

# Standard Expectations: From Product to Platform

Good News

Bad News

You don't have to change a thing!

# Tom's 3 Column Graphic Organizer

OH

Nings

Classroom20.com

AHA!

Photosynth

OMG!

Project

Natal

# Product vs Platform

?

A couple of disclaimers

No axe to grind

No book to sell

No approach to endorse

No organization to push

No group to protect

Just a passion for each student in the U.S. to learn languages at the highest levels.

A few more things to keep in mind . . .

I think learning is the coolest thing in the universe!

(So don't be shy to contact me:

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FaceBook: Tom Welch

The questions I ask today are NOT rhetorical questions!

# Today's balancing act

The Future and The Present

What's Possible and What's Happening

What Teachers Want and What Students Do

Vision and Practice

R

What challenged you  
this morning?

What's in your crystal ball?



15<sup>3</sup>

What are the top 3 technology changes in the world in the last 5 years?

What are the top 3 changes in language teaching in the last 5 years?

What are the top 3 changes for your students in the last 5 years?

What is your responsibility?

To be an outstanding language teacher?

OR

To see that each student entrusted to you achieves at the highest levels?

*WWGD*

“The Age of the middleman is dead”

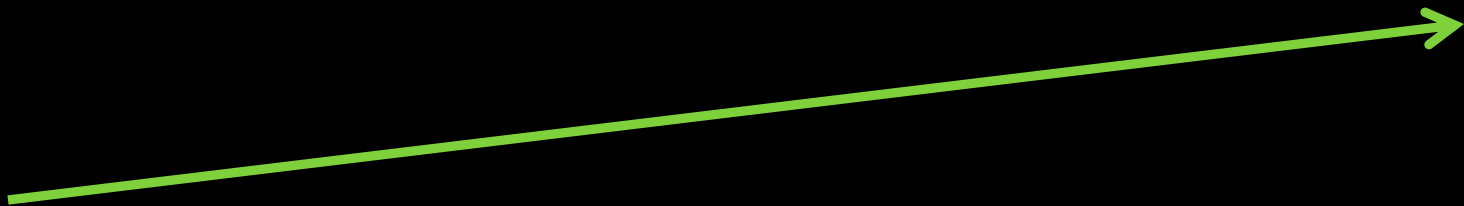
Implications?

Are you in danger of being replaced by  
Rosetta Stone.?

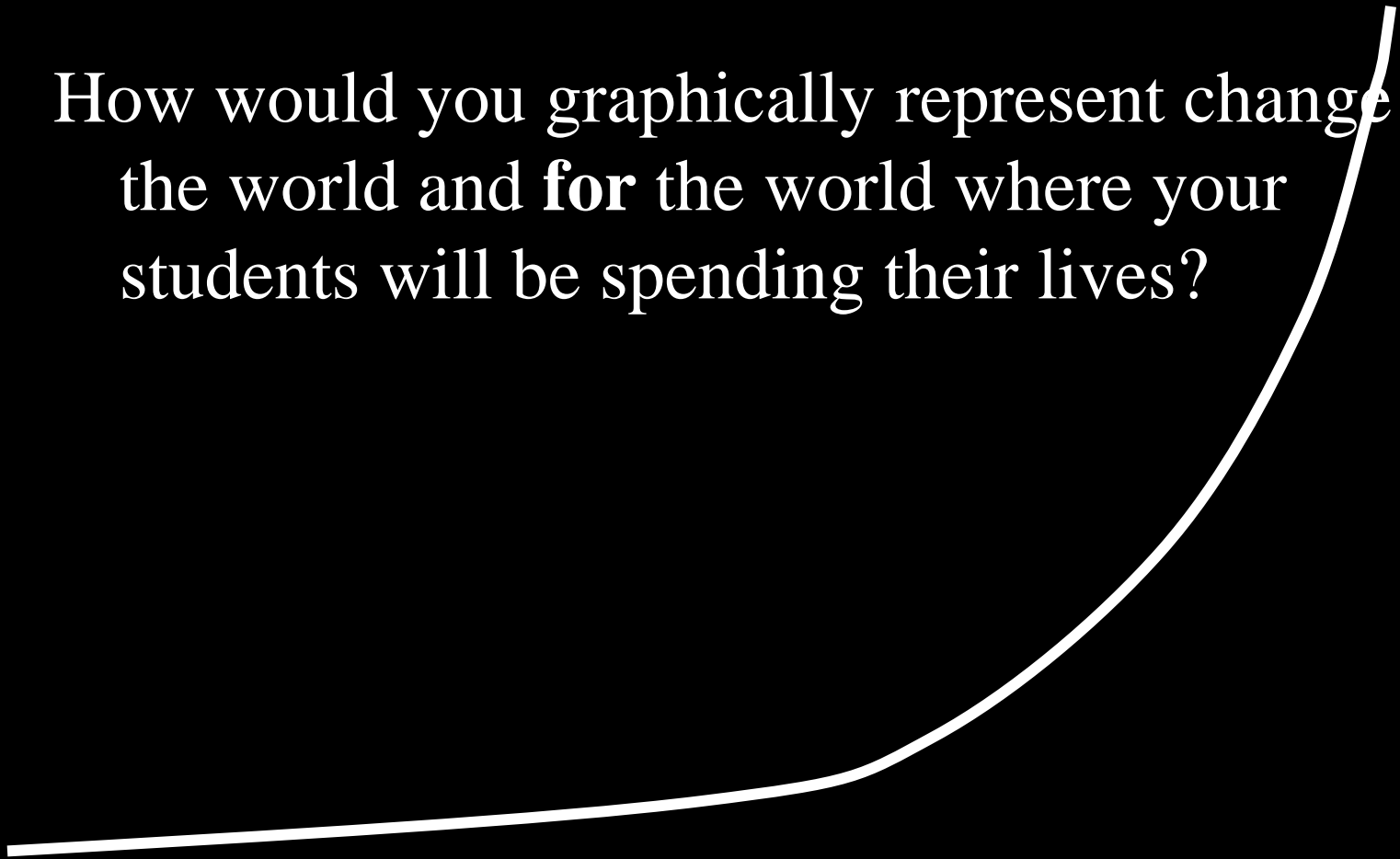
A quick discussion about trust . . .

Let's talk about change for a few . . .

How would you graphically represent change in Michigan language programs at each level?

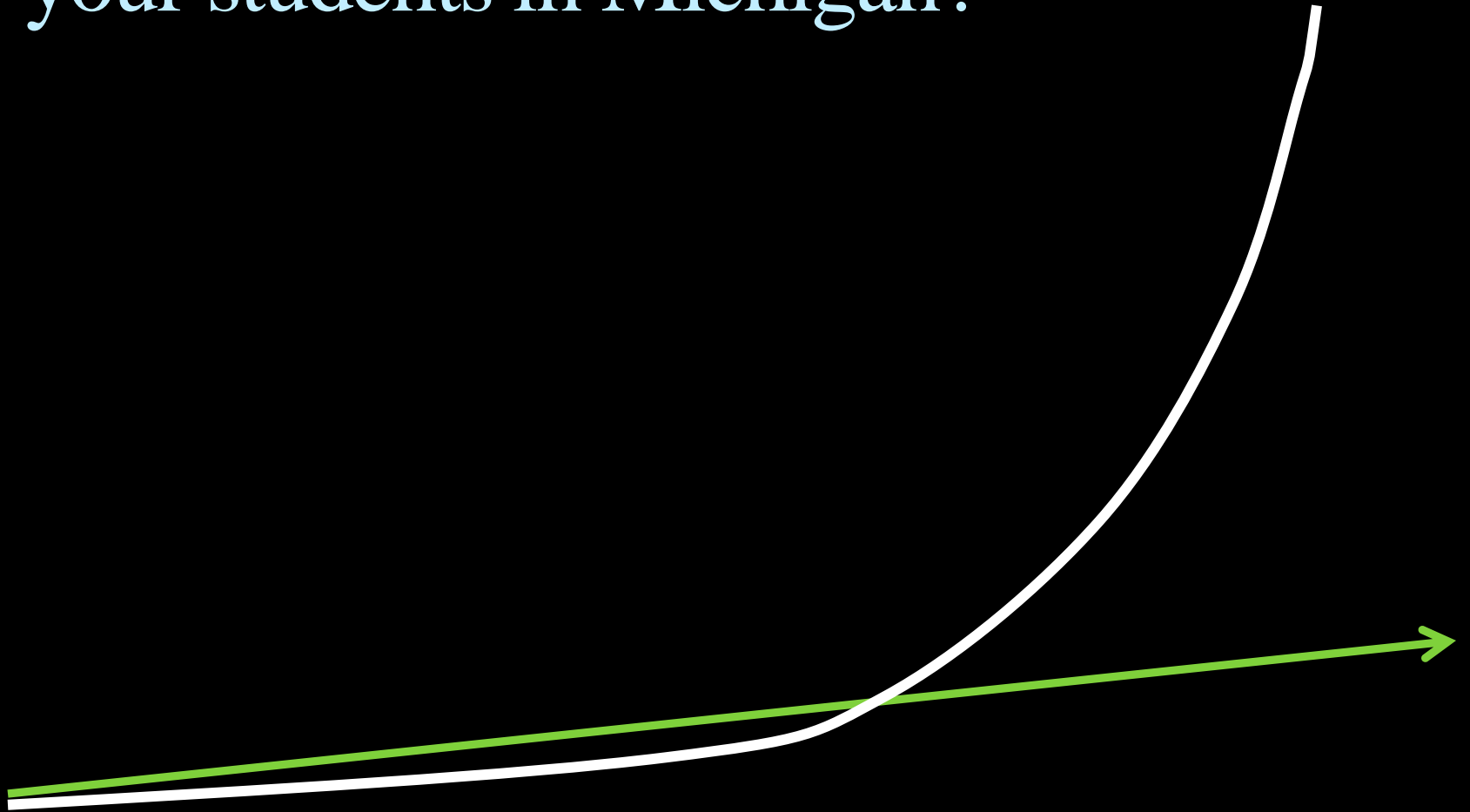


How would you graphically represent change in the world and for the world where your students will be spending their lives?





What does the intersection mean for your students in Michigan?



Do you wish students had more time for  
language courses and experiences?

2 sample innovations to think about:

1. Kentucky


students may begin earning high school credits before high school

## Performance-based credits in Kentucky

Accept for credit toward graduation and completion of high school course requirements an Advanced Placement *or a high school equivalent taken by a student in grades 5, 6, 7, or 8* if that student attains performance levels expected of high school students as defined by achieving a score of "3" or better on a College Board Advanced Placement examination **or** a grade of "B" or better in a high school equivalent course according to the local grading scale

Implications?

# Or this from Florida Virtual



any time, any place, any path, any pace™


Home :: Course Information :: Conspiracy Code :: **Course Overview**

### Course Overview

- Course Syllabus
- FAQs
- Research & Background
- Students: Sign Up!
- System Requirements
- Try the Demo!
- Wallpaper
- Watch the Trailer
- Would you like more information? Click here.


## Conspiracy Code - Course Overview

Learning and game-play collide in Conspiracy Code, the first in a revolutionary new series of courses. An innovative, complete online class, Conspiracy Code engages students in interactive learning while maintaining all the engagement of a high-quality entertainment product. All Conspiracy Code courses are teacher-supervised, academically-viable, complete classes that fuse the best of online gaming with proven pedagogical techniques and standards to produce a truly unique learning environment for high school students.

The first course in this series is American History.  
[Read the Press Release!](#) 

### The Premise

High School students will develop a deep understanding of American History as they control Eddie and Libby; fictional characters in an espionage-themed adventure set in the fictional, near-future metropolis of Coverton City. In the game – or course – students must build their knowledge of American History in order to stop a vast conspiracy that is threatening to erase and change the



**SIGN UP for a course!** 

Select Your Location

**Serving Florida, the nation and the world.** 

Administrators...  
Select Your Location

### Quick Links

- [AP Courses](#)
- [Course Progression](#)
- [Courses: FL Students](#)
- [Courses: Non-FL Students](#)

MTI's strategy

What are the implications for history teachers?  
For language teachers?

How's that 3 column graphic organizer?

Would your students be at an advantage or disadvantage if they were acquiring more language proficiency?

COULD students in Michigan be doing that?



What year is it?

How's that  
3 column Graphic Organizer?

What's out there?

Nings

Ocarina

Tag Galaxy

PhotoSynth

Project Natal

AR

[http://miwlaconnect.ning.com/events/2009  
-miwla-conference](http://miwlaconnect.ning.com/events/2009-miwla-conference)

C Zeldarian

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80 86 06 - 66 89 80

# kindle

Amazon Introduces  
the next chapter in  
wireless reading.



**Kindle**  
video

Tag Galaxy - Mozilla Firefox

File Edit View History Bookmarks Yahoo! Tools Help


http://taggalaxy.de/ NBPTS

Most Visited Getting Started Latest Headlines Go2Web20.net http://www.facebook... Creative Commons » ... Thomas E. Welch's Lat... Latest Activity on Clas...

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Cell phones in class! on Flickr - P... The Little Prince - Wikilivres NBPTS - Yahoo! Search Results Tag Galaxy NBPTS09Conference - New Voic...



ENTER INITIAL TAG:  
 GO

POPULAR TAGS

- FILM
- CONCERT
- WASHINGTON
- RIVER
- GARDEN
- TORONTO
- DOG
- ROME
- COLOR
- CUTE



<http://taggalaxy.de/>



## twelchky

Eduprenuer, using 21st century technologies and opportunities to empower learners from around the world.



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### Greyhills Academy

4/22/2009

★ 0    0

298 Photos - 95% Synthly

19 Views



### Mt. Ste. Victoire, Provence

4/19/2009

★ 1    3    GEOTAG

176 Photos - 65% Synthly

15 Views

[http://photosynth.net/userprofilepage.aspx  
?user=twelchky](http://photosynth.net/userprofilepage.aspx?user=twelchky)

## Smart Grid Augmented Reality

See a digital hologram of  
Smart Grid technology come  
to life in your hands.

See How  
It Works



**Get plugged in >**

Share with a friend >

Tips and tricks >



Curious how Augmented Reality works?  
Take a look at the FLARToolKit [source code](#). >

## Getting Started

1.  Augmented Reality requires a printed Solar Panel Marker to work. If you don't already have one, [print one here](#). >
2. Turn on your computer's sound and webcam. And turn off any pop-up blockers.
3. Select the "Wind Turbine" or "Solar Energy" experience by clicking the buttons below.
4. Hold your printed marker so it faces your computer's webcam.
5. Open the door to the Smart Grid by twisting and turning your marker. For wind, blow into your computer's microphone to see what happens.

Launch Wind Turbine >

Launch Solar Energy >

[http://ge.ecomagination.com/smartgrid/#/  
augmented\\_reality](http://ge.ecomagination.com/smartgrid/#/augmented_reality)

# E3 2009: Project Natal Xbox 360 Announcement



0:23 / 3:40

<http://www.youtube.com/watch?v=p2qIHoxPioM&feature=fvst>

What are the top 3 apps for your language in the Apple App store?

What apps would your students list?

Let's bring it back to earth for a minute . . .

By the way, are you using Google Earth?



What's all this have to do with a platform rather than a product approach?

What's the role of a teacher in a world  
where learning has been unleashed?

# The ICLE R/R Framework

# Rigor/Relevance -

**All**

**Why**

**What**

**How**

**Do We Need  
to Change  
Schools?**

**Needs to  
Be Done?**

**Do We Do  
It?**

*Thinking  
Continuum*

Assimilation  
of knowledge



Acquisition  
of knowledge

# Knowledge Taxonomy

- 1. Awareness**
- 2. Comprehension**
- 3. Application**
- 4. Analysis**
- 5. Synthesis**
- 6. Evaluation**

# *Action Continuum*

Acquisition  
of knowledge



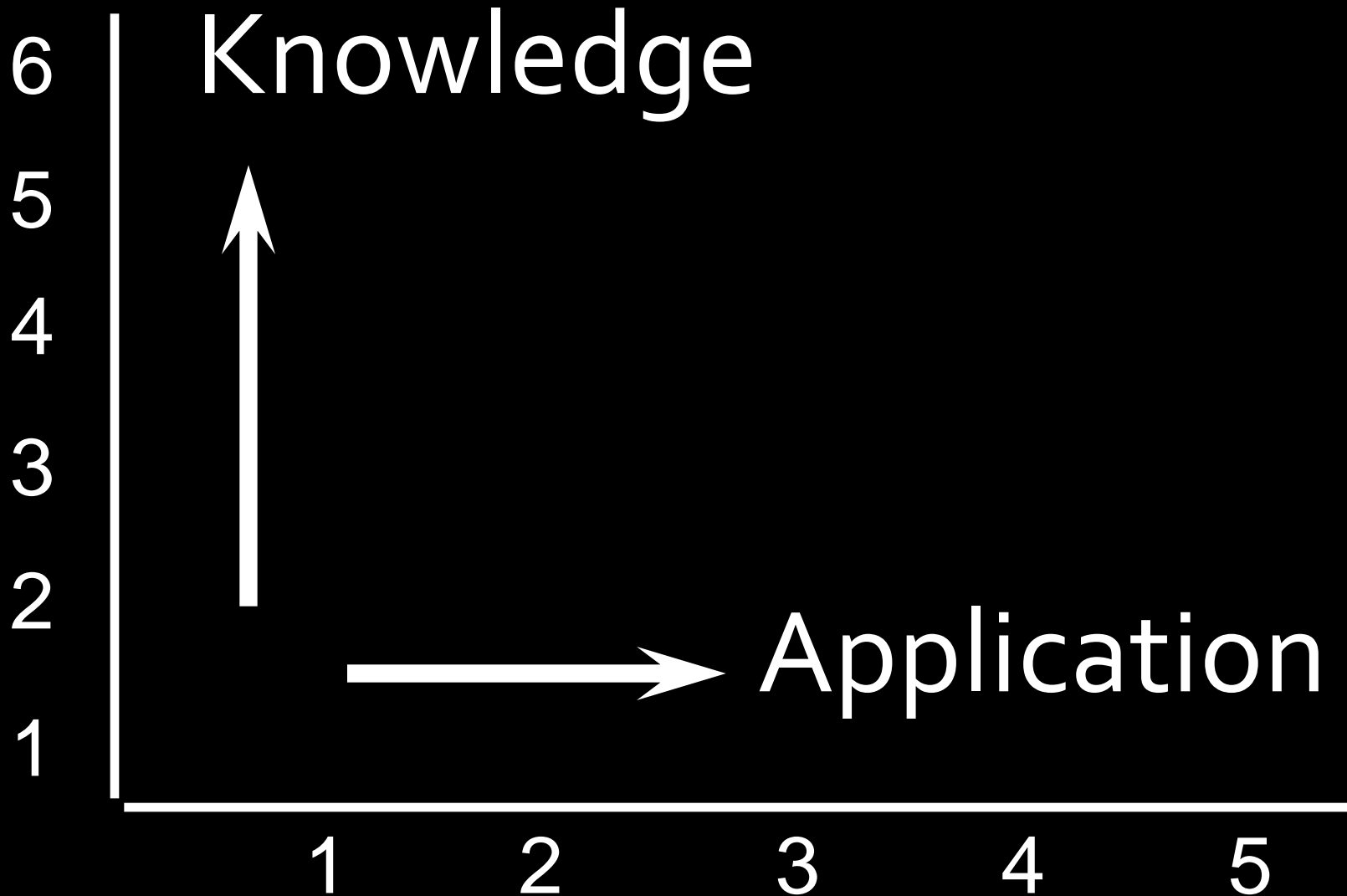
Application  
of knowledge

# Application Model

1. Knowledge in one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations



# *Rigor/Relevance Framework*



# Levels

Bloom's

6

5

4

3

2

1


1

2

3

4

5

Application

A

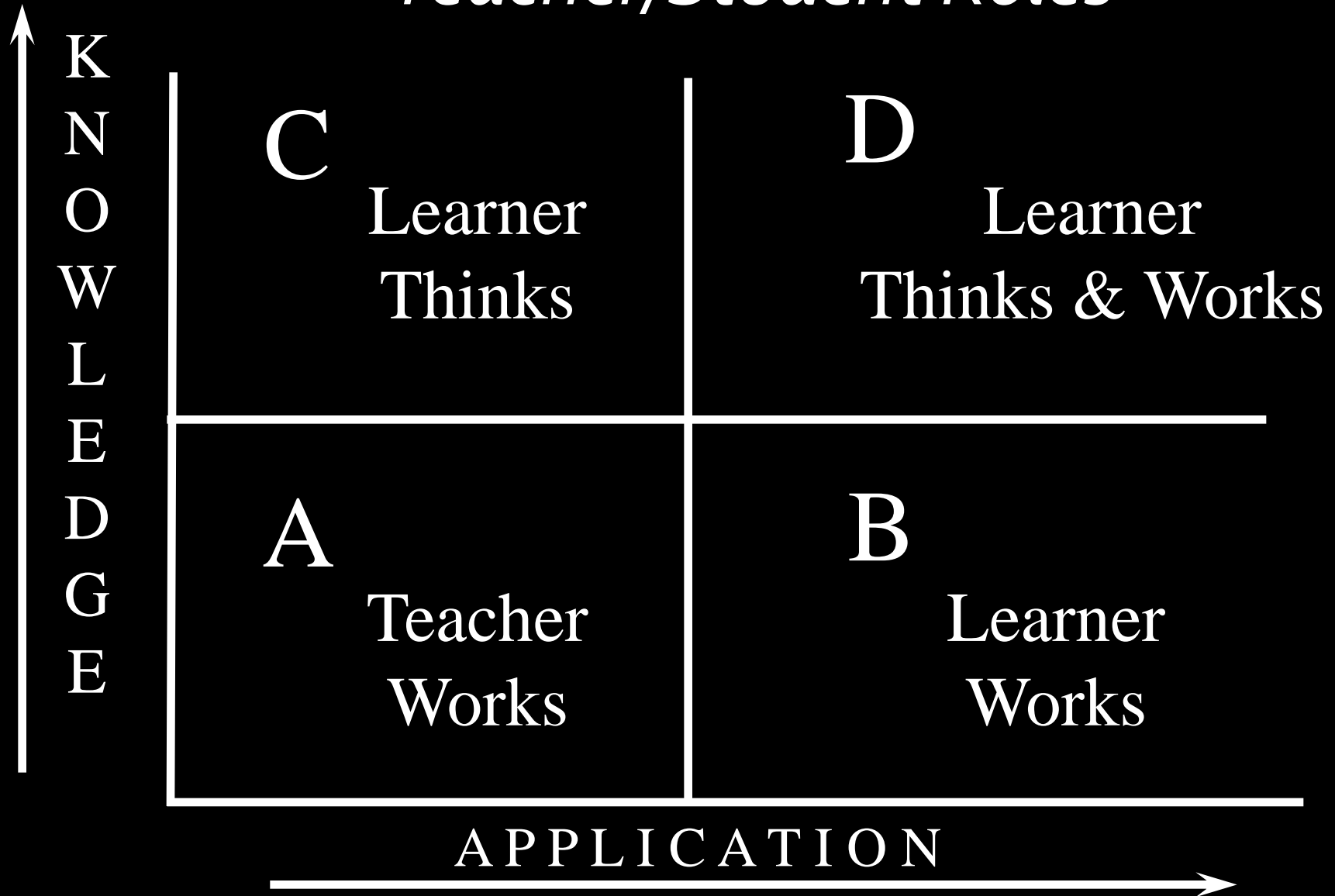
B

C

D

# Rigor/Relevance Framework

## *Teacher/Student Roles*



Guess what Quadrant I want you WORKing and  
THINKing in for this WORKshop?

Short term tasks

Let's get to work:

1. Write down a lesson that you taught last week and one that you are going to teach next week.
2. Share
3. Using your cell phone, go take a minimum of 5 pictures that could be used for that
4. Return within 7 minutes

Discuss the pictures

What about sharing those?

What about the ning?

## WORK Assignment # 2

List your top 5 favorite websites for teaching your classes

With 1-2 colleagues, decide on a group list

Present

Decide on a master list



## Work assignment #3

What are your top 3 choices for creative software ?

For your group, what are the top 5?

For the workshop group?

# Medium term tasks

What steps could be taken to increase “trust” in your class room and your teaching?

In your language program?

In your school?

What are the major policy hurdles holding students back from achieving?

What could be done for changing those?

## Task #5

List 2 steps that you could take to start bringing about change (not “reform”)

How could MIWLA teachers work together to bring about change?

What would it take to use PEDs next year  
in your room for learning?

What's possible?

We CAN reach every learner

Where to from here?