21st Century Resourcing in the Religious Education Classroom

tagxedo.com

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ResourceLink

What is Web 2.0?

Web 1.0 vs Web 2.0

A term coined by Tim O'Reilly.
It is not a program, or a website. It is a descriptive term used to define the internet as it exists today.
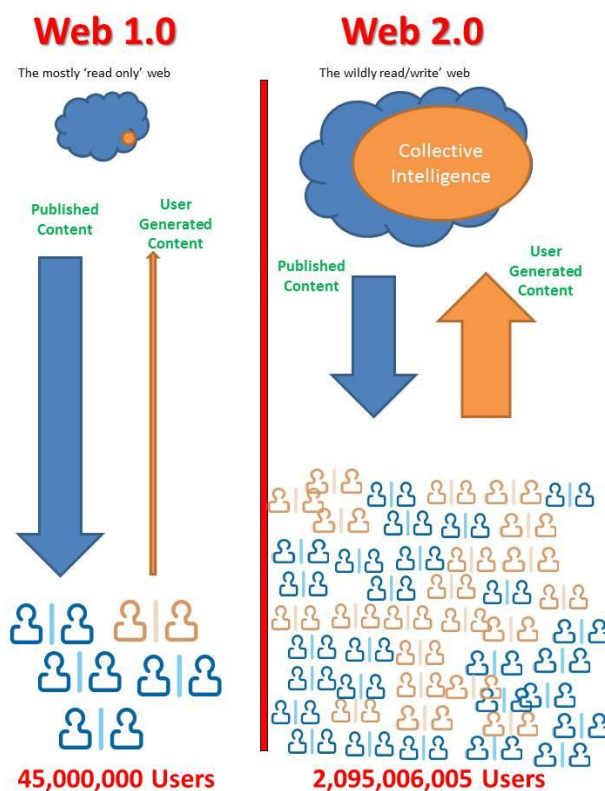Web 2.0 is participatory, collaborative, perpetually in beta, open source….

The term 2.0 is now becoming commonly used to describe anything that is currently being reformulated into a new way of thinking:
Library 2.0
School 2.0
Learning 2.0

Do you want to learn more?

Use this QR code to access a YouTube video explaining the difference between web 1.0 and web 2.0

Why use Web 2.0?

- *It's a part of your students' world.*
- It's social and interactive.
- It's free.
- It's about making connections.
- It's simple…but there's help.
- It can help make learning and teaching more effective.
- You just need an internet connection
- It's ubiquitous.
- It's yours.

See the web2.0 world here:

Using Web 2.0 tools to resource the Religious Education Classroom

Blogs

Interactive Maps

Digital Storytelling

Interactive Timelines

QR Codes

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Blogs

What are they?

Blogs are online journals. They provide a space online that can be used in many different ways. There are many benefits of using blogs in the classroom, and they provide a great opportunity for contextual learning with regard to digital citizenship, online publishing and the concept of a digital footprint. They are also very useful for broadening communication beyond the walls of the classroom, and for communicating learning to parents and other members of the wider community.

Why should I use them?

- free
- quick
- simple
- familiar
- interactive
- You're in control
- personalized learning

Access Kidblog here!

How could I use them in Religious Education?

- tool for reflection
- build shared bank of prayers
- pool ideas for ethical dilemmas
- Create an if...then...for students to respond to
- students post prayer intentions
- student 1 retells a bible story (don't include the title) - other students identify the story in the comments
- create webquests/internet scavenger hunts

Websites and Tools

Silvia Tolisano has created a fantastic unit of work that outlines everything teachers need to take into account when blogging with students:

http://langwitches.org/blog/wp-content/uploads/2008/12/blogging-unit.pdf

There are several blog platforms that schools use to publish their blogs. Each has their strengths and weaknesses. Two that have been created specifically for use in schools are:

Edublogs: http://edublogs.org/ and Kidblog: http://kidblog.org

Interactive Maps

What are they?

Interactive maps are a tool that leverages the power of animation and the ability to embed images, video and text and link these into maps, to create a map that users can zoom in and out of, view 'trips' and access geographically specific information. Some tools, such as Biblemap.org are examples of a 'mashup' – when two tools, in this case a digital version of the Bible with Google Maps, to create an interactive map that is linked to various Biblical references.

Why should I use them?

- engaging
- multimodal
- stimulates understanding in context
- creative

Access Animaps here!

How could I use them in Religious Education

- explore towns/landscapes of Biblical places

- trace journeys made by Biblical figures

- 'fly' to birthplaces of different world religions

- find local parishes on Google Maps

- create digital pilgrimage - visit a different location each day

- students create interactive paths with information and images

- retell event using interactive map

Websites and Tools

A great blog post about using GoogleMaps in education – although not directly related to RE, the ideas could easily be adapted. http://digitalexplorer.com/2010/01/12/40-ideas-on-using-google-earth-and-maps-in-the-classroom/

Google Maps: http://maps.google.com.au/

Animaps: http://www.animaps.com/#!home

Scribble Maps: http://scribblemaps.com

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Digital Storytelling

What is it?

Digital Storytelling is the modern expression of the ancient art of storytelling. Digital stories derive their power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid colour to characters, situations, experiences, and insights.

- Leslie Rule, Digital Storytelling Association

Increasingly we live in a transmedia world. Radio and television ask us to post our thoughts and responses online, adding to what was once a one way communication channel. Magazines and newspapers have multimedia channels on their websites, enriching text with moving image. Digital storytelling has become commonplace, and using it in the classroom allows students to move from mere consumers to become creators and publishers, thereby becoming more deeply aware of the need to be critically literate.

Why should I use it?

- multimodal - appeal to different learning styles
- develop critical literacy
- collaborative - need to plan for images, sound, text
- ability to create beautiful professional products
- most tools are free and easy to use
- digital stories are easily shared with wider community

A beautiful Storybird example

How to use it

- retell Bible stories/stories from other faiths
- create stories around a morality theme
- create digital prayer books
- write non-fiction texts explaining concepts for a younger audience
- change a hymn into a story - what is the message in the song
- collaborate on a digital dictionary/glossary of religious terms e.g parts of a Church

Websites and Tools

There are many digital storytelling websites. An excellent resource to begin with is Silvia Tolisano's Guide for Digital Storytelling: http://langwitches.org/blog/wp-content/uploads/2009/12/Digital-Storytelling-Guide-by-Silvia-Rosenthal-Tolisano.pdf - a comprehensive booklet that explains the whys and wherefores of Digital Storytelling as well as the best tools to use for the purpose.

Websites mentioned today are:

Storybird: http://storybird.com/

VoiceThread: http://ed.voicethread.com/

Toondoo: http://www.toondoo.com/

Interactive Timelines

What are they?

The traditional timeline is a classic teaching tool – now using Web 2.0 tools, students can create interesting, information-filled timelines that include images, text, video and music. The wealth of digital resources that is available through sites such as Trove and thanks to Creative Commons licencing means that students can really explore the context of events, and experience them in a way that far exceeds linear text.

Why should I use them?

- easy to use and free in most cases
- include multimedia for a richer description of events
- present historical information creatively and in multiple modes
- appeal to different learning styles
- broaden research beyond text

How to use them

- research and present events in Church history
- create multimedia versions of text documents
- create a history of your school
- chart significant personal events in spirituality development

Access a Timetoast Mary MacKillop timeline.

Websites and Tools

There are a number of different timeline creator tools – each have their strengths and weaknesses.

- Capzles – create fantastic multimedia timelines – great for viewing on screen, embedding into websites or blogs – but limited printing possibilities if you need a hard copy. http://www.capzles.com/
- TimeToast – not as interactive as Capzles, limited to images and text, however can be viewed in table format which can be printed. http://www.timetoast.com/
- Vuvox – less of a 'timeline' and more of a linear collage tool – very visual, very interactive, very flexible a little more difficult to use that Capzles – better for older students. http://www.vuvox.com/

QR Codes

What are they?

QR (Quick Response) codes are basically 3D barcodes. Being 3D as opposed to 2D, they can contain much more information that a regular barcode. They can contain up to 4000 characters (numeric, alphabetical, Kanji (Japanese/Chinese symbols). Traditional barcodes contain only 20 digits of data.

A short piece of text, a Website address, an Email address or a phone number are just some of the types of information that can be stored in a code. In Japan, where QR codes originated, they are on most business cards – providing a link to a Google Map of where to find the business, or the business website in most cases, so users can simply scan the code with their phone to get direct access to information.

Most Smartphones will have a barcode scanner as an app which will read QR codes. For the desktop you can also install a little bit of software that will use a webcam to read the codes. Whether children are using mobile devices or the webcam on a netbook, they will access digital resources in fewer clicks.

There are many websites that generate QR codes – one of the easiest is Kaywa QR Generator: http://qrcode.kaywa.com/

Why should I use them?

- Convey large amounts of information easily
- Provide easy access to websites/YouTube videos
- create scavenger hunts or self-guided tours
- provide information to parents
- provide easy access for early years students to websites - use a desktop scanner

40 ways to use QR codes in the classroom

How to use them

- Create QR codes for Bible references in Bible Gateway for direct student access
- A tour of the Church can be made self guiding. Students use headphones plugged into phone/itouch and scan QR codes to listen to pre-recorded podcasts describing that part of the Church
- Create short videos depicting the consequences of various actions. Create a QR code for each video. Students read the description of the dilemma, then scan the QR code that relates to view the consequences of their choice.
- Include QR codes that direct students to websites with further information when viewing Religious Art

Websites and Tools

40 interesting ways to use QR Codes:
https://docs.google.com/present/view?id=dhn2vcv5_765hsdw5xcr&revision=_latest&start=0&theme=blank&authkey=COX05IsF&cwj=true

Desktop QR scanner: Quickmark: http://www.quickmark.com.tw/en/basic/index.asp

More info about QR Codes: http://livebinders.com/play/play_or_edit?id=51894

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QR code activity ideas

Write what you think the mystery object is

Idea one: Guess the mystery object
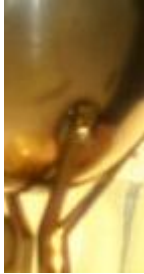
Check your answers here

Idea two:

Read the story of Jesus' Baptism here:

Now retell it in your own words below:

_____
_____

Idea three:

Choose one of the four short visual introductions to the Gospel you find here:

After viewing the short clip, read the information relating to the Gospel you chose, then scan the corresponding code below and answer the question in your blog.

Matthew	Mark	Luke	John