TRANSCRIPT BLOGSTREAMS SALON SESSION ON FEBRUARY 4TH 2007

2007.02.04 12:54:45 Login

Room: BlogSalon_Grp

BeeD joined the room.

BeeD: Hello there

BJB2 hugs Bee. Howdy!

MelissaMa: Yes, I am here for the blogstream.

BeeD: Hi Melissa, welcome

MelissaMa: Thank you!

BertaL joined the room.

BeeD hugsBerta

BertaL: Hi Bee

BertaL hugs back

BeeD: Is it very cold in Toronto?

BertaL: yes

BertaL: -15C

RitaZ joined the room.

BeeD: I had a magnificent WE in the countryside

BeeD: sunny and not too warm

BertaL: great!!!

BeeD hugs Rita

RitaZ: Hi, Bee and all!

BertaL hugs Rita too

BeeD: We had a lousy summer down here - it rained all the time

BJB2 hugs Rita

BertaL: Your summers are in Dec. right?

BeeD: yes

PatriciaGl joined the room.

RitaZ hugs Bee, BJ, Berat and Leissa

PatriciaGl: hi everyone!

BeeD: Hi Patricia

RitaZ: hi, Patricia

BertaL: Hi Patricia

PatriciaGl: hugs for everyone :)

BeeD: I was just asking Berta how cold it was in Toronto

BertaL hugs back

PatriciaGl smiles

BeeD: Melissa, where are you?

PatriciaGl: VERY COLD -15

BertaL: I just came from doing some walking in the Path

BertaL: underground the city

MelissaMa: I am in Houston, Texas

PatriciaGl: at least there are alternatives :)

RitaZ: so those of us travelling to Seattle next month...., average temperature now?

BertaL: yes!

BeeD: is it cold in Houston as well?

MelissaMa: No, nice sunny day. Temp is about 65

RitaZ: any idea?

JenniferV1 joined the room.

BertaL: I guess is nice in March

BeeD hugs Jennife4r

PatriciaGl: hi jennifer

BertaL: Hi Jennifer

RitaZ: hi, Jen!

PatriciaGl: hugs jennifer!

BertaL: We have had a long day at EVO today

BjB: |** ANNOUNCEMENT: The Blogstream Salon is starting in the group room. To participate type / join BeeD **|

JenniferV1: Hello everybody

BeeD: I do not think Seattle gets that cold..or does it?

DavidWe joined the room.

DavidWe waves to Bee

BeeD: its near the sea

DavidWe: Bonjour. Ca va bien?

BertaL: BeeD

RitaZ: about 10 degrees?

BeeD: so it tends to be more humid

RitaZ: hi, Dabis!!

BeeD: Bonjour Davidç

DavidWe hugs Rita

PatriciaGl: it's rainy in seattle

RitaZ: David

DavidWe: sunny but cold in New York - played soccer this morning with some fellow crazy people

BeeD: but we´ll stay inside most of the time :-(

IllyaA joined the room.

BeeD: Hi Illya

RitaZ: hi, Illya

PatriciaGl: hello illya!

BertaL: Are we staying here or do we move somewhere else?

DavidWe: Vous parlez français, Illya?

JenniferV1: Hello Illya

BertaL: Is English your third language, Illya?

BeeD: I think we are staying here, Berta..unless you have another suggestion :-)

DavidWe smiles

PatriciaGl: here is nice and cozy!

BertaL: oh, no, thanks, Be

IllyaA: Hi everyone I was on the wrong tab

BertaL: Hi Illya

BeeD: You can make your window bigger by detaching the screen and changing the size of the font

IllyaA: Oh my, so many questions! I'm from the US, but I also speak German

BJB2: shall we start with introductions, Bee?

BeeD: just click on the Actions menu on the right

BeeD: Yes BJB

BeeD: OK..Let me announce the session today then

BeeD: Most of us here now are involved in the Open Webpublishing Evonline session

BeeD: and I thought we could use this Blogstreams session to talk about certain issues that arose during our reflections and discussions

GrahamS joined the room.

BeeD: on Social tools

BertaL: Hi Graham

BeeD: and blogging

PatriciaGl: hello graham!

IllyaA: Hi Graham

BeeD hugs Graham

GrahamS: Ho Bee

BeeD: So before we start

GrahamS: Hi Rita

GrahamS: Hi Illya

PatriciaGl: it will be a nice discussion ending our three week part 1

BeeD: as there are people here who do not know each other

BertaL: I hope you feel better, Graham

BeeD: it would be nice to introduce ourselves for the record

RitaZ hi, Graham! Hope you are feeling better!!

GrahamS: I've been better, but I'm on the mend

GrahamS: thanks Rita

JenniferV1 left the room (signed off).

JenniferV1 joined the room.

PatriciaGl: i think that's a great idea, bee

GrahamS: Shall I go first, Bee?

JeffC joined the room.

BeeD: I´m an EFL teacher at the Franco-Brazilian secondary school in Sao Paulo, have been involved in collaborative porjects online since 1997

BeeD: go ahead Graham

BeeD: Hi Jeff

JeffC: I'm on Helpdesk here at Tapped In, an Education Technology Support Consultant living near Portland Oregon.

DavidWe: I'm a HelpDesk volunteer for Tapped In and I work with math teachers helping them learn more about educational technology. I'm in New Jersey, near New York City

GrahamS: I'm an EFL teacher at the British Council and the Univeristy Ramon Llull in Barcelona, Spain

BertaL: I am an EFL university teacher in Venezuela but in Toronto at the moment on sabbatical. I work with Dafne in the Languge Dept. at USB

RitaZ: I'm an EFL teacher in Rosario, Argentina, Advanced and Multimedia Courses Coordinator at ARCI (Cambridge Centre)

GrahamS: I'm also ICT co-ordinator and am involved in projects related to podcasting and Second Life with the British Council

NinaTL joined the room.

BeeD: Hi Nina, welcome

RitaZ: I'm learning about SL with Graham at the moment...;-))

BeeD: we have just started and are introducing ourselves

PatriciaGl: I am an ESL instructor teaching international students at York University in Toronto. I've been blogging and trying podcasting with my students. I am very new to the online collaboration with other teachers, but find the environment fantastic and am planning to be active online

NinaTL: Thanks, Bee. I've been meaning to join you guys for a whole year.

IllyaA: I'm an EFL teacher in Switzerland in Lucerne. I prepare teachers for the cambridge advanced and write coursebooks for young learners

BertaL: I teach reading for science and technology and some graduate courses on theory and methods of SLE

KarenHai joined the room.

RitaZ hugs Nina

BeeD: Kia ORA, Karen

PatriciaGl: Hi Nina and Karen!

BeeD: good to see you here with us

BertaL: second language education, not second life

GrahamS: I'm learning all about SL too, Rita - I think we all are

KarenHai: Sorry - late! But nice to be here!

NinaTL: I teach ESL at the U of Maryland (USA) and became a webhead last year. This year I am taking BaW and B4B. I've now got 7 blogs, 4 with classes or student groups.

BeeD: 7 is the lucky number :-)

NinaTL hugs Rita and Berta

IllyaA: I'm trying out blogging with some of my classes.

BertaL: hi color twin, your blogs are great

BertaL hugs back

JenniferV1: I´m an ESL teacher and translator in Buenos Aires, Argentina. I teach Business English and this year will be in charge of IT coordination at school.

BeeD: Melissa?

NinaTL: Thanks, Berta!

RitaZ . o O (Graham is a humble pioneer of SL (second life) used for SL (second language))

MelissaMa: I am a student teacher at the University of Houston. This is my first experience with blogs, streaming, bascially technology in general.

BertaL: hi Melissa

NinaTL: It's nice to see Wex and Jeff here with us. Do they always come or is this a special occasion?

MelissaMa: Hi everyone

BeeD: Right...so for those who have not followed the discussions on the blogs

RitaZ: brb phone

DavidWe . o O (thanks, Nina)

BeeD: maybe someone from the group could give a short summary ?

NinaTL: Hi, Melissa, it's great to have you here with us

GrahamS: very good idea, Bee

MelissaMa) thanks!

JenniferV1: welcome Melissa

MelissaMa: thank you Jennifer

BertaL: We have been discussing about matters of privacy and personal exposure in social tools and how comfortable we feel about them

PatriciaGl: we've been blogging on wordpress and discussing open and closed environments

NinaTL: Everyone is shy

BeeD: Anyone would like to start and then others can complement

NinaTL: Hi BJ, didn't see you here before

JamesSH joined the room.

NinaTL: Bee, you attract a great group!

BertaL: we have been experimenting with wordpress and its potentials and limitations

BeeD: Hello James, welcome

PatriciaGl: we've been exchanging our ideas on how to use the social tools in teaching

NinaTL: social tools?

KarenHai: And learning about open and particpatory environments

BertaL: and aggregators like Bloglines

BeeD: aggregators and other social platforms like Flickr

PatriciaGl: blogs, aggregators, flickr, 43things/places

KarenHai: And getting insights into how other people feel and what they do,

GrahamS: favulous

KarenHai: Which for me is the best part

NinaTL: I thought flickr was just for photos?

BeeD: Flickr is more than a photo album

BertaL: and commenting in each other´s blogs

PatriciaGl: yes, but you can build language activities around it

NinaTL: Is this all in Bee's EVO session or here at the Salon?

GrahamS: I love flickr - I have connected with so many people through it

BeeD: it is a very strong and healthy community

KarenHai: Bee's Session

NinaTL: I didn't realize that

IllyaA: There've been asking a lot of questions about the possible effect blogs and other social tools will affect teaching and learning in the openweb group

NinaTL: There is so much out there I don't know yet

BertaL: and sharing personal and professional ideas

BeeD: it does not matter

JenniferV1: me too

NinaTL: more every day

BeeD: Nina

BeeD: you are more than welcome

PatriciaGl: we talked about privacy a lot

GrahamS: the groups part of flickr is a lively source of debate sometimes

NinaTL: That's a big issue with student blogging

BeeD: some people are worried about their students privacy

BeeD: and others with their own privacy

GrahamS: yes, I can understand that

PatriciaGl: there are also institutional limitations/constraints

BeeD: they do not like to be exposed

GrahamS: do many of you have to ask for permission before blogging with students?

NinaTL: Yes, true, esp. K-12

PatriciaGl: we also talked about access. there is a huge digital divide

KarenHai: Students who are focussed on passing exams like IELTS

NinaTL: I don't normally, my students are 18+, but this semester I have a special case

IllyaA: I work with teachers. It hasn't become a topic yet, but they don't blog yet either

BertaL: international students might have different ideas of what to have on line

JenniferV1: I have to have a written consent by parents that they allow their children to blog

BeeD: but then how will you build your identity online and start networking if people do not know who you are?

GrahamS: yes, Patricia - this becomes even more of an issue with podcasting

GrahamS: bigger file sizes, etc.

NinaTL: Why more with podcasting, Graham?

BertaL: yes Patricia, if students do not have easy access, there is not much one can do

PatriciaGl: yes

NinaTL: This semester I have been discouraging students from putting their full names on their profiles

GrahamS: there are ways around this - I've given students podcasts on CD

NinaTL: although I myself put mine

PatriciaGl: that's a good idea, graham

BeeD: So..while we were asking ourselves these questions and reflecting

GrahamS: well, Nina - you generally need a better Internet connection to download podcasts

JenniferV1: School don´t always have to best connection

NinaTL: yes, but the privacy issue--how is that different with podcasts? I would think it would be the same

BeeD: Illya came up with a set of questions I would like to put forward here

BertaL: but the wonderful article about the emerging skills for the 21 is an eyeopener for us as educators

PatriciaGl: our teachers bring podcasts to class (mp3 players) just to include more authentic materials

NinaTL listens to Bee

BeeD: How much of the wheel will need re-inventing? Is teaching for the 21st

BeeD: century different than teaching before? Will we need to teach

BeeD: different skills? Will the others prevail?

BeeD: How will we overcome the great fear we encounter when we try to get

BeeD: others to see that the world and the way our kids get information is

BeeD: changing? (is it really changing?)

BeeD: sorry..should have come in one block

GrahamS: however, I'm constantly surprised - in the EFL Bridges World Conversation Club that I run every Sunday morning, we are always being contacted by people from all over

PatriciaGl: these are fantastic questions, illya, once again!

KarenHai: But is language learning itself changing dramatically?

GrahamS: Today I had a student join us from Eritrea

BeeD: So let´s take them one by one

IllyaA: Thank you patricia

PatriciaGl: i think it is or it should, karen

NinaTL: I don't think language learning could be changing that much

IllyaA: my husband quesoins me a lot

BeeD: Language learning is changing definitely

IllyaA: I agree

KarenHai: In what ways

NinaTL: Language is acquired as it always has been

BertaL: Graham, in many countries internet access is social bound

BeeD: I have seen changes in my own teaching from the moment I started until now

PatriciaGl: according to SLA

NinaTL: but the methods of teaching

KarenHai: But more focus on social tools

NinaTL: are changing

BeeD: I have seen changes in how students learn as well

IllyaA: there is more doing in the learning

PatriciaGl: theories, but the methods of teaching can be much more varied and authentic than before

GrahamS: I think that what many of our learners expect from education IS changing

IllyaA: and teachers have less power

KarenHai: I think maybe we expect more responsibility on the part of the learners

KarenHai: But they might not be prepared to accept

BeeD: teachers are afraid of losing power and control

NinaTL: Can you give an example, Bee?

BertaL: sociocultural theories have affected ESL teaching as well

BeeD: and this is what makes them unwilling to accept change

PatriciaGl: i think there is also a move from pure language teaching (linguistic strucytures) to teaching lang through content (incidental learning)

IllyaA: one example is a move away from grammar

BertaL: learning as a social event, not an individual one

IllyaA: grammar is controlable

BeeD: language is much more that grammar, pronunciation and vocabulary

GrahamS: learners moving towards autonomy is a very important factor of all this I think, Karen

PatriciaGl: yes

NinaTL: Yes, I agree with everything that you are saying but I see this as a change in teaching rather than acquisition

KarenHai: Is it language learning that is changing or the opportunities that are becoming more

PatriciaGl: autonomy, ownership, independent learning

BeeD: language is an expression of your identity

BertaL: learning to learn

NinaTL: We acquire language through comprehensible input (Krashen)! But the web tools provide us with a vast array of input (comprehensible and in-...)

BeeD: language is power as well

KarenHai: Eg. opporutnities for social interaction, authentic language encounters etc

BeeD: the books we are given do not express this tension in the language

BertaL: input and output as well

PatriciaGl: yes, nina, but change in teaching may result in new discoveries in acquisition

BeeD: language as we see it in books is static

BeeD: uniform

BeeD: predictable

BeeD: when in reality it is not

RitaZ: books do not reflect these changes yet

BeeD: and language changes

NinaTL: Patricia, like the lexical approach's view of "chunks"?

PatriciaGl: no, rita,

BeeD: according to context and speakers

PatriciaGl: yes, i am a big fun of that

BertaL: tghere is more about the personal interlanguage ESL students develop

PatriciaGl: sorry, fan!

IllyaA: nina- I think change in the sense of function - what we do with it

NinaTL: I am beginning to see some changes in my textbooks, e.g. this semester the new edition of Quest focuses more on collocations

BertaL: we need to give them more opportunities to learn it to communicate their ideas

RitaZ: and most teachers stick to books!

GrahamS: that's the key, Berta

KarenHai: Fascinating to think about how coursebooks will adapt to the online contexts

BeeD: I was shocked by a statement

KarenHai: And what this means

PatriciaGl: also, the social aspect of being immersed in an environment is important

GrahamS: I am a strong believer in project work

BeeD: I read in a paper recently

JenniferV1: Students love the idea of learning the language in a different way but I see restrictions from school authorities because they don´t know what I´m talking about

BertaL: I don´t think books can be used the same as in the past

IllyaA: knwoeldge is so available - students need to learn how to deal with it

RitaZ: so it all boils down to.....having BLOGS!!!

GrahamS: at the British Council we are moving away from exams and towards project assessment

BeeD: it said that to learn a language you needed intelligence...lol

BertaL: we need to adapt to our specific students´needs

KarenHai: Bee I did indeed lol!!

PatriciaGl: yes, it very much depends on the context of learning/learner

NinaTL: Unfortunately at my institute we are moving towards a stricter following of the curriculum and more tests!

NinaTL: This is due to the accreditation process we will be going through during the next 2 years (CEA)

KarenHai: Institutional constraints get up my nsoe sometimes too Nina

BeeD: it is because there is a big test industry

JenniferV1: I´m glad you can do that Graham in my country learning is focused on exams

BeeD: which packages language in chunks

RitaZ: we can start helping all these ideas come a reality through blogging and podcasting

BeeD: and sells them

KarenHai: So blogs give an opportunity to focus on individaul learners

RitaZ: even though I am in the same boat as Jennifer ;-)

PatriciaGl: we all have heard of students who passed TOEFL with high scores but then failed in universities because they did not the language

GrahamS: yes, Jennifer . there is a move away from tests and towards assessing students according to real life tasks

IllyaA: Switzerland is also focused on exams- it's hard ot change

NinaTL: The TOEFL itself has changed.

IllyaA: very diploma believers!

BertaL: Our main problem is we service a thousand students each year, so its is difficult to have computers for all

PatriciaGl: yes, finally

NinaTL: How do you see the role of blogs in all this?

JenniferV1: Most exams need to change that´s what happening in the real world

GrahamS: I think in part this move has come because of the CEF - all the books are changing in Europe to reflect this

BeeD: Blogs allow you to write about your interests and your reflections

IllyaA: the roleof english as aninternational language also has to change the exams

IllyaA: be reflected int he exams

KarenHai: CEF?

RitaZ: how Nina?? allowing for the use of language in true, meaningful authentic exchanges

BeeD: trying to express your thoughts is not an easy process

GrahamS: Council of Europe Framework for Languages

KarenHai: Ta

BeeD: you can drill students to pass a test

GrahamS: it's the big thing as far as assessment goes in Europe

BeeD: give them the key structure

NinaTL: but how do blogs move students toward their imposed goal of passing exams? i.e., how do we justify their use both to our students and to our administrators?

GrahamS: all languages, similar scales

PatriciaGl: if we ensure that studetns are engaged in authentic lang learning, they'll do well on tests

BeeD: give them the sentences examinars want to hear

BertaL: tests should be there just as simple indicators and feedback to students as well

BeeD: but this is not language

RitaZ: ah, Nina, here I have to do both things: old methodology blended with new...

BeeD: I feel language learning today is more connected to education

JenniferV1: Test sometimes give status!!

GrahamS: http://en.wikipedia.org/wiki/Common_European_Framework_of_Reference_for_Languages

NinaTL: Yes, Berta I think we all do, unless we are teaching online

KarenHai: Maybe our classrooms focus on the group and blogging is individual - maybe collaboration on projects is the key as Graham suggested. I still think there is a dichotomy between individual and group that we need to focus on.

PatriciaGl: yes, testing is an institution in itself

BertaL: when there is a mass of students to evaluate, there is no other choice than using tests

KarenHai: Bloggers need to know they are part of a group obviously

RitaZ left the room (signed off).

RitaZ joined the room.

KarenHai: But students expect that by being in a classroom (group) they are going to learn willy-nilly - Back to autonomy

BeeD: yes..in an industrial model you use mass systemws

PatriciaGl: i don't think we'll every get rid of tests/exams, but maybe it's possible not to teach to tests/exams

BertaL: yes Patricia

RitaZ: thats it, Patricia

IllyaA: not for a while, unfortunately

MelissaMa: that would be nice

NinaTL: I am using a blog with my class this semester, but they are under intense pressure to pass a proficiency test at the end of the semester. I have not really figured out how the blogs fit into that\

KarenHai: Exactly Bee, but the ecology perspective is less about what you do and more about what you provide. Are we happy with this idea?

PatriciaGl: it's a gate keeper

BertaL: teach language to communicate + tricks for exam

RitaZ: making stds aware of the importance of communicating using the lang they are learning

NinaTL: in the blog Berta?

BeeD: Blogs cannot be homework repositories

BertaL: why not?

NinaTL: boring?

BertaL: why not to Nina

JenniferV1: In blogs stds use the real language that´s what´s important

BeeD: because they are not made for that - if you want homework ask them to send it by mail

NinaTL: OK, why not.

BertaL: bey there can always be links

KarenHai: The network is crucial in blogs - not in homework

NinaTL: I tend to have students post personal diary sorts of entries

KarenHai: You want someone to read your blog - who wants to read homework?

NinaTL: not too personal of course

PatriciaGl: network is what makes lang exchange authentic

PatriciaGl: not possible with textbooks

BeeD: exactly Karen

BertaL: depends on the homework

KarenHai: True

NinaTL: I think the exchange/interaction aspect is what makes blogging fun

PatriciaGl: so, blogging + networking

BeeD: if you have a whole class blogging about the same subject

JenniferV1: stds hate the word homework talk about assigments

BeeD: this is also a bore

NinaTL: but I still don't see how to justify to students the time spent, in terms of the final outcome...fluency development, maybe?

KarenHai: Are blogs about writing or communicating?

NinaTL: Writing should be about communicating

RitaZ: communicating through writing

BertaL: yes and reading and speakung

PatriciaGl: they need to be involved in meaningful projects - let them research social issues in Africa, for example

BeeD: blogs are about writing about your interests and trying to express your thoughts about certain subjects

GrahamS: I've found it really depends on the students - how do you get students to blog if it's optional and the students are pressed for time?

IllyaA: texts to provoke communication, discussion

BeeD: not subjects imposed by a teacher

NinaTL: I tell my students that writing is a public act, unless it's a personal diary

PatriciaGl: so, blogging+networking+meaningful projects

NinaTL: Blogging gives the words "public act" a whole new significance

JenniferV1: great points Patricia

BeeD: a project is directed, a blog is not

RitaZ: + motivating topics

PatriciaGl smiles

PatriciaGl: yes, rita!

NinaTL: I think it cannot be optional, only a few students who are natural bloggers will do it

MelissaMa: as a student, I can see both sides. I'm pressed for time and I don't like being forced to blog, but I can certainly see its benefits

BeeD: why do you all need a product at the end?

PatriciaGl: REAL life topics

IllyaA: signifacnce of blogging also needs to be made clear to the learner

NinaTL: A blog can be directed, but should it be?

IllyaA: and support, reflection

PatriciaGl: there is no need for product, but process - process of enquiry into a topic

NinaTL: I agree, Ilya

BertaL: it can be part of alternative evaluation

BeeD: exactly

NinaTL: But the test still carries all the weight

BeeD: I do not see blogs as part of evaluation

NinaTL: unfortunately

KarenHai: I'm blogging in Word Press at the moment because its part of the course - process! How do we get our students to have that sense of responsibility. If I'm to learn, I know its worth doing!

BeeD: the test is not the blog

NinaTL: me either

NinaTL: but if the students see blogs as a means to the end (successful score)

BertaL: just a check of an activity performed

GrahamS: I think it's possible to move towards this ideal of a blog with groups of students who won't blog at the beginning unless it's required

BeeD: I have never blogged because of the course - the course is an opportunity to get you blogging

NinaTL: ...they will be more likely to participate

BeeD: from whip to autonomy

PatriciaGl smiles

KarenHai: Could use blog as a portfolio - choose your best piece for evaluation - wth comments attached etc. Perhaps? Has anyone done this?

NinaTL: Of course for some students, learning to use the technology is as motivating as it is for us

BeeD: I have

JenniferV1: I think the best way is to show students what other Esl students are doing with blogs

KarenHai: Did it work well Bee?

NinaTL: I've been amazed that so few of my students have blogs in their L1

BeeD: I started last year

GrahamS: once again, it depends on each particular learning situation...for me student blogging is a way of me getting students to move towards taking greater responsibility for their learning

BeeD: with 15-16 year olds

BeeD: and they wrote an evaluation at the end of the year

HelaineM joined the room.

IllyaA: I think the interaction with others outside the class can be a motivator to blog

BeeD: Hello Laine

RitaZ: I've found so far motivating stds is the key: if the topic and the tasks interest them, they¡ll post...

HelaineM: Hey!

KarenHai: Totally agree Graham

BeeD: Teenagers like the interaction

IllyaA: Hi Laine

GrahamS: with one course I teach, I ask them to blog as it's part of their mark...and they move towards blogging because they want to

PatriciaGl: i have a blog in my l1 and l2. that's my next project - see if this will help my students become more confident writers. it really helped me!

BeeD: and also looking back at what they have done

KarenHai: Hi Laine. So nice to see the names of people I feel I am getting to know!

NinaTL: It certainly gives them keyboarding practice

BeeD: They are happy to see they have progressed

GrahamS: they can blog about what they want to, but I do tell them that I'll be assessing their blogs

BeeD: from two lines to three paragraphs

BertaL: Hi Laine

HelaineM: late because i had a phone call from my nephew in LA - hardly ever talk

KarenHai: How do you assess them Graham?

BeeD: they compare what they have done with others

GrahamS: the course is a 2-year course...after the first year ,I always ask them about the blog and if they want to continue this form of assessment/ way of working...

BeeD: after some time they want to improve on their style

BeeD: ask for synonyms

GrahamS: ...and they always say yes

PatriciaGl: assessment is something we started talking about at the beg, but we reallyd didn't get into

PatriciaGl: another imp issue

BeeD: how do you do it?

IllyaA: I've been asked by teachers about assessment

PatriciaGl: holistic assessment

GrahamS: Karen, I assess them in different wayys, depending on what we are doing in class

BeeD: Same here

KarenHai: I haven't assessed my students use of blogs yet.

IllyaA: I tell them - what goes on the blog isn't touched

IllyaA: my opinion of course

GrahamS: I usually use rubrics

RitaZ: how do you make sure it's not subjective

JenniferV1: the problem is that most teachers are used to correct exams not blogs

IllyaA: comment but don't correct

PatriciaGl: or correct writing in general and they want to do the same thing with blogs

BeeD: I let them blog...correct them if they ask me..then after two months I go over all the blogs...note down the main pbs

RitaZ: right, with rubrics, Graham

GrahamS: I never correct in their blogs

BeeD: comment them in class

HelaineM: it can be diagnostic for you

BeeD: and ask them to correct themselves

NinaTL: There is a fine line between correcting and controlling

KarenHai: Do you all insist on/encourage your students to link on their blogs?

BeeD: I give them marks on technical benchmarks

GrahamS: if I correct, I usually pront out a post and annotate it, and then the student has the option of going back and correcting it - it's a way of getting them to revisit writing

BertaL: I think sme students want to be corrected

RitaZ: did you produce the rubrics yourself, Graham?

NinaTL: but unfortunately I have not found that the public nature of blogging has made my students more careful about editing

IllyaA: I only have a class blog

KarenHai: I do that too Graham.

KarenHai: Berta I was going to say exactly that.

BeeD: I went crazy with rubrics

GrahamS: as it's public, and they all want what is public to be correct, the posts are corrected by many

BeeD: I had 80 stds blogging last year

JenniferV1: I will start this year blogging with students

IllyaA: wow

BeeD: impossible to correct them all

RitaZ: true, Bee

KarenHai: Wow Bee. How do you read them all!

NinaTL: Wow, Bee!

HelaineM: what about using the preview feature -- could students give preview access to a teacher if they preferred private feedback before publishing?

GrahamS: I have been producing the rubrics, yes, Rita

JenniferV1: do you have time to read all the material they produce

BeeD: Bloglines

BeeD: I have them in small groups in the classroom for the technology class

NinaTL: Graham, would you consider sharing your rubrics?

KarenHai: Still time consuming, especially if you comment widely

JenniferV1: that´s a great invention

IllyaA: as a doc first to correct, then post to blog

BeeD: so I am next to them when they are writing

NinaTL: I encourage them to compose their posts in Word to take advantage of the spell checker

JenniferV1: you must have a big computer lab in your school

BeeD: so look over their shoulders

GrahamS: I could do Nina - let me have a look at some of them and I'll add something to the wiki

PatriciaGl: or have other assignments where you correct them, ask them to work on major weaknesses and then don't correct blogs

NinaTL: Word also highlights spacing and punctuation errors

BeeD: comment f2f when I think the writing is disorganized

KarenHai: Blogs have spell checkers dont' they?

NinaTL: Which wiki, Graham?

BertaL: Has anyone used blogs as reflective writing on st. own learning

NinaTL: There are suddenly about 8 wikis in my life.

GrahamS: the open webpublishing one, Nina

BeeD: I tend to focus more on the message, content than the grammar

NinaTL: I don't think Blogger does. The old Blogger didn't anyway.

RitaZ: me too, Bee

IllyaA: so do I- content takes precedence

KarenHai: Berta, yes, I amde vague attempts, but my students found this HARD!

NinaTL: What's the url of the wiki?

RitaZ: which teachers here cant understand!

MelissaMa: My teachers have asked us to use blogs as a means of evaluating our own learning...that's how i got started in this

GrahamS: this is definitely the key

BeeD: yes..reflection on what you are learning Melissa makes a lot of sense

BertaL: what age are your students, Karen?

GrahamS: http://openwebpublishing.wikispaces.com/

HelaineM: i have the student teachers blog about their experiences in the schools

KarenHai: Tertiary - 18 +

BeeD: because each one of us learns in a different way

NinaTL: I like that idea--to use the blog as a reflective learning tool

HelaineM: but not mention specific names, of course

BeeD: and we pay attention to different things during a class

JenniferV1: And when you all started blogging weren´t you in a way afraid of the reaction of your students?

BertaL: OK

BeeD: so if each of the stds has a blogs and reflects on their learning

NinaTL: thx Graham

KarenHai: Yes, I agree reflection is important but I know other teachers who hate reflecting and run a mile if they are asked to! So we inflict this on our students? Is that fair. I like reflecting but others may not!

IllyaA: I made each one summarize the lesson- also a kind of reflection

IllyaA: also getting used to the blog

GrahamS: good point Jennifer - I felt this way more when I started podcasting

BeeD: you have a more complete idea of where all is heading

NinaTL: That's a good point, again we can be very controlling when we tell students what topics to write about

IllyaA: not creative, but effective for a first introduction

GrahamS: I thought the students would be self-conscious about recording their voices

RitaZ: we are all pioneers in our workplaces, am sure..., we shouldnt worry too much about other teachers' attitude

MelissaMa: yes, communicaing/reflecting turns into homework

KarenHai: My students felt that blogging gave them a chance to comment on the class if they wanted - few did, but some referred back often to what happened today etc.

NinaTL: but I have found that many students go ahead and post pictures and other stuff in between the posts that I require of them

BertaL: if you give extra points, they would suddenly like reflection. I have done it in paper assignments

HelaineM: i leave the topic open for most of the semester, but on occasion, something comes up f2f and I ask them to write about that

BeeD: I never give marks as carrots

GrahamS: but have been surprised - they take to it very well if it is presented well

JenniferV1: didn´t you as teacher transmit that first fear of using something so new

NinaTL: I am always astonished at how perceptive students can be when asked to self-evaluate or reflect

BeeD: so am I Nina

PatriciaGl: they can also reflect on the best strategies/way to learn a lang and share that with others

RitaZ agrees with Bee on the non carroting

RitaZ: ;-)

BeeD: I think we as teachers tend to underestimate the stds

NinaTL: My problem is that the final proficiency test outweighs any grade I can give them in class during the semester :-(

NinaTL: It was not always so

NinaTL: but my input as their teacher is given practically no weights now

NinaTL: weight

NinaTL: so my main concern is to raise that damn proficiency

NinaTL: so they can pass the test and escape from English!

IllyaA: or continue using English!

RitaZ: for a better reason...

NinaTL: When I teach in the IEP the focus is a little different

IllyaA: a chance to grow outside the exam - afterlife

GrahamS: I understand Nina - we all have to work withing the constraints that we find

KarenHai: That's why I'm doing the EVO games workshop - to think about how to engage the attention of students who lack intrinsic motivation

NinaTL: Right. My students are in their 1st or second semester at the U of Maryland

BeeD: I prepare mine for the baccalaureat

NinaTL: They are restricted from taking full-time credit courses in their major until they satisfy the English requirement

BeeD: so the last year I tell them

BeeD: now we are not learning English

BeeD: but preparing for the exam

NinaTL: Our courses are expensive and also set them back in their study plan

BertaL: mine are just interested in passing math and physics and don´t care about english

KarenHai: Ditto for my students Nina

RitaZ: stds come to me JUST to get prepared to sit for Cambridge CAE

RitaZ: thats their aim

IllyaA: mine need the CAE to teach English themselves

JenniferV1: I have one computer for two students. How do you include sharing blogging?

BeeD: it´s the short term consumer vision

HelaineM: CBI for the math and physics -- you can make a language class out of their subject areas

NinaTL: My students are motivated to pass my class because if they don't they have to take it again (if they are lucky)

GrahamS: I blog with students that are styudying Image - English is a subsidiary subject, and I decide on the syyllabus and the assessment...this makes it easier for me

RitaZ: and every year I need to strt from scratch whenm I get a new group

NinaTL: I have about 4-5 in the class now who are repeating from last semester

NinaTL: They are desperate to pass

HelaineM: integrate the courses you teach with content courses they are taking and motivation will improve == separate topic

BeeD: It is very difficult to change the mentality in exam oriented classes

KarenHai: Yes

BertaL: yes Elaine, but this is a thousand freshman students we are talking about

NinaTL: Mine are in all different majors--do you think having them reflect on what they are learning in their other courses might be motivating for them?

KarenHai: Soudns like a good idea

HelaineM: they can even present to each other about the content they are each learning in other classes

NinaTL: more motivating than just reflecting on English grammar!

HelaineM: taking the focus off language often produces good results

GrahamS: yes, Bee - I have tried blogging with CAE and Proficiency students, knowing full well that writing was what they really needed to work on, but convincing them to move away from the exam-oriented stuff was difficult

BeeD: if you think of learning a language as learning about yourself

BeeD: this may motivate them more

RitaZ: yes, Graham, thats what I do every year

HelaineM: divide the time up == always have some tough test practice time also

NinaTL: The problem is that I believe that reading is more effective in improving writing than writing is!

NinaTL: Don't get me wrong--I love blogging! But just writing the same mistakes over and over does not move them in the right direction.

KarenHai: But working out what you want to say in response to reading is useful

IllyaA: but the blog is only part of the course

NinaTL: Yes, that's why I liek double-entry journals

IllyaA: a tool for personal expression

RitaZ: right, a good complement

KarenHai: And an audience will hopefully motivate you to accuracy

GrahamS: I'm not sure I agree Nina - I think you learn to write by writing just as you learn to speak by speaking

IllyaA: you can focus on language in the class

KarenHai: Time is an issue

GrahamS: reading complements it, but in the end, students need to get their hands dirty and write

NinaTL: I think you learn to speak by listening, Graham

BeeD: from presentation to participation

RitaZ keeps thinking about this idea, Grahham...

JenniferV1: I agree with you Graham

IllyaA: true communication with input and language awareness

KarenHai: Rita, how do you do your thinking in black and avoid the blue - must be obvious but I don't know how?

PatriciaGl: you need all four skills

NinaTL: Remember when student-centered class meant the teacher kept quiet? Somebody (maybe Michael Lewis) pointed out that the teacher's remaining silent removed the students' best role model!

RitaZ: Karen: hit the : key and then write...

BeeD: this is why classes must move beyond classroom walls

BertaL: Skills should not be artificially divided

GrahamS: I see this as a big problem with my BC FCE ents - they get high marks in reading and low marks in writing

PatriciaGl: they can't learn without input for sure

BeeD: the conversation that takes place in a classroom is totally artificial

KarenHai thanking Rita

RitaZ: ;-))

PatriciaGl: authentic input

GrahamS: the reason is that communicative language teachers shy away from writing and involving students in writing

RitaZ: absolutely true, Bee

BertaL: Not totally, there is communication

BeeD: coversations between teacher and students, and among students in the same class is not enough

NinaTL: It may be old-fashioned, but I advise my students to copy passages--it forces them to focus on the little details (articles, punctuation...)

BeeD: there is not negociation of meaning

HelaineM: reading helps writing when you are reading something you could almost write; therefore,

reading other people's blogs will help your writing, agree anyone?

BeeD: content is predictable

IllyaA: Nina- I do the same

GrahamS: another great reason to try and get them blogging - it's difficult to give students a good reason for writing

NinaTL: In a double-entry journal, they copy a passage and then comment on it, which encourages free expression of ideas

NinaTL: So they get both

KarenHai: Laine - i + 1. Yes?

BeeD: they should not be writing for their teachers

BeeD: they should be writing for themselves

BJB2: a reminder before we run out of time, that the next Blogstreams Salon will take place on March 4

NinaTL: Yes and no, Helaine, because if they are reading blog entries fraught with errors...

BeeD: and eventually for others

RitaZ: changing their minds is the hard part

BeeD: Thank you BJB

KarenHai: Wow - so fast and so many ideas

PatriciaGl: great discussion!

NinaTL: Wow, the hour flew by!

BeeD: This was an intensive session

BeeD: Melissa

HelaineM: to bjb - thanks for showing me the way in before

IllyaA: Thanks all!

BeeD: what is your impression

KarenHai: Does anyone summarise

BeeD: as a student and an outsider?

PatriciaGl: very productive session!

HelaineM: we get the transcript

GrahamS: yes, lots of things to follow up on, afterwars - will be reading the chat transcript carefully

MelissaMa: I really enjoyed this!

KarenHai: Yes, but there's loads of interesting threads all over the place

PatriciaGl: great ideas and many important issues

MelissaMa: I think everyone presented many great topics and ideas to think about.

IllyaA: on our blogs ;-)

HelaineM: what's our next joint event owp??

BeeD: Give me the address of your blog, Melissa

NinaTL: Don't mention threads! (I'm signed up to do them for BaW this week!)

KarenHai: Yes, illya - you're right

GrahamS: I expect there's a lot of threrads worth blogging about here!

BeeD: mine is http://beewebhead.net

MelissaMa: www.melissamatson.blogspot.com

PatriciaGl: agree, graham

BeeD: Thanks Melissa

MelissaMa: thanks for having me!

IllyaA: nice to meet you melissa

NinaTL: Thanks to everyone for your thought-provoking ideas

BertaL: lots of interesting stuff to think about

BeeD: I am looking forward to reading your thoughts about it :-)

PatriciaGl: we should continue talking about these issues re: blogging/podcasting

KarenHai: look forward to reading your blogs

IllyaA -)

RitaZ: great session, very productive, thoughtful comments, thanks!

NinaTL: I hope to come every month now that I've finally connected with the group, something I've wanted to do for a long time

HelaineM thanks everyone

GrahamS: thanks everyone - got to go and meet someone in Second Life now - it's all go today!

BeeD: Thank you for coming and sharing your thoughts

BeeD: Let´s go on doing this

NinaTL: cu next months (or tomorrow, for some)

KarenHai: Thanks Graham

BeeD: stimulates our neurons

BertaL: thanks to all

IllyaA: Thank you for the grear discussion

KarenHai: And Bee and everyone

JenniferV1: thanks

GrahamS: thanks for the great discussion

PatriciaGl: thanks everyone

KarenHai thanks Rita for introducing her to something new

JenniferV1: CU all

NinaTL waves to everyone and gracefully (?) exits

RitaZ: still have the zest to go to SL, Graham??

NinaTL left the room (signed off).

IllyaA: bye

BeeD: Bye

MelissaMa: bye

KarenHai: Kia ora Bee

BeeD: See you around

HelaineM: bye

BertaL left the room.

GrahamS: can't stay away Rita :)

IllyaA left the room (signed off).

BeeD: lol

MelissaMa left the room (signed off).

RitaZ: bye all, thank you Bee and all !!

KarenHai left the room (signed off).

BeeD: Ciao

GrahamS: bye everyone

HelaineM left the room.

RitaZ left the room (signed off).

PatriciaGl: Bye everyone!

JenniferV1 left the room (signed off).

GrahamS left the room (signed off).

PatriciaGl left the room.

2007.02.04 14:07:15 Signoff