Title
Using Web 2.0 Technologies in Teaching Environments

Abstract
The term Web 2.0 was coined by O’Reilly Media in 2003 and is now widely used in a collective sense to describe these technologies (O’Reilly, 2005). What we see in the Web evolution is an emphasis on collective knowledge over static information. The second generation Web – blogs, wikis, social networks, podcasts, social networks, newsfeeds, and so on – all encourage a more active, participatory role for users (Maloney, 2007). The author will lead informal discussions on how to take advantages of available Web 2.0 technologies into teaching/learning environments. Specific topics will focus on web blogs and podcasts. Instructional strategies and procedures of using Web 2.0 technologies in teaching arts, 8th grade mathematics and Spanish will be shared and discussed.

Web 2.0 Projects
Web 2.0 encompasses the growing collection of new Web-base tools – blogs, newsfeeds, podcasts, wikis and so on. Web 2.0 signals a transition from isolation to interconnectedness for end uses (Solomon & Schrum, 2007). During the fall semester 2008, the author led a group of graduate students exploring the following Web 2.0 technologies for teaching purpose in different areas: 1) Blogging. Web logging, is a form of online reporting and journaling that gives anyone an opportunity to publish on the Internet; 2) Wikis. A wiki is an online writing space designed to be created and edited by groups of person; 3) Podcasting. Podcasting is derived from the Apple product iPod and the term broadcasting; 4) Other Forms of Content Creation. Until the early 2000s, only webmasters and others authorized to build Web sites could put information on the Web. One of the defining characteristics of Web 2.0 is that literally anyone can generate “content” and place it on the Web without knowledge of page design tools and methods; 5) Social Bookmarking. Social bookmarking was described by Alexander (2006) as “classic social software.” 6) Social Networking. Social networking sites promote the development of online communities through posting of personal information, journals, photos, likes and dislikes, and provide communication channels for persons with similar interests to meet virtually; and 7) Virtual Worlds. Virtual worlds appear to have exciting potential for placing students in real-life applications of course content.

These graduate students created bloggins and podcasts in their own disciplines. The author will share Web 2.0 instructional strategies and procedures of Web 2.0 new tools. The following are three examples of using a web blog and podcasts for classroom uses along with web links.

Sample of Web 2.0 Projects
A middle school art teacher created a blog for students to share ideas of paintings and sculpture. The website is http://msbuteauartclass.blogspot.com/

Figure 1. An Art Class Blog

A mathematics teacher created a podcast for students to review the Triangles Unit. The website is http://anitatlatt.podbean.com/
A Spanish teacher created a podcast for his class. Students can access this podcast in Spanish from their home. The website is http://juanjuan.podbean.com/category/uncategorized/

In Spanish

Figure 2. Podcast in Spanish

Summary
Three examples of using Web 2.0 technologies in teaching arts, mathematics, and Spanish show how educators can take advantages of the features the Web 2.0 offers. These features are interconnectedness, interactivity, and accessibilities. The World Wide Web is on longer a static cyberspace where people go to look for information, but a dynamic and human-shared community. From this community, educators can utilize new features of the web to delivery subject contents. The Web technologies are still growing, and most of educators are at experimental stages in utilizing Web 2.0 technologies in teaching/learning activities. The roundtable also provides an opportunity to discuss evaluation procedures in this area.

References

