

CCSSO

Ready to Collaborate



APTS Board Meeting
October 11, 2007
Tom Welch



Welch's Brief History of the Ages of School

Pre-industrial age

School as a cottage industry

Industrial age

School as a factory



Work and School in the Industrial Age



In the Industrial Age, the worker went to the work

The student went to the school

“The John Derringer model”



In the Information Age, the tech savvy John Derringers aren't breaking into banks, They are trying to break into online banking systems.

We can now bring content to the student; not just the student to the content.



National recognition of the school “Crisis”

- National Reports and Commissions
- Inadequate Preparation with 21st Century Skills
- Discouraging Data



Current recognition that the Industrial-age
School-based design is out of Sync with the
Information Age.

The *Good to Great* myth

Who thinks we need to focus on building
“Great” textile factories in South Carolina?



Believe it or not, in the Information Age,
We DON'T need "Great" Schools!

We DO need

Learners who are learning at the highest
possible levels!



The strategic elements for change are in place

Standards-based approach to learning

Use of common assessments

Technological capacity to link every learner with
learning sources

Looking Ahead



Events and Trends in Broadcasting

Shift from Analog to Digital

Shift from regular to Hi Def

Shift from yesterday to tomorrow



Events and Trends in Education

Shift from single source to multi-source

Explosion of online courses

Explosion of online enrollments

Necessity for online learning (e.g. MI)



Events and Trends (cont.)

Decreasing hardware costs

Increasing connectivity

Expanding of available resources

American Archive project

SecondLife-like opportunities



The writing is on the wall. . .

Significant disruptive change is on the way.



Imagine . . .

Engaging each student in a personalized curriculum

Engaging teachers in focused learning

Redirecting the conversation on national standards

Involving partners in new ways

Tapping new revenue sources

Impacting education for decades to come.



Just as mobile video frees the consumer from the boundaries of geography . . .

Learning is no longer bound to a place



Work and School in the Information Age

Place	Factory	School	
Time	Whistle	Bells	
Reward	Wages	Credits	



One solution for matching education with an
Information-age delivery system . . .

The National Institute for Virtual Learning
The National Virtual Learning Magnets

Why include a VLM solution?



The learning available to any student today far exceeds the capacity of any individual teacher, school or state to deliver.



In the 21st century, we not only have the ability to see students as individuals . . .

we have the research, the systems and the “response-ability” to do just that!



VLMs allow us to capture traditional students and recapture the “long-tail” students and ensure

Rigor

Relevance

And newly defined Relationships

For every student.



Virtual Learning Magnets match unique student learning interests with the resources of a host of outside partners on a platform that maximizes systems, structures and the latest in technology.



What c/would it look like?

The “Beta” version . . .



NASA EDUCATION



Virtual Learning Magnet
for Space Science and Mathematics



The Virtual Learning Magnet for Space Science and Mathematics (VLM4SSM) is a project that combines 21st century technologies with several initiatives by a variety of organizations in order to provide learning opportunities for a diverse group of students.



The VLM4SSM will

Involve some of the nation's best and brightest students

Mentor and encourage underserved students

Challenge imaginations and intellect with relevant curriculum

Establish a network of science and mathematics professionals from NASA and other organizations



Concept:

Open fall of 2009 with approximately 500 students from around the country, representing 6 states

Students will demographically mirror the states where they live in order to ensure diversity among participating students



Courses:

Minimum of 3 courses per year per student
taken in the VLM

- Regular local HS courses
(e.g. band, chorus)

- Cohort courses

- “Filtered”, project-based courses



Additional elements

Initial unifying idea or theme

Professional education support (NSTA, etc.)

Government and/or private sector partners
(NASA)

Post-secondary connections

Support from associated professional
organizations

Involvement



Students –

- Demographically mirror their home state
- Demonstrate interest in the VLM specialty
- Enroll based on readiness, not age



Adults –

Certified science and mathematics teachers
with an established connection to space
education

NASA educators from all disciplines



Teachers of the Year (TOYs) to act as more localized mentors and to “filter” non-science courses

NASA employee volunteers

Others from the professional orgs, etc.



Public, Private entities –

Foundations, Corporations committed to need
for national K-16 redesign

State Virtual Schools

Sponsors who see business opportunities

Public Television stations



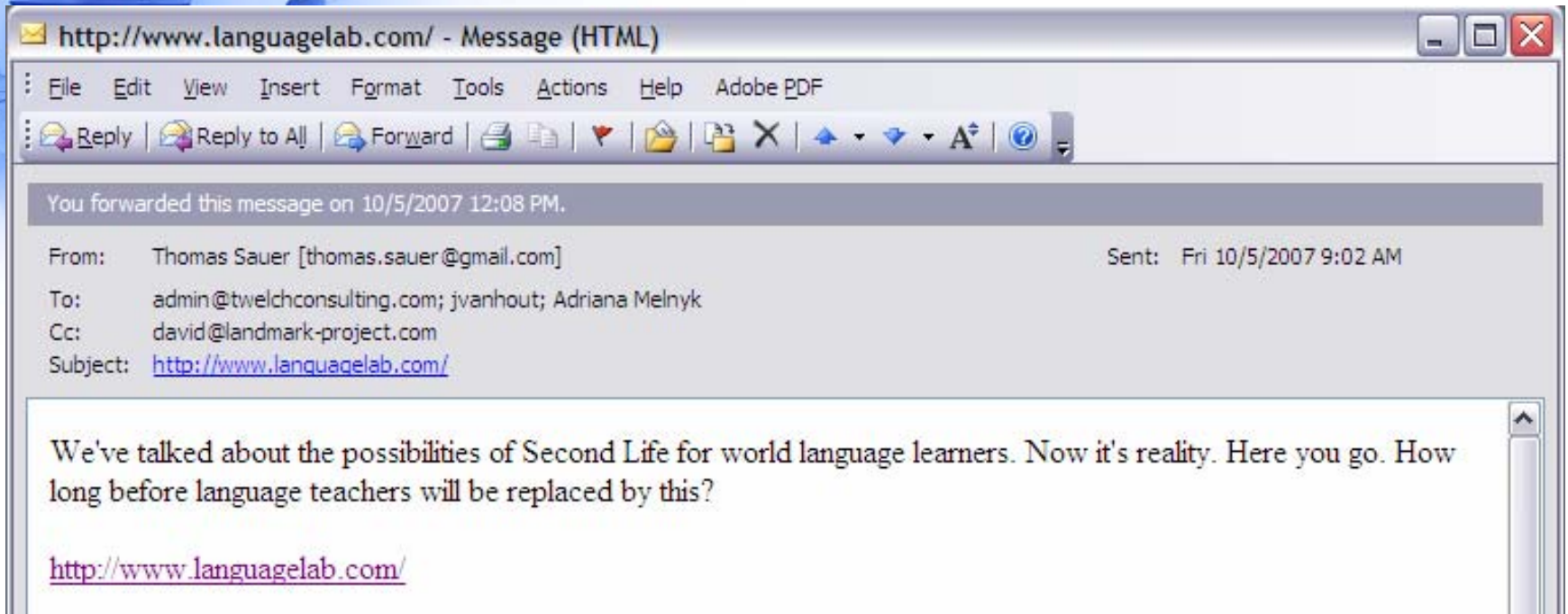
Do you see the amount of disruptive change involved?



How's your avatar?



Two emails from last week





LANGUAGELAB.COM!

BETA

Welcome!

LanguageLab.com is a great place to learn languages, wherever you are.

Learning takes place in immersive, realistic and relevant virtual locations. With full voice and visual interactions, students and teachers from all over the world converse, socialise and learn. [Read more...](#)

Formal



Group or private classes in rich supportive environments.

Informal



Activity based learning for groups and individuals. From guided tours to games shows, painting to paintball or shopping to study groups.

Social



Or just hang out with your fellow students, teachers and assistants in the bar, the park, the mall, the dorm ... [» read more](#)

SIGN UP! FREE TRIAL!

BETA



What is LanguageLab?

LanguageLab is about life-based language learning. Students can use all the learning resources of a whole new world using a virtual body, called an 'avatar', that can move around, talk and listen to others - all real people. Some will be teachers, some will be other students, and still others will be native speakers; all will be there together to learn or to facilitate learning. We are currently offering English with Spanish coming soon. We will be expanding to other languages after that.

LanguageLab is built on a virtual platform called Second Life that has substantial computer requirements. During the registration process you will be asked certain questions to determine if your system is compatible. Most newer computers with good graphics cards will meet these requirements.

LanguageLab makes special use of the Second Life voice system that enables participants to speak and listen to one another in real time, both individually or as a group.

At the moment we are running our Beta test where we invite participants to use the service free of charge. In return, we ask for feedback on what needs to be improved. Currently we are offering classes in English with Spanish coming soon. More languages will be available in the near future.

How does LanguageLab.com work?

LanguageLab.com offers classes as well as a full range of learning events and social activities.

- **Classes** are small – usually 6 – 8 students, and last between one and two hours.
- **Events** are larger scale learning experiences that allow students the opportunity to practice their new language in realistic and relevant settings, with teachers and native speakers on hand to act out the events and help students to both observe and participate.
- There are also many places for you to meet up with your friends – restaurants, clubs, bars and parks.
- In addition, there are self-learning areas throughout the LanguageLab world where students can practice grammar, build vocabulary, and take practice tests.

What happens after I register?

What happens after I register?

If you already have a Second Life account:

- Register to make an appointment for a level test and a tour of LanguageLab.
- When you have completed the test we will suggest a suitable class for you.
- We will also give you a tour and show you special tips and tricks for learning languages. LanguageLab is [here](#) or search for 'LanguageLab' inside Second Life.

If you are new to Second Life:

- You will need to get a Second Life avatar.
- Do this [here](#) or later on as part of the LanguageLab registration.
- When you log in to Second Life the first time, we recommend you spend some time in orientation island to learn the basics of moving, interacting, and communicating with your avatar. It is important that you spend some time exploring these.
- Then come and visit us in LanguageLab [here](#) or search for 'LanguageLab' inside Second Life. We will give you a tour and show you special tips and tricks for learning languages.

Scheduling classes

Once you are enrolled as a student, you will have access to a complete list of classes and events. After you have taken several classes, we will contact you for feedback on the program.

Self learning and socializing

While classes are scheduled for specific times, there are many social and common areas in LanguageLab that are available to you all the time. For example, there is a café where you can chill out with a (virtual) coffee, and a nightclub where you can practice your latest moves. These are great places to practice conversational skills with other students and native speakers. In addition, you can attend special events – virtual weddings, yacht parties, lectures, game shows, sporting events – designed to give you a truly realistic taste of a native language lifestyle.

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Second Life® and Linden Lab™ are trademarks or registered trademarks of Linden Research, Inc.

SIGN UP! FREE TRIAL!

BETA

✉ http://www.languagelab.com/ - Message (HTML)

⋮ File Edit View Insert Format Tools Actions Help Adobe PDF

⋮ Reply | Reply to All | Forward | Print | Stop | Home | Back | Forward | A+ | 🔍

You forwarded this message on 10/5/2007 12:08 PM.

From: Thomas Sauer [thomas.sauer@gmail.com]

Sent: Fri 10/5/2007 9:02 AM

To: admin@twelchconsulting.com; jvanhout; Adriana Melnyk

Cc: david@landmark-project.com

Subject: <http://www.languagelab.com/>

We've talked about the possibilities of Second Life for world language learners. Now it's reality. Here you go. How long before language teachers will be replaced by this?

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



“Hi Tom,

Thanks for the message. Yes, I am familiar with languagelab. When I was investigating it about a month ago, it still was very much in the BETA stage, but I am sure it has a lot of potential.

Hey, something very exciting has come up. We have found a grant offered by the Corporation for Public Broadcasting.



We will incorporate a lot of new technologies /websites, but will rely primarily on the following : Facebook, Ustream, Mindmeister (mindmapping), Wikis, and Second Life(for German III only for now). We're going for \$20,000.



Besides those specific technologies though, our video instruction component will be much different than in years past. I want to arrange them in a similar way that the ChinesePod uses--- what you showed me. Each segment will be about 10-15 minutes long and will have tags. In such a way students will have CHOICE (like you mentioned) and they can interact by writing in comments and submitting their own podcasts/ vodcasts.”



Does this mean the new song is

“Mama, don’t let your kids grow up to be teachers!”

Not on your (first or second) life!



Let's talk about another example of significant, disruptive change . . .

Google™



A paradigm breaking idea

Small initial funding to a company that didn't exist yet (\$100K from Sun Micro founder)

Microsoft tried to pull them into its orbit

No luck

Goldman Sachs initial handling of the IPO

Morgan Stanley, Credit Suisse First Boston handled IPO as a "Dutch Auction"



August 19, 2004

Opened at

\$85

Closed at

\$100.34

*NB Yahoo owns 2.7 million shares



Google as of October 10, 2007

\$625.39

N.B. 7.357529412



Imagine your level of excitement if you had been a Google employee or even a Yahoo investor and had seen down the road



Let me introduce you to “Mr. Yahoo”
of Public Education





Why John Lawson is excited about public education and why APTS is like Yahoo...



John joined the Chief State School Officers at their Summer Institute

Listened to Marc Tucker (editor of *Tough Choices or Tough Times*)

Heard Daniel Pink (*A Whole New Mind* and “School’s Out”)

Caught the commitment to the transition to a new way of thinking about causing learning



“Education 2.0”

A perfect fit to the Industrial Age

The “commodity” was schooling

Local control (bottom up)

Teachers, schools, districts, SEAs
grades, time, credentialing



2.0 Partnerships

Value always determined by that supply chain

Public Broadcasting had resources without real traction



Let's face it:

In a 2.0 education world, there was not one *second* of public education television in your holdings that a single classroom teacher had to have in order to do what they were charged with doing.



We are on the cusp of a new system, one where
public television can play a significant role

Education 3.0

A response to the Information Age

The Commodity is proven learning

The supply chain is upended

No monopoly on knowledge, content or
information



APTS as the Yahoo of Education 3.0



- The tremendous educational resources of APTS and its members are underutilized at present.
 - Those resources have been primarily used to “support” classroom-based endeavors.
 - Classroom teachers’ use of those materials are often based on factors unrelated to the quality or relevance of the resources.



In a 3.0 world where the goal is to maximize learning for each learner . . .

All of a sudden the need for your holdings shifts dramatically!



- The need to access targeted resources to meet individual learning needs is fundamentally changed in a “learning 3.0” environment.
 - This need changes the role of APTS members from “supporters” to active collaborators.
 - Teachers and students will need to be able to readily and easily access specific content.
 - Some students may be able to become “virtually” independent learners in their quest to meet standards using APTS-members content.



- CCSSO and APTS have a vital role to play in the transition from “supporter” to active collaborator in the quest for “facilitating high quality learning for each one of our students to succeed in the 21st Century.”
 - New methods for accessing and delivering APTS holdings must be developed.
 - Communication with traditional school system personnel at all levels, as well as students and parents about these expanded learning resources and opportunities will be a high priority.

What lies ahead . . .

