching and Learning Process

COMMUNICATION	Centre for Distance	Virtual High School	Ontario Virtual Aca	Credenda Virtual Hi	Saskatoon Catholic	Distance Education	FLVS	VHS Global Consort	ACCESS Alabama	Clark County Schoo
Teacher and student e-mail (required)	✓		✓	✓	✓	✓	✓		✓	✓
Teacher and student e-mail (not required)		✓						✓		
Teacher and student discussion forum (required)	✓	✓	✓	✓	✓			✓	✓	✓
Teacher and student discussion forum (not required)						✓				
Teacher and student telephone (required)			✓				✓			
Teacher and student telephone (not required)	✓				✓	✓		✓	✓	✓
Teacher and student instant messaging (required)			✓	✓						
Teacher and student instant messaging (not required)	✓	✓			✓			✓	✓	✓
Teacher and student synchronous tool (required)	✓		✓	✓	✓				✓	✓
Teacher and student synchronous tool (not required)						✓		✓		

Characteristics of the Teaching and Learning Process

COMMUNICATION	Centre for Distance L...	Virtual High School	Ontario Virtual Acade...	Credenda Virtual High...	Saskatoon Catholic C...	Distance Education S...	FLVS	VHS Global Consortiu...	ACCESS Alabama	Clark County School...
Teacher and student in person (required)										
Teacher and student in person (not required)	✓		✓		✓	✓		✓	✓	
Student and student e-mail (required)				✓	✓	✓				✓
Student and student e-mail (not required)	✓	✓	✓					✓	✓	
Student and student discussion forum (required)		✓	✓		✓		✓			
Student and student discussion forum (not required)	✓				✓				✓	✓
Student and student telephone (required)										
Student and student telephone (not required)	✓		✓	✓				✓	✓	✓
Student and student instant messaging (required)						✓				
Student and student instant messaging (not required)	✓	✓	✓	✓				✓	✓	✓

Characteristics of the Teaching and Learning Process

		Centre for Distance L	Virtual High School	Ontario Virtual Acad	Credenda Virtual Hig	Saskatoon Catholic C	Distance Education S	FLVS	VHS Global Consorti	ACCESS Alabama	Clark County School
COMMUNICATION	Student and student synchronous tool (required)									✓	✓
	Student and student synchronous tool (not required)	✓		✓		✓			✓	✓	
	Student and student in person (required)										
	Student and student in person (not required)	✓		✓		✓	✓		✓	✓	✓
TEACHER REQUIREMENTS	Minimum certification	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Minimum teaching experience	✓	✓	✓	✓	✓		✓		✓	
	Minimum online teacher training			✓	✓		✓	✓	✓	✓	
	Minimum online teaching experience				✓						

Results from research

- the factors that make blended models better than most face-to-face models are the factors that research says also defines good teaching:

- "increased interactions between students and teachers,

- increased depth of rigor and exploration into content,

- customized learning to meet the students exactly where they are in learning the lessons,

- better use of data to inform instruction, and

- providing additional student support to help personalize instruction by the teacher."

Emerging Trends

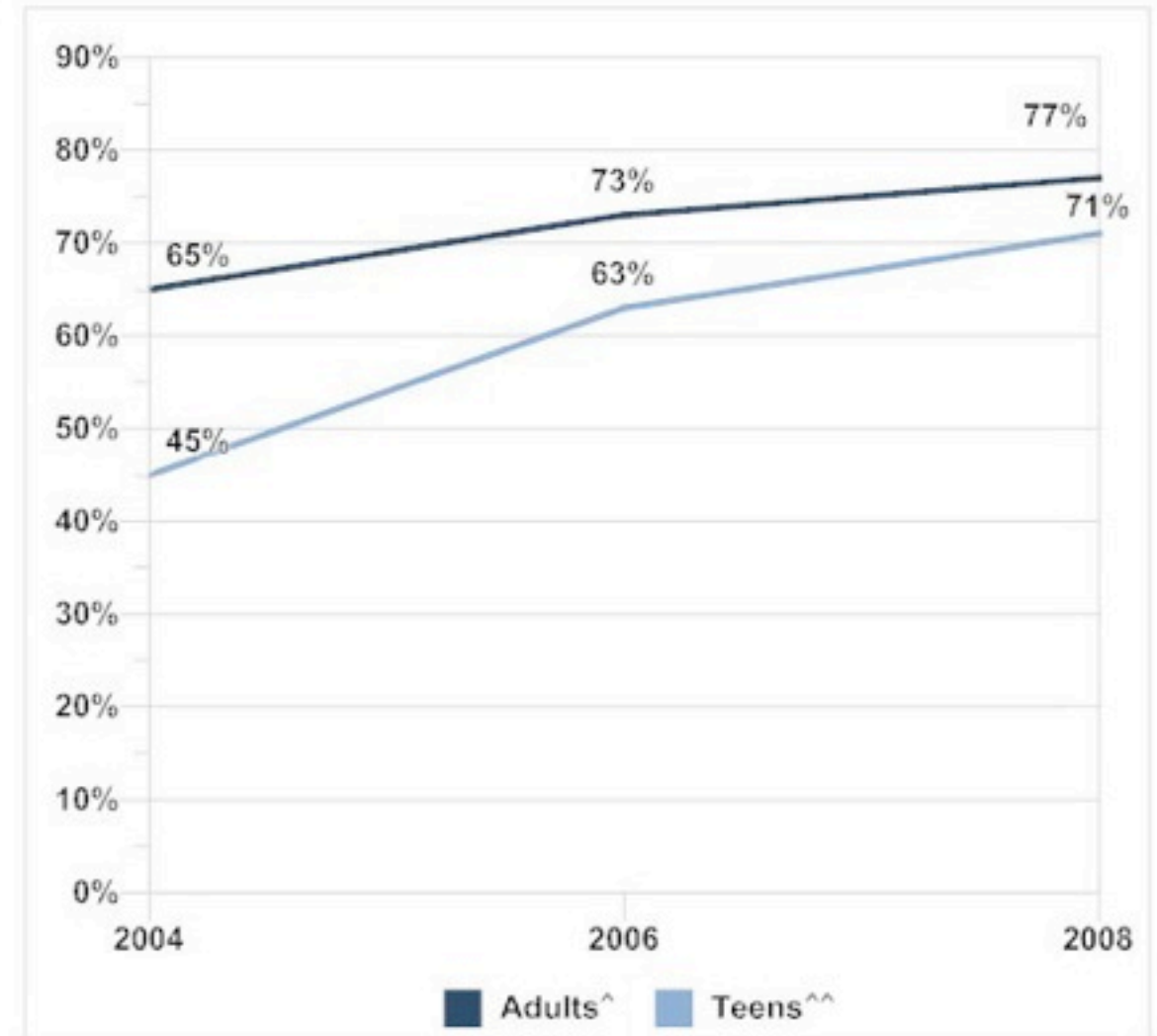*what tools and events might tip the balance?*

"I can remember when all we needed was someone who could carve and someone who could sew."

Cell Phones

Teens' cell phone use catching up to adults'

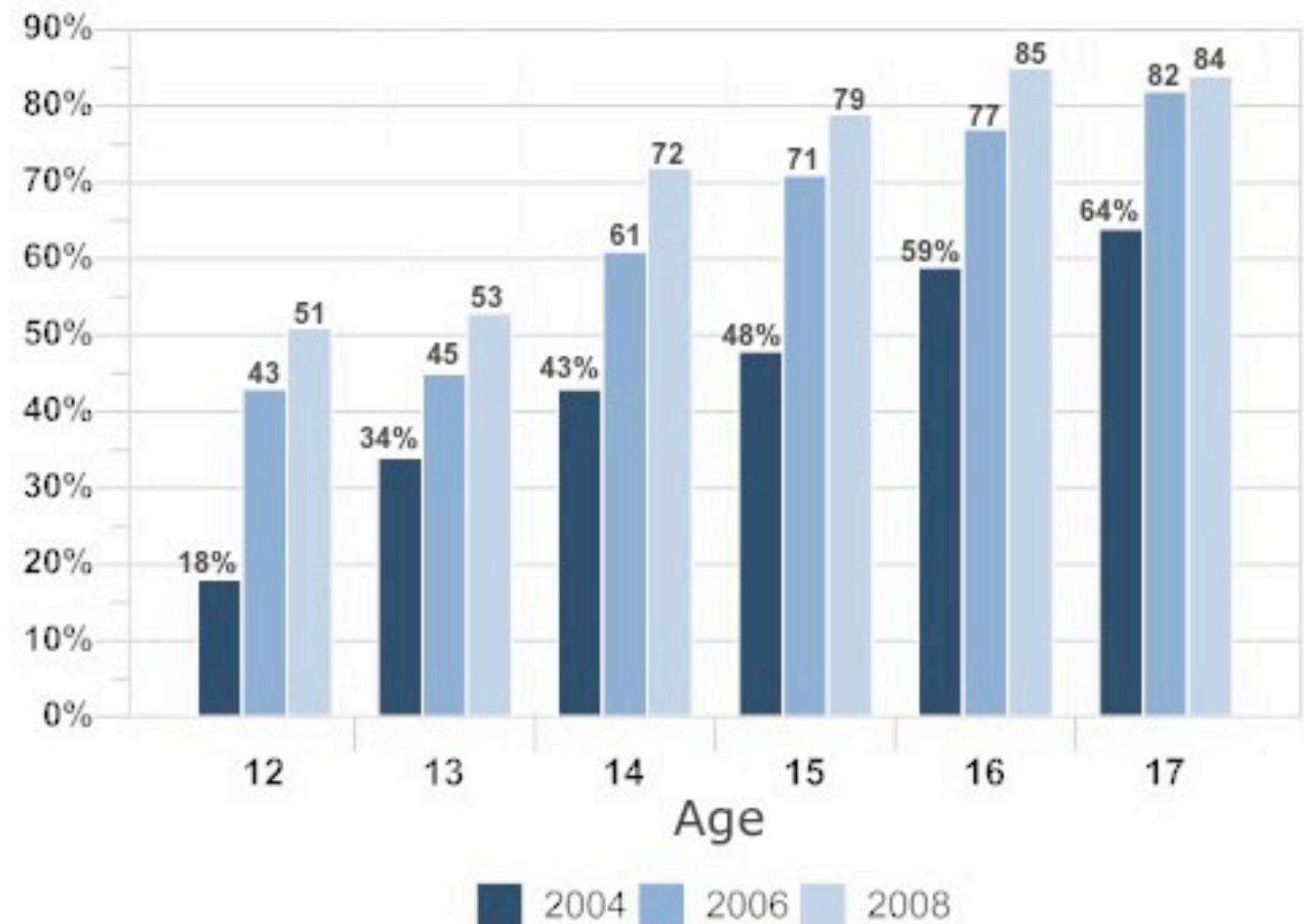The percentage of teens and adults who own cell phones, 2004-2008

^ All data based on all adults. Source: Pew Internet & American Life Project, April 2008 Networked Workers survey. N=2,134 and margin of error is ±3%. Margin of error for the Nov. 23-30 2004 survey is ±4% (n=914), and margin of error for the April 2006 survey is ±2% (n=4,001).

^^ All data based on teens ages 12-17. Source: Pew Internet & American Life Project, Gaming and Civic Engagement Survey of Teens/Parents, Nov. 2007-Feb. 2008. N=1,102 and margin of error is ±3%. Margin of error for teens in the Oct.-Nov. 2004 survey is ±3% (n=1,100), and margin of error for the Oct.-Nov. 2006 survey is ±4% (n=935).

Cell Phones

The rise of the Netbook

mobile learning takes another new direction

2006: none

2009: Acer passes Dell

Netbooks on the rise

- 2007 - introduced

- 2009 20% of Market

- Sept 2009: ASUS passes Dell - #2 spot

Mini-Note and Notebook Shipments and Growth by Region

Brand	2008 Mini-Note	2008 Notebook PC	2009 Mini-Note PC	2009 Notebook PC	Mini-Note Y/Y Growth	Notebook PC Y/Y Growth	Total Y/Y Growth
Japan	1.5M	8.5M	1.9M	7.4M	29.1%	-13.0%	-6.8%
North America	3.7M	40.3M	8.8M	39.9M	136.9%	-1.1%	10.6%
EMEA	7.3M	51.4M	13.3M	46.7M	80.6%	-9.1%	2.2%
Greater China	1.1M	13.0M	3.9M	16.0M	260.3%	22.3%	40.4%
Latin America	1.0M	4.5M	1.9M	5.4M	88.1%	19.8%	32.4%
Asia Pacific	1.8M	11.9M	3.0M	14.1M	64.6%	18.7%	24.9%
Total	16.4M	129.6M	32.7M	129.5M	99.1%	-0.1%	11.1%

(Credit: DisplaySearch)

Predictions

- The mobile device will be the primary connection tool to the internet for most people in the world in 2020.

- The transparency of people and organizations will increase, but that will not necessarily yield more personal integrity, social tolerance, or forgiveness.

- Voice recognition and touch user-interfaces with the internet will be more prevalent and accepted by 2020.

Predictions

- Those working to enforce intellectual property law and copyright protection will remain in a continuing arms race, with the crackers who will find ways to copy and share content without payment.

- The divisions between personal time and work time and between physical and virtual reality will be further erased for everyone who is connected, and the results will be mixed in their impact on basic social relations.

- Next-generation engineering of the network to improve the current internet architecture is more likely than an effort to rebuild the architecture from scratch.

Future Forward

- The computer in your cell phone today is 1 million times cheaper & 1000 times more powerful and about 100,000 times smaller than the first computer at MIT in 1965

- So what used to fit into a building

- now fits in your pocket,

- if it fits in your pocket now

- it will fit inside a blood cell in 25 years -

Augmented Reality

- "Fusion of Data and Physical Space" - Clay Shirky

- "we are literally walking into the mirror and exploring the reflection" - Barry Chudakov

2009 Free Webinar Series

Netbooks and K-12 Distance Learning: Less is more.

Date: Wednesday, Oct 28, 2009
Time: 2:00 pm ET / 11:00 am PT
Duration: One hour (15 mins for Q&A)

**Free Webinar... Register Now...
Space is limited!!!**

Register Now!

There's a lot of buzz these days about netbooks. They enable connectivity and collaboration. They are less controversial than smartphones. They can come pre-loaded with digital textbooks and other content. Small, lightweight, and "cool;" they might eliminate the 80 lb backpack. (There's nothing sadder than a first grader with a bad back!)

But how are they different from the thin client of yore? What role can

Webinar Speakers:

Mary Lange
Educational Technology Resource Teacher, Office of Information & Technology Officer, San Diego Unified School District

Linda Woods
AT&T Industry Solution Practice Manager-Education

Tuesday, October 27, 2009

Resources

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Stansbury, M. (October 27, 2009). What educators can learn from brain research [Electronic Version]. *eSchoolNews*, from http://www.eschoolnews.com/news/top-news/news-by-subject/research/index.cfm?i=59792

Willingham, D. T. (2009). *Why don't students like school? : a cognitive scientist answers questions about how the mind works and what it means for your classroom*. San Francisco: Jossey-Bass.

Mark Hines

mhines@midpac.edu

http://mhines.edublogs.org

Did You know? (v 4.0)