

TEACH

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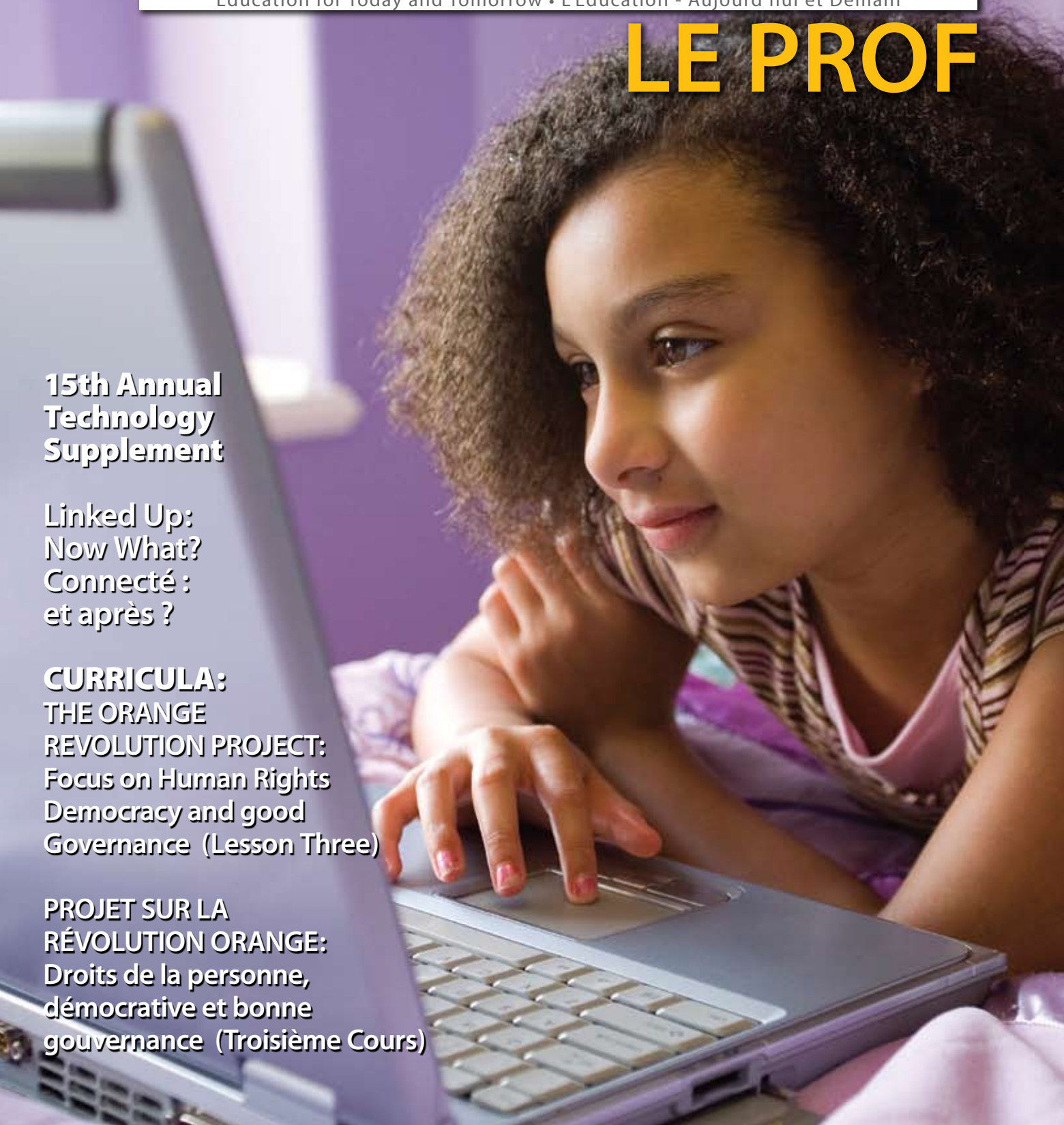
LE PROF

15th Annual Technology Supplement

Linked Up:
Now What?
Connecté :
et après ?

CURRICULA:
THE ORANGE
REVOLUTION PROJECT:
Focus on Human Rights
Democracy and good
Governance (Lesson Three)

PROJET SUR LA
RÉVOLUTION ORANGE:
Droits de la personne,
démocratique et bonne
gouvernance (Troisième Cours)



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NOTES

This issue is all about technology and its expanding use in the classroom. In a few short years we have seen some startling changes and remarkable developments. Ironically, most advances have taken place outside the classroom. Applications are created and there is rapid uptake on the part of consumers, which in turn, eventually evolves into classroom-based activities driven, in part, by pervasiveness and popularity.

Social networking sites such as Facebook, Bebo, MySpace and YouTube are excellent examples of this phenomenon. There is a lot of chatter in pedagogical circles about collaborative learning and in particular, pushing such actions online. Then along comes online social networking. Woven into its infrastructure is the very same principle. What remains is to determine how educators will make use of these new tools and resources. Concerns arise in the guise of privacy and safety. In a thought-provoking article, Carmen Berg explores the effectiveness of social networking sites as collaborative learning tools.

This issue also features the annual technology supplement. We present a range of new products and services that we think will help you do your jobs more effectively. You can pick and choose what interests you and go direct to the source for more information. Remember to inquire about educational discounts. And as usual, we need to say that we are presenting narrative information not an endorsement of any product or service listed.

This issue's CURRICULA, continues the Orange Revolution Project with lesson three in English and French. The theme is Good Governance and its evolution comparing conditions in Canada and the Orange Revolution in the Ukraine. The lesson plan is a snapshot in time of recent events in the Ukraine. Please *see www.teachmag.com* and/or *www.tiged.org/orange* for the complete resource online.

Next Issue

Computers, Web Stuff, Futures, CURRICULA and more.

C'e numéro est entièrement consacré à la technologie et à son utilisation croissante dans la classe. En quelques années, nous avons vu d'étonnants changements et de remarquables développements. Il est d'ailleurs ironique de penser que la plupart de ceux-ci ont eu lieu à l'extérieur de la classe. Des applications sont créées et l'intérêt qu'elles suscitent saisit rapidement le consommateur ; ensuite, ces applications deviennent des activités de classe, en raison surtout de leur omniprésence et de leur popularité.

Les sites de réseautage social tels que Facebook, Bebo, MySpace et YouTube sont d'excellents exemples de ce phénomène. Dans les cercles pédagogiques, on parle beaucoup d'apprentissage concerté et, en particulier, du développement de ces activités en direct. Arrive ensuite le réseautage social en ligne qui repose sur le même principe. Il reste à voir comment les éducateurs utiliseront ces nouveaux outils, ces nouvelles ressources. Des questions se posent quant à la vie privée et la sécurité. Dans un article stimulant, Carmen Berg étudie l'efficacité des sites de réseautage social comme outils d'apprentissage concerté.

Vous trouverez également dans ce numéro le supplément technologique annuel. Nous vous présentons de nouveaux produits et services qui devraient vous aider à faire un meilleur travail. Vous choisissez ce qui vous intéresse et allez directement à la source pour en savoir plus. N'oubliez pas de demander les réductions aux éducateurs. Et, comme d'habitude, nous vous rappelons que nous ne faisons que présenter l'information sans faire de publicité pour un produit ou un service en particulier.

Le CURRICULA de ce numéro poursuit le projet de la Révolution orange, avec le troisième cours, en français et en anglais. Sur le thème de la bonne gouvernance et de son évolution, il propose une comparaison entre la situation au Canada et en Ukraine. Le plan de cours est un « instantané » des événements qui se sont récemment déroulés dans ce pays. Pour avoir l'ensemble de la ressource en ligne, visitez *www.teachmag.com* ou *www.tiged.org/orange*.

Dans le prochain numéro Informatique, La Toile, Le Futur, CURRICULA et plus.

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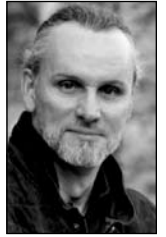
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Richard Worzel, C.F.A.

He's a Real Network Man, Living in His Network Land

(with apologies to the Beatles and women)



Social networking software, like MySpace, Facebook, and LinkedIn, are once again changing the way people relate to each other, and the ways in which students interact with schools and teachers. This is something that other technologies have done before. Yet, these online networks are only a way station for much bigger changes to come.

Social networking software started as kind of an online yearbook, where people (mostly kids, at first) could exchange salutations, pictures, thoughts, emotions, and be cute, or hip, or sarcastic with each other, while sharing an online social context. In a sense, this was inevitable: what the Internet taketh away (face time and in-person interaction), the Internet giveth back. Given that people are going to spend a significant, and increasing, fraction of their lives online, it was a racing certainty that socializing would become part of it. And given the inclination for many young people to be more open and less private than older generations, especially online, it also became a way of seeking a form of intimacy, the kind of social interaction that humans have always sought, albeit now in a novel form.

At first, adults thought this bizarre. They didn't understand how being intimate online was a substitute for face-to-face exchanges. They ignored the fact that most adult in-person interactions (such as water cooler chat and workplace exchanges) are at least as casual and almost disposable.

After a while, social networks started to grow new capabilities, so that today business people are using them as tools to help them manage and grow their businesses. I have a friend who's a freelance dance instructor. He rents a hall for an evening, and stages an event that is part teaching, part showcase, part dance event. To do this, he used to have to do extensive advertising and marketing. Now he uses his Facebook group of friends and former students to get the word out about what he's doing, when, and where, and his group pretty much does the rest. Since he has a lot of repeat clients, and people who appreciate his events, this is easy for him. It assures him good word of mouth, and costs virtu-

ally nothing beyond renting the hall and the sound equipment. It's made his life easier, his events more popular, and the result are more satisfying, profitable and enjoyable for him and his clients. And social software isn't just for kids anymore. LinkedIn is kind of the Facebook for professionals. It is a true network for making business connections. Professionals attach themselves to each other by proposing new members, or new links to existing members, along with descriptions of who they are and what they do. Then, when someone is looking for, say, a red-haired, left-handed, accordion tuner, by the "six degrees of separation," they can probably find one through the LinkedIn network, often with some kind of recommendation from a friend, or a friend of a friend. It's a way of increasing your reach, your reputation, and using a valuable tool for finding useful, vouched-for resources for your business.

In a very real sense, what's happening is that the Internet is making communication the sim-

plest part of a transaction, and eliminating the barriers of distance. Social software is just one of the latest steps in that process. And, because it is asynchronous (i.e. not dependent upon people being online at the same time), you can refer to the network and its resources in the time that's convenient to you, and with a structure that helps you use your network of friends and contacts to your benefit and to theirs.

This is all swell, but there's another aspect to it. Students also use social networking software to

"In a very real sense, what's happening is that the Internet is making communication the simplest part of a transaction, and eliminating the barriers of distance. Social software is just one of the latest steps in that process. And, because it is asynchronous (i.e. not dependent upon people being online at the same time), you can refer to the network and its resources in the time that's convenient to you, and with a structure that helps you use your network of friends and contacts to your benefit and to theirs. "

help each other with assignments and exams. Need an essay on the Roman Empire, or the causes of the American Civil War? Ask your friends—if they don't have one, or their friends don't, one of them probably knows of a Web site that posts essays on these topics. Need the answers to the chemistry final that your teacher always uses for her exams? Go find the online group who has posted copies of that specific exam. And, as cellphones become more powerful and less obtrusive, use your network in real time to help you out with questions during a test.

From a pedagogical point of view, this seems terrible because you're not testing the abilities of the individual, you're testing the abilities of their network. It doesn't give you much of an idea of the true abilities of the individual student.

But does that matter? Let me draw a parallel, one that I've used before. Prior to the introduction of movable type and the printing press by Johannes Gutenberg in the 15th century, students and teachers relied on trained memories to store and access knowledge. When the printing press came along, suddenly memorizing everything wasn't as important—you could look up the answers in a book. Does that mean that referring to a book for information is merely an elaborate way of cheating by copying instead of truly knowing something by rote memorization? We obviously don't think so, but teachers who taught by memorization might. Similarly, we are now seeing our knowledge and learning systems changed by a more flexible, powerful, dynamic medium: IT.

In tomorrow's working world, individuals will have access to networks of people, as well as Internet resources. If they can use these resources well to do their work, is that a bad thing, as long as they get the work done? Isn't that just more efficient?

Well, obviously, the answer is: yes and no. It's a good thing, if (a) they actually understand what they're doing, and are not just acting like a ventriloquist's dummy, and (b) they're not plagiarizing someone else's work without giving due credit. All of which means that teachers will have to become better at devising assignments and tests that assess understanding rather than rote learning. Open book exams may give way to open source exams, and if they're designed well, they may reveal what the student's real abilities are—just not in traditional ways. I'm not saying this will be simple. I'm saying that trying to prevent the use of online resources and networks is almost certain to fail, especially as computers and networks become smarter and more powerful.

But what else is likely to happen? There are two imponderables here, and they compound each other. The first is that the pace of technological change is not only accelerating, but the rate of acceleration is increasing. This means that it's going to be harder and harder to keep up with what's happening. And the second imponderable is that new possibilities are opening up that have never existed before, and none of us knows what consumers will like or be interested in among these new possibilities before they've actually experienced them. For instance, if you had conducted a survey 15 years ago, and asked people if they would be likely to use electronic letters to communicate with others, you would probably have been

met with baffled responses. "Why would I want to write an electronic letter? It's so much easier to just pick up the phone and call people," would have been the likely answer. Yet, today few people could imagine life without email. We just couldn't imagine what it would be like, because we'd never experienced it.

Having said that, let me take a crack at what the future might bring in social software. First, computers are going to get better—much better—at interpreting what we want or mean with a glance, a gesture, through body language, or a tone of voice. They may even be able to interpret your brain waves, effectively reading your surface intentions (if not actually your deeper thoughts), and hence communicate such things to the members of your network. This is going to allow people to communicate more quickly, based on thoughts, feelings, and intentions. Next, communications will continue to get easier, faster, cheaper, and even more ubiquitous, so that some of us may stay "online," that is, plugged into our networks of friends and online resources, all the time, perhaps even while we sleep. It will also allow us to share perceptions with our network, so our friends can share the sights, sounds, and even smells and textures that we are experiencing, or have experienced.

Sharing experiences at this level may lead to a sort of group organism, where the thoughts, perceptions, and sentiments of an individual sweep quickly through a group, influencing others, and creating, at times, instant public opinion shifts. It may also cause networks to become lynch mobs, provoking emotions and overwhelming, considered thought. Communication will no longer be limited to words and ideas. Emotions and intentions will add colour, texture, flavour, and power to them. It may, for instance, be possible to lend an individual courage, or cool second thoughts, or inflame with passions, good or bad.

And what are the implications for education? Clearly, such a group organism will now be more than any individual in the group. They will be both easier and harder to teach—it will be easier to convey information to them, and harder to test them. They will be less pliant and potentially less open to teaching, and more assertive and more confident, even cocky. Depending on the emotions of the group, they may be unruly and defiant, or eager and attentive. Teachers know that groups have a character that is distinct from the individuals in the group, and a unique personality. Tomorrow's networked individual will be like a group, with all the strengths and dangers that implies.

Richard Worzel is Canada's leading futurist who speaks to more than 20,000 business people a year. He is a former PTA president and a Scout leader. He volunteers his time to speak to high school students free of charge. You can reach him by email at futurist@futuresearch.com.



Welcome to TEACH Magazine's 15th Annual Technology Supplement. It is a presentation of new products and services we think you will find useful. We carefully provide narrative descriptions only—they do not qualify as critical reviews or endorsements. Make sure you inquire about educational discounts and pricing. Some products come with teacher's guides.

S O F T W A R E



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Vegas Pro 8

This professional video, audio, and DVD creation software provides a fully customizable workspace for accomplishing a wide

range of production requirements. Dock multiple windows across multiple monitors, save your layouts to fit specific editing tasks, nest Vegas projects within the timeline, customize and save keyboard commands, and use application scripting to automate repetitive tasks.

The software allows you to burn Blue-ray discs directly from the timeline for high-definition delivery. You can also create standard DVDs with multiple video angles, subtitles, multiple languages, and running commentary. There is a comprehensive help system, as well as a detailed interactive tutorial, that provides walk-through demonstrations of common features and functionality.

For more information, visit www.sonycreativesoftware.com/products/product.asp?pid=457



WebSite X5 Evolution

WebSite X5 allows the user to create, customize, and publish professional Web sites and online shops in

just five steps. The software is ideal for users who want an easy and creative way to set up Web sites or digital photo albums. WebSite X5 can provide teachers and students with a straightforward method of creating classroom Web pages and educational sites.

Included in the software is an online guide (also available in PDF format) with video tutorials, a gallery of over 1,000 ready-to-use graphic templates, a graphic editor, and a FTP engine.



For more information about WebSite X5, visit www.websitex5.com/en/index.html

H A R D W A R E



CyberPad (8.5" x 11" Digital Notepad & Graphics Tablet – 2 in 1 combo)

Adesso's CyberPad is the ultimate notepad for anyone and everyone who takes notes. It has the ability to link handwritten notes and graphics to the PC, providing a digital reproduction for future reference. With the bundled software, users can convert their handwriting into digital text. You can easily view, edit, organize, and email your handwritten notes to your computer. The CyberPad includes 32 MB of internal memory that provides 26 directories (A-Z) with 99 pages available in each. It is further expandable with the integrated SD slot that can also be a SD card reader. The CyberPad connects to a PC via USB to instantly transfer and manage notes and images. Once connected to a PC, it can also convert into a fully functional PC tablet.

CyberPad digitally captures and stores everything you write in real time with ink on an ordinary letter (8.5 x 11-in.) or A4 size paper. That way, you can keep both a digital record and a hardcopy duplicate of your handwritten notes even when you're on the move. With CyberPad's bundle (including riteMail®), you can easily view, edit, and organize your handwriting so that it can be converted to digital pages using Windows operating systems. You can save any digital pages as an image file and share your notes with others through email or send notes to your PDA. For more information, visit

www.adesso.com/products_detail.asp?productid=294



MacBook Air

Apple's MacBook Air is nearly as thin as your index finger. Practically every detail that could be streamlined has been. Yet, it still has a 13.3-inch wide-screen LED display, full-size keyboard, and large multi-touch trackpad. The multi-track technology allows you to pinch, swipe, or rotate to zoom in on text, advance through a photo album, or adjust an image (like the gesture-based input available on the iPhone and iPod Touch).

The backlit LED display allows for an even thinner build. It provides instant full-screen brightness the moment you open MacBook Air. The mercury and arsenic-free display is also more power efficient, which translates to longer battery life. In addition, the MacBook Air includes a built-in iSight camera. The integrated camera and iChat software make video chatting easy anywhere there is a wireless network.

For more information about MacBook Air, visit

www.apple.com/ca/macbookair



Zune

Zune is Microsoft's music and entertainment brand that provides an integrated digital entertainment experience. The Zune platform includes a line of portable digital media players, the Zune Marketplace online store, and Zune Social (an online music community). In Spring 2008, Zune players, Zune software, and the Zune Social will be released in Canada. Zune Marketplace will also be launched later in the year.

There are three models of Zune players and they include options for cus-

tomization. All of the devices support video, audio, and pictures and they have FM tuners. Zune players can be set to automatically sync to their PC collection of media via a home wireless network whenever it's placed in its dock or plugged in to charge. This makes it easy to keep the Zune updated with the latest music or podcasts. You can also share select music, pictures, and audio podcasts with other Zune devices nearby.

The black Zune 80 GB has a bright 3.2-inch screen and includes premium in-ear noise-isolating headphones at no extra cost. The slim, ultra-portable Zune 4 GB and the Zune 8 GB will both be available in a variety of colours. Canadians will have the option to customize and purchase their Zune player with laser-engraved designs from leading artists around the world and personal text options through the Zune Originals online store.

For more information about Zune, visit www.zune.net/en-us/press

W E B



Help Me 2 Learn

The Help Me 2 Learn Company is a developer of educational software. They focus on Phonics software that consists of progressive reading programs. The lesson-based programs thoroughly teach fundamental reading skills by using a combination of educational songs, animated concept presentations, and a "learn the words" feature that allows students to see and hear exactly how words are formed from their sounds.

Some of the programs have been designed specifically for children aged 4-11, but many are also appropriate for ESL students or anyone else who



is interested in improving their reading and spelling skills. The Help Me 2 Learn Web site features free online games and activities that include both school and home editions.

For more information, visit
www.helpme2learn.com



Historical Atlas of Canada Online Learning Project

A new online, interactive atlas of Canadian history has been developed by the Department of Geography at the University of Toronto. Called the “Historical Atlas of Canada Online Learning Project,” this Web site is based on the award-winning Historical Atlas of Canada, a three-volume collaborative research and publishing project that uses maps, text, and graphics to explore themes in the history of Canada.

The site’s main focus is on interactive maps. Selected themes from the original atlas have been transformed into interactive “chapters,” that have benefited from new research, writing, and consolidation. Users can zoom in and out on map displays, turn map layers on or off, and access the data tables behind the maps, making the map viewing experience one of active exploration.

The Online Learning Project also offers “Maptours,” or guided explorations of selected chapters in the Atlas, giving users examples of how to navigate the maps and other information. The Historical Atlas of Canada Online Learning Project was made possible through the work of the researchers, authors, editorial boards, and publishers of the original Historical Atlas of Canada, and its funding agencies that include federal government research agencies, provincial ministries, and private donors. The Online Learning Project has been

enabled by a number of additional sponsors, most notably the Government of Canada through the Department of Canadian Heritage and its Canadian Studies Program.

For more information on the Historical Atlas of Canada Online Learning Project, visit www.historicalatlas.ca



The Canadian Olympic School Program

The Canadian Olympic School Program, presented by RBC, has been providing teachers with free classroom resources since 1988. Through this program, students are inspired by Olympian stories, activities, projects, interviews, videos, and contests.

The 2007/2008 elementary curriculum features a series of Olympian athlete stories that focus on the Olympic Values of excellence, fairness, respect, and leadership. The secondary curriculum is comprised of cross-curricular project packs where students solve real life Olympic Games problems. Each project pack contains handouts, teaching tips, an evaluation rubric, and a list of links to provincial learning outcomes.

To learn more, visit
www.olympicschool.ca

from the easy-to-master (such as digital cameras), to the more complex (like probeware and geographic information systems). Each chapter includes a summary of current research on technology’s effectiveness in the classroom, best practice guidelines drawn from research and practitioner literature, and innovative ideas for teaching with the particular technology. The suggested retail price for *Technology in the Secondary Science Classroom* is \$24.96 US.

For additional information or to purchase *Technology in the Secondary Science Classroom* and other books from NSTA Press, visit the NSTA Science Store at www.nsta.org/store

M I S C E L L A N E O U S



Technology in the Secondary Science Classroom

Published by NSTA Press, *Technology in the Secondary Science Classroom* offers intriguing new concepts for technology-based teaching strategies to stimulate teachers’ thinking while deepening students’ engagement in science. The featured technologies range

Dan Lang



CrossCountry Canada 2

<http://www.learningvillage.com/html/rcrosscountry.html>

CrossCountry Canada is a simulation program that puts you in the driver's seat of an 18-wheel truck. Your trip assignments will have you travelling across Canada, picking up different cargoes and getting the goods safely to their final destination. You plan the trip using the on-board compass and maps to determine the best route. While on the road, you can avoid having an accident or a breakdown by ensuring that you get the rest, food, and gas you

need at the right time. So how does this work?

At the beginning of each trip, you are presented with a driving assignment detailing the start point, what goods you have to pick up, and the final destination. Using the map and the cargo guide, you decide which route to take, and which cities to go to for the cargo assignments. Using the on-board

compass, you set the right direction, buckle up, and away you go.

You are now travelling on the road with the scenery rolling by as you progress from city to city on the trip plan. The truck's instrument panel will show you gas levels and the time of day. The log will show you how many hours you have gone without sleep or food. You decide when and where you are going to sleep or eat. If you don't take good care of yourself and your rig, however, you may wind up having an accident. And so you continue, setting the direction on the compass for each new city on your planned route. You keep going, city by city, picking up cargo, until you arrive at the final destination.

Through this simulation experience, you will really become familiar with the locations of the major cities and towns and the basic geography of Canada. You will also get "first hand" experience in map reading, compass navigation, and the type of decision-making involved in operating a commercial vehicle.

Each trip assignment is different and there are 79 cities and towns that you may select from Dawson City to Yarmouth. The program also has QuickTime movies on each of the 50 commodities you might be carrying as cargo.

CrossCountry Canada is a novel way to introduce a young person to Canadian geography and provide them with a tangible sense of the country's landscape. So often when a subject is introduced, the outstanding question can be, "So why is this important (or interesting) to know?" This program provides an engaging way, and a practical reason, to learn Canada's basic geography.

CrossCountry Canada has been used in Canadian schools for years and it is now available for home use. Many young students (boys in particular who have used this program in the past) have said that they couldn't put it down. Boys and girls, who enjoy this type of challenge, will be excited by this program because there are new assignments available every time you play as well as seemingly endless trip variations. The different assignments allow users to learn cartography, as well as the basics of compass navigation and map reading. It is a unique program with lots of potential mileage to it.

Dan Lang is the founder of Learning Village (www.learningvillage.com), an independent review and advisory centre for parents and teachers looking for information on educational software. You may contact Dan by email at dan@dlang.com.



Publisher: Ingenuity Works Inc.

Learning Areas: Names and geographic locations of 79 Canadian cities, map reading, trip planning and compass navigation skills, distance estimation, travel cost management, and problem solving skills.

Age Range: 9/10 - 15 Grades: 4/5 - 10

Minimum Requirements: Win 98 - XP or PowerMac 9.1 - OS X

Ordering Info: The CD-ROM Store:
1-800-250-9229 or www.cdromstore.com



THE ORANGE REVOLUTION PROJECT:

*GOOD GOVERNANCE AND
THE ORANGE REVOLUTION*

Lesson 3

Key Concepts and Issues:

Teachers and students will explore the characteristics of good governance and apply them to their concept of good governance here in Canada. After which, they will examine the events of the Orange Revolution and its aftermath to determine the same.

Introduction:

Governance describes a process of decision-making as well as the process of how decisions are implemented. According to the United Nations, good governance consists of eight major characteristics:

- participation
- transparency
- consensus orientation
- effectiveness and efficiency
- rule of law
- responsiveness
- equity and inclusiveness
- accountability

In effect, good governance is more of an ideal rather than a reality, that is, a goal to strive for in all its totality. The above characteristics help ensure that corruption is minimized; the views of minorities are taken into account and the voices of the most vulnerable in society are heard in decision-making.

Teachers and students will take the above characteristics as a guide and apply them to their concept of good governance here in Canada. After which, they will examine the events of the Orange Revolution and its aftermath to determine the same. In particular, what has transpired since the Orange

Subjects

**Social Studies, World History
World Geography**

GRADE LEVEL:
Grades 9-12

Duration:
Duration: two to four classroom periods
80 minute sessions (plus time allotted
for homework)

Curriculum Links:
Social Studies, World History, World
Geography, Canadian History, Canadian
Geography, Civics and Citizenship.

Canada

*Produced with the financial
support of the Government of Canada
through the Canadian International
Development Agency (CIDA).*



Revolution occurred? Have Canadians and Canadian organizations played a role in the promotion of good governance in the Ukraine? If so, how have they done so and what influence have they had? Has the model for Good Governance been applied elsewhere in the world since the Orange Revolution?

Materials Required:

- Computers with Internet access
- Detailed map of the Ukraine:
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- Supplementary materials on Ukrainian history and culture
- Writing and drawing materials

Expectations/Outcomes:

Students will:

- Research and understand the basic principles of good governance;
- Apply the principles of good governance to the Ukraine during the Orange Revolution;
- Compare good governance in the Ukraine with that in Canada;
- Become aware of Canadians and Canadian organizations working to advance good governance processes and systems in the Ukraine;
- Research and understand the history of good governance or lack thereof in the Ukraine;
- Experience through an online simulation how good governance plays out during a political revolution;
- Write up a case study of a positive model of good governance and compare it to a negative model based on what has been learned about the Orange Revolution;
- Hone critical thinking and analytical skills;
- Work cooperatively in teams.

Step One—Teacher-led Discussion

In a general discussion, introduce the principles of good governance listed above. Take each one in turn and ask the class what they think each of them means. Jot the main points on the board. After each of the principles has been discussed, ask the class to take two of the principles and jot down how they see each being applied in Canada and the Ukraine.

Step Two

After the class has written down their thoughts about the two principles they selected, have them read their answers out to the class.

Step Three

The class will be divided into teams of four or five. Among themselves, the teams will discuss what Canadian organizations they feel exemplify the principles of good governance. If they are not certain about an organization, some supplemental research would be required. They will agree on an organization and document why they feel it is a good example using the list of principles above. The team will then present their findings to the class.

Step Four

Student teams will engage in the Orange Revolution online simulation, exploring the game as fully as possible focusing on what they can learn about good governance during that period, the conditions that existed affecting the country's approach or that of specific groups and/or organizations and implementation of good governance and the roles Canadians played at that time. The team will take notes documenting their observations. The online simulation may be explored as a group or individually.

Step Five

Having researched the conditions leading up to the Orange Revolution and its history, each team will prepare a case study on a positive model of good governance, one they came across during the online simulation or through subsequent research. The teams will then compare the positive case study to one that is negative with the same conditions applying (i.e., as a result of the online simulation and/or subsequent research). Each team will then prepare a PowerPoint presentation detailing each of the case studies. As a team, the case studies will be presented to the rest of the class.

Optional Extension Activities

Students will complete at least one of the following:

- The class will participate in a debate with pairs of teams assigned the pro and con side of the debate question. The debate may be developed around the issue of a question such as: "Be it resolved that the



application of the principles of good governance would not have changed the outcome of the Orange Revolution." Use the resources below as guidelines for the set-up for formal debates:

<http://www.dushkin.com/usings/guide/method4.mhtml>

<http://en.wikipedia.org/wiki/Debate>

<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=457153>

- Track stories in the media that involve either political or corporate good governance and write an analysis of how the organizations stack up when the principles of good governance are applied.
- Write a one-act play about the Orange Revolution from the perspective of a student or group of students who participated in the ongoing protest and what they felt they achieved or didn't in the Revolution's aftermath. Team members will divvy up responsibilities determining who will write, direct etc.
- Create an ideal organization that will play some developmental role in the Ukraine. Write the charter of this organization, determine its mandate and how it will make a difference when it deploys its resources in the Ukraine.



- Look 50 years into the future and write an imaginary scenario describing conditions in the Ukraine with a focus on its governance and how it is functioning. Read the scenario to the class.

Assessment and Evaluation

Evaluate the class teams on their oral reports:

Content: was the content/strategy clearly articulated and well thought out? Were the points the team made persuasive?

Presentation: was the presentation well-delivered, easy-to-hear and understand with good vocal quality, gestures, posture etc?

Effectiveness: were the points presented effective? How practical were the suggestions?

Teamwork: did the group work well and effectively together?

Assess students on their written work:

Grammatically correct with sentences properly structured, i.e. use of complex sentence structure and correct verb tenses, spelling and punctuation

Comprehension of the word/phrases—sentences clearly reveal the meaning

Ideas are expressed clearly



Information is well-organized

Evaluate the groups on their presentation work:

Is the information presented clearly?

What have they done to enhance the presentation?

Is the use of oral and visual communication effective?

Evaluate students on their presentation work:

Their contribution to group knowledge

The preparation undertaken for research and investigation

Articulation of goals, devising alternate solutions, selecting best alternatives

Setting personal goals for working effectively with others

Student Evaluation Questions Specific to Lesson Plans:

BEFORE (Pre-implementation)

Define Human Rights, Good Governance and Democracy.

AFTER (Post-implementation)

Re-state your definition of Human Rights, Good Governance and Democracy with examples from the Orange Revolution unit, Canada's International Development role and other examples illustrating your understanding.



Good Governance

BEFORE (Pre-implementation)

- Are students aware of the universal principles of good governance as defined by the United Nations?
- Can students name any Canadian organizations that represent examples of good governance?
- Can students name any Ukrainian organizations that represent examples of good governance?
- Is it possible for students to compare the application of good governance in Canada to that of the Ukraine?
- Can students name any Canadians and/or Canadian organizations working to apply the principles of good governance in the Ukraine?

Lesson content will support student knowledge and attitudes as they consider the following questions and experience the game simulation:

- Do the universal principles as defined by the United Nations apply to the Ukraine?
- How would students compare the application of good governance in Canada to that of the Ukraine?
- What influence, if any, have Canadians and Canadian organizations had on the application of good governance in the Ukraine?

AFTER (Post-implementation)

- Have students name the universal principles of good governance as defined by the United Nations.



Students will name any Canadian organizations and/or individuals who exemplify the principles of good governance while actively working in the Ukraine.

- Students will name any Ukrainian organizations and/or individuals who are practicing the universal principles of good governance as a result of Canadian involvement.
- Students will name the specific Canadian organizations and/or individuals who had an influence on Ukrainian organizations and/or individuals in applying the universal principles of good governance and will state the nature of those influences.

Assessment and Evaluation

Each lesson plan has a comprehensive approach to assessment and evaluation. Teachers will be required to assess prior knowledge of each topic by referring to the questions listed for “before” the lesson and “after” the lesson has been implemented. Part of the requirement will be some measurement of how much students have learned as a result of participating in the Orange Revolution Project. To do this effectively, some base line of existing knowledge needs to be documented by the teacher before implementation of the lesson plans begins.



PROJET SUR LA RÉVOLUTION ORANGE

*DROITS DE LA PERSONNE,
DÉMOCRATIE ET BONNE
GOUVERNANCE*

Troisième cours



Sujets

Études sociales, histoire du monde, géographie du monde

ANNÉES VISÉES

Neuvième à douzième années

Durée : de deux à quatre périodes de 80 minutes (plus du temps pour les devoirs à la maison)

Liens avec le curriculum

Études sociales, histoire du monde, géographie du monde, histoire du Canada, géographie du Canada, éducation civique et citoyenneté



*Réalisé grâce à la contribution
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canadienne de développement
international (ACDI).*

Bonne gouvernance et Révolution orange

Notions importantes

Enseignants et élèves analyseront les caractéristiques d'une bonne gouvernance et les appliqueront à leur notion d'un bon gouvernement ici au Canada. Après quoi, ils étudieront les événements de la Révolution orange et ses conséquences pour se livrer à la même analyse.

Introduction

Le terme « gouvernance » décrit à la fois un processus de prise de décisions et l'application de ces décisions. Selon les Nations Unies, la bonne gouvernance comporte huit grandes caractéristiques :

- la participation
- la norme juridique
- la transparence
- la capacité de réaction
- l'orientation vers un consensus
- l'équité et la globalité
- l'efficacité et l'efficience
- la responsabilité devant le public.

En effet, la bonne gouvernance est plus un idéal qu'une réalité, c'est-à-dire un objectif qu'il faut viser dans sa totalité. Les caractéristiques ci-dessus aident à assurer que la corruption est minimisée, que l'opinion des minorités est prise en considération et que la voix des plus vulnérables dans la société est entendue dans la prise de décisions.

Enseignants et élèves prendront pour guide les caractéristiques ci-dessus

et les appliqueront à leur notion de bonne gouvernance ici au Canada. Après quoi, ils analyseront les événements de la Révolution orange et ses conséquences pour faire la même chose avec l'Ukraine. Entre autres, qu'est-ce qui est arrivé depuis la Révolution orange ? Les Canadiens et des organismes canadiens ont-ils joué un rôle dans la promotion d'une bonne gouvernance en Ukraine ? Si oui, comment s'y sont-ils pris et quelle influence ont-ils eue ? Le modèle de bonne gouvernance a-t-il été appliqué ailleurs dans le monde depuis la Révolution orange ?



Durée : de deux à quatre périodes de 80 minutes (plus du temps pour les devoirs à la maison)

Liens avec le curriculum : Études sociales, histoire du monde, géographie du monde, histoire du Canada, géographie du Canada, éducation civique et citoyenneté



Matériel nécessaire

- Des ordinateurs avec accès à Internet
- Une carte détaillée de l'Ukraine :
<http://plasma.nationalgeographic.com/mapmachine/index.html>
- Des documents supplémentaires sur l'histoire et la culture de l'Ukraine
- De quoi écrire et dessiner

Attentes et résultats

Les élèves sauront :

- faire une recherche sur les principes élémentaires de bonne gouvernance et les comprendre ;
- appliquer les principes de bonne gouvernance à l'Ukraine durant la Révolution orange ;
- comparer la bonne gouvernance en Ukraine et au Canada ;
- prendre conscience que des particuliers et des organismes canadiens travaillent à l'avènement d'un processus pour une bonne gouvernance en Ukraine ;
- faire une recherche sur l'histoire de la bonne gouvernance – ou de son absence – en Ukraine et la comprendre ;
- faire l'expérience, par le biais d'une simulation en ligne, de la façon dont une bonne gouvernance se manifeste durant une révolution politique ;
- rédiger l'étude de cas d'un modèle positif de bonne gouvernance et le comparer à un modèle négatif à partir de ce qu'ils auront appris sur la Révolution orange ;
- perfectionner leur pensée critique et leurs techniques d'analyse ;
- travailler en équipe.

Première étape — Discussion dirigée par l'enseignant(e)

Dans une discussion générale, introduisez les principes de bonne gouvernance précisés plus haut. Prenez-les les uns après les autres et demandez aux élèves quel sens ils donnent à chacun. Inscrivez au tableau les principaux points qui se dégagent. Une fois que tous les principes auront été discutés, demandez aux élèves d'en choisir deux et de noter comment ils les voient appliqués au Canada et en Ukraine.

Étape 2

Lorsque les élèves auront inscrit leurs réflexions sur les deux principes choisis, demandez-leur de les lire à l'ensemble de la classe.

Étape 3

Répartissez les élèves en équipes de quatre ou cinq qui détermineront quels sont les organismes canadiens qui illustrent les principes de bonne gouvernance. S'ils ont besoin de précisions sur un organisme en particulier, ils feront quelques recherches supplémentaires. Ils se mettront d'accord sur le choix d'un organisme et expliqueront pourquoi, à leur avis, c'est un bon exemple, à partir de la liste des principes indiquée plus haut. Chaque équipe présentera ensuite ses conclusions à la classe.

Étape 4

Les équipes feront une simulation en ligne de la Révolution orange, tirant du jeu le maximum et se concentrant sur ce qu'ils ont appris sur la bonne gouvernance durant cette période, sur les conditions qui influaient sur la démarche du pays ou celle des groupes ou des organismes et sur l'établissement d'une bonne gouvernance, et le rôle joué par les Canadiens à ce moment-là. Les équipes prendront des notes pour étayer leurs observations. La simulation en ligne pourra se faire individuellement ou en groupe.

Étape 5

Ayant fait des recherches sur les conditions qui ont conduit à la Révolution orange et sur son histoire, chaque



équipe préparera une étude de cas sur un modèle positif de bonne gouvernance rencontré durant la simulation en ligne ou dans le cadre de leurs recherches postérieures. Les équipes compareront alors une étude de cas positive et une étude négative, en appliquant les mêmes conditions (c'est-à-dire suite à la simulation ou aux recherches postérieures). Elles prépareront ensuite une présentation en PowerPoint sur les études de cas qu'elles exposeront, chacune leur tour, au reste de la classe.

Activités supplémentaires facultatives

Les élèves feront au moins une des activités suivantes.

- Participer avec l'ensemble de la classe à un débat, avec des groupes de deux équipes, l'une en faveur, l'autre contre la question débattue qui peut être « Qu'il soit résolu que l'application des principes de bonne gouvernance n'aurait pas changé les résultats de la Révolution orange. » Aller dans les sites ci-dessous pour trouver des directives sur la façon d'organiser un débat 'officiel' :
<http://www.dushkin.com/usings/guide/method4.mhtml>
<http://en.wikipedia.org/wiki/Debate>
<http://www.unausa.org/site/pp.asp?c=fvKRI8MPJpF&b=457153>
- Retrouver dans les médias des nouvelles concernant la bonne gouvernance soit d'un organisme politique soit d'une société commerciale et rédiger une analyse comparative du comportement de ces entités



lorsqu'on applique les principes de bonne gouvernance.

- Écrire une pièce en un acte sur la Révolution orange selon la perspective d'un(e) élève ou d'un groupe d'élèves qui ont participé aux manifestations en indiquant ce qu'ils pensent avoir réalisé ou non dans l'après-Révolution. Les membres de l'équipe se partageront les responsabilités et décideront qui rédige, qui dirige, etc.
- Créer un organisme idéal qui jouera un rôle dans l'évolution de l'Ukraine. Rédiger ses statuts, en préciser le mandat et la façon dont il changera les choses lorsqu'il ira s'implanter en Ukraine.
- Se projeter cinquante ans dans l'avenir et imaginer un scénario décrivant les conditions en Ukraine en insistant sur la gouvernance de ce pays et sur son fonctionnement. Lire le scénario à la classe.

Évaluation

Évaluation du rapport oral des équipes

Contenu – Le contenu, la stratégie ont-ils été clairement exprimés et bien élaborés ? Les remarques faites par l'équipe étaient-elles convaincantes ?

Présentation – La présentation a-t-elle été bien faite, facile à écouter et à comprendre, avec une bonne qualité de voix, l'attitude et les gestes voulus, etc. ?

Efficacité – Les points présentés ont-ils été probants ? Dans quelle mesure les suggestions étaient-elles pratiques ?



Travail d'équipe – Le groupe a-t-il bien travaillé ensemble, et de façon productive ?

Évaluation du travail écrit des élèves

Travail grammaticalement correct, avec des phrases bien construites, par exemple des phrases complexes, avec des verbes bien conjugués, une bonne orthographe, une bonne ponctuation

Compréhension des mots et des expressions — les phrases sont explicites

Idées clairement exprimées

Informations bien organisées

Évaluation du travail de présentation des équipes

Les informations étaient-elles clairement présentées ?

Qu'ont fait les équipes pour améliorer la présentation ?

Le recours à la communication orale et visuelle a-t-il été efficace ?

Évaluation du travail de présentation des élèves

Contribution aux connaissances de l'équipe

Préparation entreprise pour la recherche et l'enquête

Élaboration des objectifs, conception de solutions de remplacement, choix de meilleures alternatives



Définition des objectifs personnels pour bien travailler avec les autres

Évaluation des élèves sur les questions propres au plan de cours

AVANT (Pré-réalisation)

Définir les droits de la personne, une bonne gouvernance et la démocratie

APRÈS (Post-réalisation)

Redéfinir les droits de la personne, une bonne gouvernance et la démocratie avec des exemples tirés de l'unité sur la Révolution orange, le rôle du développement international du Canada, et d'autres montrant ce qu'ils ont compris.

Bonne gouvernance

AVANT (Pré-réalisation)

Les élèves connaissent-ils les principes universels de bonne gouvernance tels qu'ils sont définis par les Nations Unies ?

- Connaissent-ils des organismes canadiens qui constituent des exemples de bonne gouvernance ?
- Connaissent-ils des organismes ukrainiens qui constituent des exemples de bonne gouvernance ?
- Peuvent-ils comparer l'application des principes de bonne gouvernance au Canada et en Ukraine ?
- Connaissent-ils des particuliers ou des organismes canadiens qui travaillent pour appliquer les principes de bonne gouvernance en Ukraine ?

Le contenu du cours renforcera les connaissances et les attitudes des élèves lorsqu'ils répondront aux questions suivantes et feront le jeu de simulation.



Les principes universels tels qu'ils sont définis par les Nations Unies s'appliquent-ils à l'Ukraine?

- Comment les élèves pourraient-ils établir une comparaison entre l'application des principes de bonne gouvernance au Canada et en Ukraine ?
- Quelle influence, le cas échéant, des particuliers ou des organismes canadiens ont-ils eue relativement à l'application des principes de bonne gouvernance en Ukraine ?

APRÈS (Post-réalisation)

- Faites énoncer par les élèves les principes universels de bonne gouvernance tels qu'ils sont définis par les Nations Unies.
- Faites-les nommer des organismes ou des particuliers canadiens qui illustrent parfaitement les principes de bonne gouvernance pendant qu'ils travaillent activement en Ukraine.
- Faites-les nommer des organismes ou des particuliers ukrainiens qui pratiquent les principes universels de bonne gouvernance suite à la participation canadienne.
- Faites-les nommer les organismes et les particuliers canadiens qui ont eu une influence sur des organismes ou des particuliers ukrainiens relativement à l'application des principes universels de bonne gouvernance ainsi que la nature de ces influences.

Évaluation

Chaque plan de cours comporte une évaluation globale. Les enseignants seront tenus d'évaluer au départ les connaissances sur chaque sujet en se référant aux questions indiquées « avant » et « après » la conclusion du cours. Une partie de ce travail consistera à mesurer ce que les élèves auront appris suite à leur participation au projet sur la Révolution orange. Pour que ce travail soit efficace, l'enseignante ou l'enseignant doit avoir noté les connaissances que les élèves possédaient avant le début du cours.



On line social networking sites



Elgg

Elgg is an open source social platform based around choice, flexibility, and openness—a system that firmly places individuals at the centre of their activities. Users have the freedom to incorporate all of their favourite tools within one environment and showcase their content with as many or as few people as they choose.

Some of the features included are blogging, social networking, file repositories for individuals and communities, podcast support, user profiles, full RSS support, and multilingual capabilities.

For more information, visit <http://elgg.org>



Twitter

Twitter is an online service for friends, family, and co-workers to communicate and stay connected through the exchange of quick, frequent answers to one simple question: What are you doing? It was created with the belief that even basic updates are meaningful to family members, friends, or colleagues, especially when they are timely.

Using this free social networking and micro-blogging service, users can send “tweets” (text-based posts) to the Twitter Web site. Users can receive updates via the Web site, instant messaging, SMS, RSS, or email. For more information, visit <http://twitter.com>



Ning

Ning offers the latest social networking features, all infinitely customizable. Since it works as a platform, you don't have to appeal to Ning for the features you want. If you have the time and the inclination, you can build features yourself. Unlike other services that offer a “one-size-fits-all” set up, Ning runs on a programmable platform.

Founded in 2004, Ning has provided artists, musicians, athletes, bloggers, video channels, journalists, students, educators, and parents with the opportunity to create their own social network for anything that they choose. Ning makes efforts to continuously improve both the platform and the social networks powered by it.

For more information, visit www.ning.com



Linked Up: Now What?

By Carmen Berg

"The Internet has the potential to help encourage lifelong learning and to reduce obstacles to learning, such as cost and distance." Larry McKeown and Cathy Underhill, Statistics Canada (2008)

Social networking online is no longer just a recreational activity but has become a tool for learning in the classroom. The widespread use of computers is equipping students with technology-based skills and has become an important component of school systems across the country. Embedded in most educational curricula are information and communication technology (ICT) outcomes. Not to be taught as a separate subject, they are to be woven into the existing fabric of core and complementary or option courses. As a result, virtually all schools in Canada have computers, with more than 90% connected to the Internet according to an Information and Communications Technologies in Schools Survey released by Statistics Canada (2003/04).

Since its commercial launch in 1993, the Web has been utilized as a vast, unending source of information. Within the classroom and for the front-line educator, the Internet has morphed from a primary information source to a virtual learning environment (VLE). This evolution has been driven by course subjects such as ICT where students engage in an informal but collaborative personal learning environment (PLE) having access to the resources needed to document, consume and communicate their learning. Online, self and peer assessment can take place anytime, anywhere.

But do online social networking tools promote, encourage and enhance learning and if so, how do front-line educators achieve this? Blogs, wikis, video sharing sites like YouTube and social groups like Yahoo are all a part of online social networking and can be utilized as a personal professional development resource or an instructional tool in the classroom.

Providing opportunities for both mentor support and forums for information exchange, online social networking is a practical, effective and popular method of increasing familiarity and comfort with new Web 2.0 tools. Online platforms, like Ning or Elgg, allow educators to create their own free, ad-absent social Web sites and social networks. These networks have the potential to become enormous virtual staff rooms where like-minded individuals can share time-tested techniques and tools as well as resources and classroom materials. Information can be posted, viewed, reviewed, commented on

and, in some cases, edited. As quoted in Education Week's Digital Directions, Michael Horton (operator of <http://scienceinquirer.wikispaces.com>) says, "Wikis have become valuable tools for sharing best practices and discussing strategies for teaching. They provide collaborative visual communications and resources for educators in multiple environments. Moreover, Horton insists that "educators do not have to be technology experts to implement wikis because they are fairly simple to use." Kimberly Brown, a teacher at Haultain Community School in Saskatchewan, uses "Twitter to stay in touch with other teachers who integrate technology into their teaching."

But for students?

"The collaborative, conversational exchanges in which today's students have become so fluent outside class are the best way to deliver learning inside it." Dave Tosh, Elgg creator

Consider that 93% of students aged 13-16 have computers at home and of those, 85% are connected to the Internet. While Canadian children spend, on average, 12.9 hours a week watching television, they spend almost 10 hours online. For these students, learning can happen 24/7. Children, as young as six, tweens and teens are using social networks for homework in addition to chat and instant messaging reports Education Matters: Computers in the Classroom (StatsCanada 2003/04).

So do these tools have a place in the classroom?

"Absolutely," says Ken Corley, a grade 11 educator at Vincent Massey Collegiate in Winnipeg, Manitoba. He believes "the quality of students' work is much higher when the potential audience is relatively large." His Web site (www.vmccorely.wikispaces.com) records the locations of outside visitors effectively demonstrating, to students, that their intended audience extends to the entire world. Best used for projects that require close collaboration, "the pedagogical continuum of activating, acquiring and applying may be easily integrated using the wiki approach."

And it's not just for high school. Middle school and elementary teachers are also using the technology. Kimberly Brown uses Class Blogmeister (http://www.classblogmeister.com/blog.php?blogger_id=73127) with her grade 6 and 7 class to publish writing, contact other classrooms and share thoughts and ideas with their blog partners. She uses Wikispaces for global collaborative

projects, story writing, curriculum content, weekly math problems and literature circles. She also includes video content from YouTube and TeacherTube that is relevant to her teaching topics. Kathy Cassidy, a grade 1 and 2 teacher at Westmount Elementary School in Moose Jaw, also uses wikis and teaches her class about blogging (http://classblogmeister.com/blog.php?blogger_id=1337). These online social networks provide “an authentic audience for student writing,” says Kimberly Brown. “Students develop pride in their work when they know it will be reviewed by others.” Students, it seems, are anxious to get on the Net.

With any new technology, however, there are associated risks and benefits. “Taking advantage of the Internet’s rich, dynamic learning environment and multimedia is one of many benefits,” says Ken Corley. “Students are much more collaborative. Their roles change from that of a passive to an active learner and they can create content.” Online social networking has the immediacy needed for short term courses or semesters that snail mail projects are unable to deliver. Furthermore, projects can be completed online in a paperless, environmentally-friendly forum and parental response has been overwhelmingly positive. These collaborative online projects increase awareness of what is going on in the classroom and are an excellent extension beyond the traditional parent-teacher conference.

It is the associated risks that have most school boards and districts limiting the staff’s and students’ access to these potentially powerful learning tools. Many school boards are concerned that these online networking tools will create privacy and security risks. Legislation like FOIP (Freedom of Information and Protection of Privacy Act) in Alberta and COPPA (Children’s Online Privacy Protection Act) in the United States restricts what information can be collected and how it can be distributed. Many teachers including Vicki Davis and Julie Lindsay who are the founders of The Flat Classroom (<http://flatclassroomproject.wikispaces.com/>), a nationally acclaimed and award winning wiki, require that students use pseudonyms and not list any personal information. Younger students are instructed to use avatars instead of personal photos. However, even these precautions may not be enough to reduce all of the potential risks. In a recent online debate for The Economist (http://www.economist.com/debate/index.cfm?action=summary&debate_id=3) regarding online social networking in education, critics including Michael Bugeja (the Director of Greenlee School of Journalism and Communication at Iowa State University of Science and Technology) purport that even ad-free educational sites collect information for future consumer use and financial gain.

Another risk, especially considering the hacking of photos on Facebook and MySpace, is security. In a recent article featured in The

New York Times (<http://www.nytimes.com/2008/02/28/technology/personaltech/28pogue-email.html>), David Pogue claims the security risk is minimal, but those utilizing online social networks in the classroom recommend that schools have, prior to the start of any online project, a strong acceptable use policy that has been talked about with users. The University of Pittsburgh (<http://digcit.ucsur.pitt.edu/>) has taken it one step further by defining digital citizenship and the digital footprint users leave on the Net.

Ken Corley addresses security concerns by having the parents of his students sign a document that spells out how the wiki project will minimize the risk to their child. Creators of these online programs have also added new tracking tools that allow instructors to see and,

in most cases, approve of every editing change. This avoids the posting of inappropriate, incorrect or distracting material on the site. Tracking may also control unfair editing and the opportunities for cyber bullying. However, it can’t prevent a student from being overwhelmed by the volume of edits or opinions.

Other risks to consider include copyright issues. According to the Canadian Intellectual Property Office (CIPO), a student would acquire copyright automatically when they created their original work or other subject matter. But one need only look at the material presented at Canada’s national science fair to recognize that students have excellent, patent-worthy ideas that need to be protected.

Charged with the responsibility to embrace and utilize new technologies in order to deliver more individualized instruction, how does a teacher go about implementing online social networking when most boards and districts have blocked access due to fears about student security? Teachers need to be aware of firewalls, blocking software and prohibition of access within their own networks while determining how to effectively and safely navigate through these obstacles to allow user-generated content. Supportive administration and informational technology departments can assist in making an online assignment or project a reality.

There is growing evidence that social networking tools can deliver a powerful and dynamic teaching and learning experience in classrooms across the country. We know that students as young as 11 or 12 are active on social networking sites. Clearly, precautions must be taken particularly with younger students. Collaborative learning online, however, can help many students make the transition from passive to active learners. Social networking also has the potential to deliver a richer experience for teachers in the classroom.

*Carmen Berg is a contributing author for **Physics** published by Pearson Education Canada and a regular contributor for **Calgary’s Child**. She can be reached at ccrberg@hotmail.com.*

Online Professional Development Sites

<http://www.ilearn-canada.org/>

<http://sigte2008.ning.com/>

<http://www.classroom20wiki.com/>

<http://globaleducation.ning.com/>

<http://twitterbookgroup.wikispaces.com/#tochome4>

http://www.peace-education.ca/core.php?content=pec_canada

<http://www.elgg.org/>

Connecté : et après ?

Par Carmen Berg

« L

'Internet a le potentiel d'encourager un apprentissage permanent et de réduire les obstacles à cet apprentissage, tels que le coût et la distance. »

Larry McKeown et Cathy Underhill, Statistique Canada (2008)

Le réseautage social en ligne n'est plus simplement une activité de loisirs, il est dorénavant un outil d'apprentissage en classe. L'utilisation massive des ordinateurs permet aux élèves d'acquérir des compétences informatiques et est devenue un objectif majeur des systèmes scolaires dans tout le pays. Ainsi, des connaissances dans le domaine des technologies de l'information et de la communication (TIC) sont-elles escomptées dans la plupart des programmes pédagogiques. Ces technologies ne doivent pas être enseignées comme une matière à part mais faire partie intégrante de tous les cours, qu'ils soient de base, complémentaires ou à options. En conséquence, selon une Enquête sur les technologies de l'information et des communications dans les écoles (ETICE) publiée par Statistique Canada (2003-2004), pratiquement toutes les écoles canadiennes ont des ordinateurs dont plus de 90 p.100 sont connectés à l'Internet.

Depuis son lancement sur le marché en 1993, la Toile est devenue une source infinie d'informations. Dans la classe et pour l'éducateur en première ligne, de source primaire d'information qu'il était, l'Internet est devenu un milieu d'apprentissage virtuel (MAV). Cette évolution a été alimentée par des matières telles que les TIC, où les élèves sont placés dans un environnement d'apprentissage personnel (EAP) collaboratif et informel, qui leur donne accès aux ressources nécessaires pour étayer, consommer et communiquer leur apprentissage. Avec un réseau, l'évaluation par soi-même et par les pairs peut se faire n'importe où et n'importe quand.

Mais ce réseautage social en ligne favorise-t-il l'apprentissage et si oui, comment les éducateurs en première ligne y parviennent-ils ? Les blogs, les wikis, les sites de partage vidéo tels que YouTube et les groupes sociaux comme Yahoo font tous partie de ce type de réseautage et peuvent être une source de perfectionnement professionnel personnel ou un outil pédagogique.

Attendu qu'il favorise à la fois le mentorat et des forums d'information, le réseautage social en ligne est un moyen pratique, efficace et populaire de rendre les nouveaux outils Web 2.0 plus familiers et plus conviviaux. Les plates-formes en ligne, telles que Ning ou Elgg, permettent aux éducateurs de créer leurs propres sites web

et réseaux sociaux gratuits, exempts de publicité. Ces réseaux ont le potentiel de devenir d'énormes salles de professeurs virtuelles où des personnes compatibles peuvent échanger des techniques et des outils éprouvés, de même que des ressources et du matériel pédagogique. L'information peut être affichée, vue, revue, commentée, voire modifiée. Comme le dit Michael Horton dans Education Week's Digital Directions, (exploitant de <http://scienceenquérir.wikispaces.com>) « Les wikis sont devenus des outils précieux pour partager les meilleures pratiques et discuter de méthodes pédagogiques. Ils offrent des communications visuelles collaboratives et des ressources pour les éducateurs en environnement multiple. De plus, M. Horton souligne que « les éducateurs n'ont pas besoin d'être des as de la technologie pour mettre en place des wikis car ils sont très faciles d'utilisation ». Kimberly Brown, enseignante dans une école communautaire de Haultain (Saskatchewan), utilise « Twitter » pour rester en contact avec d'autres enseignants qui intègrent la technologie à leur enseignement.

Mais qu'en est-il des élèves ?

« Les conversations sur le mode de la collaboration que les élèves d'aujourd'hui maîtrisent parfaitement en dehors de la classe sont le meilleur moyen de favoriser l'apprentissage dans la classe. »

Dave Tosh, créateur de Elgg

« Il faut savoir que 93 p. 100 des élèves de 13 à 16 ans ont un ordinateur à la maison et que, parmi ceux-là, 85 p. 100 sont connectés à Internet. Étant donné que les petits Canadiens regardent en moyenne la télévision pendant 12,9 heures par semaine, ils passent presque dix heures en ligne. Pour ces élèves, l'apprentissage peut se faire 24 heures sur 24, sept jours sur sept. Selon Questions d'éducation : les ordinateurs en classe (Statistique Canada 2003-2004), en plus des clavardages et des messageries instantanées les enfants dès l'âge de six ans, les pré-adolescents et les adolescents utilisent des réseaux sociaux pour faire leurs devoirs.

Mais ces outils ont-ils leur place en classe ?

« Absolument », répond Ken Corley, enseignant de 11^e année à Vincent Massey Collegiate à Winnipeg (Manitoba). Il estime que « la qualité du travail des élèves est bien supérieure lorsque le public potentiel est relativement vaste. Son site web (www.vmccorely.wikispaces.com) relève la situation géographique des visiteurs externes,

ce qui démontre bien que le public qu'il visait est effectivement le monde entier. Idéal pour les projets qui exigent une étroite collaboration, « le continuum pédagogique qui consiste à activer, à acquérir et à appliquer est facile à intégrer avec la démarche wiki ».

Et cela ne s'applique pas uniquement à l'école secondaire. Les enseignants de l'intermédiaire et de l'élémentaire ont aussi recours à cette technologie. En Saskatchewan, Kimberly Brown utilise Class Blogmeister (http://www.classblogmeister.com/blog.php?blogger_id=73127) avec ses élèves de 6^e et de 7^e année pour publier des écrits, prendre contact avec d'autres classes et échanger des réflexions et des idées avec leurs partenaires de blog. Elle se sert de Wikispaces pour des projets de collaboration à l'échelle du monde, la rédaction, le contenu du programme, des problèmes de maths hebdomadaires et des cercles littéraires. Elle intègre aussi un contenu vidéo provenant de YouTube et de TeacherTube qui correspond aux matières qu'elle enseigne. Kathy Cassidy, enseignante de 1^e et de 2^e année à l'école élémentaire de Moose Jaw, utilise aussi les wikis et apprend à sa classe à se servir de blogs (http://classblogmeister.com/blog.php?blogger_id=1337). Ces réseaux sociaux en ligne fournissent « un vrai public pour les rédactions des élèves », estime Kimberly Brown. « Les élèves sont fiers de leurs travaux lorsqu'ils savent qu'ils seront revus par d'autres ». Il semble que les élèves tiennent absolument à être sur le Net.

Pourtant, comme dans toutes les nouvelles technologies, les avantages s'accompagnent de risques. « Tirer parti du milieu d'apprentissage riche et dynamique qu'est l'Internet et des multimédias est l'un des nombreux avantages » précise Ken Corley. « Les élèves collaborent beaucoup plus facilement. De passifs qu'ils étaient, ils deviennent des apprenants actifs et créent un contenu. » Le réseautage social en ligne apporte l'immédiateté nécessaire pour les cours ou les semestres courts, que n'ont pas les projets classiques, lents par nature. De plus, ces projets peuvent se réaliser en ligne du début à la fin, sans papier et dans le respect de l'environnement ; la réaction des parents a d'ailleurs été extrêmement positive. Les projets collaboratifs en ligne permettent de mieux savoir ce qui se fait en classe et repoussent les limites du dialogue traditionnel entre parents et enseignants.

Ce sont les risques associés à ces pratiques qui font que la plupart des conseils et des districts scolaires limitent l'accès du personnel et des élèves à ces puissants outils d'apprentissage. De nombreux conseils scolaires s'inquiètent des risques que ces outils de réseautage en ligne créent pour la vie privée et la sécurité. Des législations telles que la Freedom of Information and Protection of Privacy Act (loi sur la liberté de l'information et la protection de la vie privée) en Alberta et la Children's Online Privacy Protection Act (loi sur la pro-

tection de la vie privée en ligne pour les enfants) aux États-Unis limitent les renseignements qu'il est possible de recueillir et leur mode de diffusion. De nombreux enseignantes et enseignants, dont Vicki Davis et Julie Lindsay qui ont fondé The Flat Classroom (<http://flatclassroomproject.wikispaces.com/>), un wiki primé et reconnu à l'échelle nationale, exigent que les élèves utilisent des pseudonymes et ne donnent aucune information personnelle identifiable. Elles demandent aux élèves plus jeunes de présenter des avatars et non des photos personnelles. Pourtant, ces précautions restent insuffisantes pour réduire tous les risques potentiels. Dans un récent débat en ligne pour The Economist (http://www.economist.com/debate/index.cfm?action=summary&debate_id=3) à propos du réseautage social en ligne en éducation, des critiques – et parmi eux Michael Bugeja (directeur de l'école Greenlee de journalisme et de communication à l'université de sciences et de technologie de l'état d'Iowa – prétendent que même les sites pédagogiques sans publicité recueillent des informations pour une utilisation ultérieure visant la consommation et les profits financiers.

La sécurité présente un autre risque, en particulier si l'on considère le piratage des photos sur Facebook et MySpace. Dans un récent article du New York Times, (<http://www.nytimes.com/2008/02/28/technology/personaltech/28pogue-email.html>), David Pogue soutient que le risque de la sécurité est minimal, mais ceux qui utilisent le réseautage social en ligne en classe doivent recommander que les écoles aient fixé, avant le lancement de tout projet en direct, une politique rigoureuse sur l'utilisation acceptable des réseaux, après

discussion avec les utilisateurs. L'Université de Pittsburgh (<http://digit.ucs.pitt.edu/>) est allée plus loin dans les mesures de sécurité en définissant la citoyenneté et l'empreinte numériques que les utilisateurs laissent sur la Toile.

Ken Corley règle les problèmes de sécurité en faisant signer aux parents un texte qui précise en quoi le projet wiki minimise le risque pour leur enfant. Les créateurs de ces programmes en ligne ont également ajouté de nouveaux outils de surveillance qui permettent aux instructeurs de voir les modifications apportées et, dans la plupart des cas, de les approuver. Ceci évite d'afficher sur le site des documents déplacés, inadaptés ou gênants. La surveillance peut également contrôler les révisions injustes et les occasions de cyber-brutalités. Elle ne peut pourtant pas empêcher un élève d'être submergé par le volume de modifications ou d'opinions.

Autres risques à souligner, ceux qui ont trait au droit d'auteur. Selon l'Office de la propriété intellectuelle du Canada (OPIC), un élève acquerrait automatiquement un droit d'auteur s'il crée une œuvre originale ou autre travail. Il suffit de regarder ce qui a été présenté au Salon national des sciences du Canada pour reconnaître

Sites de perfectionnement professionnel en ligne

<http://www.ilearn-canada.org/>

<http://sigte2008.ning.com/>

<http://www.classroom20wiki.com/>

<http://globaleducation.ning.com/>

<http://twitterbookgroup.wikispaces.com/#tohome4>

[http://www.peace-education.ca/core.](http://www.peace-education.ca/core.php?content=pec_canada)

<http://www.elgg.org/>

que les élèves ont parfois d'excellentes idées dignes d'être brevetées qui méritent d'être protégées.

Mais alors comment un enseignant, responsable de comprendre et d'utiliser les nouvelles technologies afin de proposer un enseignement plus individualisé, peut-il mettre en place un réseautage social en ligne alors que la plupart des conseils et des districts scolaires ont bloqué l'accès de l'Internet par crainte pour la sécurité des élèves ? Les enseignants doivent savoir utiliser les murs pare-feu, bloquer le logiciel et empêcher l'accès à leur propre réseau tout en définissant comment naviguer de façon efficace et sûre parmi ces obstacles pour promouvoir un contenu généré par l'utilisateur. À cet égard, l'administration et les départements de technologie de l'information, s'ils soutiennent l'idée, peuvent aider à faire d'un devoir ou d'un projet en ligne une réalité.

Il est de plus en plus clair que les outils de réseautage social sont susceptibles de procurer une expérience d'enseignement et d'apprentissage forte et dynamique dans toutes les classes du pays. Nous savons que dès onze ou douze ans, les élèves sont actifs sur les sites de réseautage social. Manifestement, il faut prendre des précautions, en particulier avec les très jeunes élèves. L'apprentissage collaboratif en ligne peut cependant aider de nombreux autres à cesser d'être des apprenants passifs pour devenir des apprenants actifs. Le réseautage social a également le potentiel d'offrir une expérience plus riche pour l'enseignante ou l'enseignant en classe.

*Carmen Berg collabore à la revue **Physics** publiée par Pearson Education Canada. Elle collabore aussi régulièrement à **Calgary's Child**. On peut la rejoindre à ccrberg@hotmail.com.*

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CASL. *The Canadian Association for School Libraries*

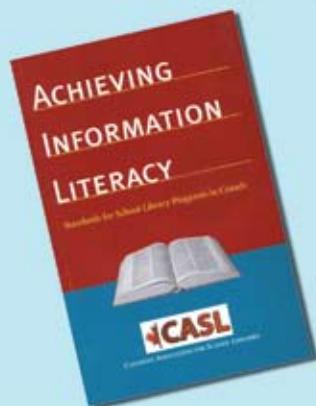
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NATIONAL FILM BOARD
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OFFICE NATIONAL DU FILM
DU CANADA



Des ressources éducatives inestimables et faciles à utiliser pour les enseignants, les élèves et les chercheurs. Une mine de renseignements à

www.onf.ca/education

L'Office national du film lance de nouveaux sites bilingues sur la Seconde Guerre mondiale et sur l'environnement



Sur tous les fronts : La Seconde Guerre mondiale et l'ONF (www.onf.ca/seconde-guerre) et **Empreintes : Environnement et manières de vivre** (www.onf.ca/empreintes) sont des sites bilingues conçus tout spécialement pour les enseignants et les élèves de la 9^e à la 12^e année. Chaque site offre du matériel éducatif gratuit en lien direct avec le programme d'études.

SUR TOUS LES FRONTS : La Seconde Guerre mondiale et l'ONF

En 1939, la Grande-Bretagne déclarait la guerre à l'Allemagne et le Canada mettait sur pied la Commission nationale du film, organisme précurseur de l'ONF. Au cours des années, l'ONF a raconté des histoires mémorables sur la guerre. Sa vaste collection de films sur la Seconde Guerre mondiale est maintenant offerte en ligne. Voici ce que vous allez retrouver sur le site **www.onf.ca/seconde-guerre** :

- des films – 136 films et 114 vidéoclips;
- divers médias – des interviews originales, des articles, un glossaire et des audioclips;
- des sections thématiques – *La Seconde Guerre en quelques images*, *La guerre à l'échelle humaine*, *Le front intérieur* et *Un regard critique*.



EMPREINTES : Environnement et manières de vivre

Au Canada, la vie a pour toile de fond les montagnes, les prairies, les lacs, les plages, les icebergs et l'étalement urbain. Ce site Web explore le lien profond qui unit la population canadienne à son environnement, et ce, au moyen de films couvrant 70 ans de préoccupations environnementales.

Voici ce que vous allez retrouver sur le site **www.onf.ca/empreintes** :

- des films – 124 films et 185 vidéoclips;
- divers médias – photos, audioclips, interviews avec des spécialistes de l'environnement et points de vue critique qui portent à réfléchir;
- des scénarios pédagogiques à l'usage des enseignants et enseignantes;
- des questions à explorer, comme les défis des populations, la condition de la faune et de la flore à mesure que les ressources diminuent.

Tous ces contenus sont offerts en ligne, sans frais, aux éducateurs et éducatrices canadiens.

Offrez une expérience enrichissante à votre classe. Venez jeter un coup d'œil.

Sur tous les fronts : La Seconde Guerre mondiale et l'ONF :
www.onf.ca/seconde-guerre

Empreintes : Environnement et manières de vivre : **www.onf.ca/empreintes**





ATTENTION TEACHERS:



SUN PROTECTION IS IMPORTANT.
Make it your mission every day!

YOU COULD
WIN!



MISSION UV 2005 CONTEST

Simply sign up as a Captain for Mission UV 2005 and you will automatically be entered to win a visit from the members of the Canadian Diving Team or Snowboard Team!

**For complete contest information,
visit www.missionuv.com**

**BUT HURRY, CONTEST CLOSES
JUNE 10, 2005**



Ombrelle, the #1 recommended sun protection by dermatologists, is pleased to invite you to participate in the new Mission UV 2005, a fun and educational program on sun protection. Since 1998, the program has been promoting awareness to 2nd and 3rd graders about the sun's harmful effects. This year, we plan to distribute no less than 5,000 free kits in Canada and to teach youngsters about sun protection!



**DOWNLOAD YOUR FREE
MISSION UV KIT NOW!**



Log on to www.missionuv.com and fill in the registration form under the heading "Teachers and Nurses."

We hope that we can count on you to help make this a spectacular Mission UV 2005!

NO PURCHASE NECESSARY. Contest open to Canadian teachers, nurses and directors from Canadian elementary schools, 2nd and 3rd grade only. Contest closes June 10, 2005. Each prize has an approximate value of \$1200. Limit of one prize per school. Mathematical skill testing question required to win. Full rules and regulations can be found on www.missionuv.com.

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