

School & Society, Conversations & Learning Networks

International Perspectives and Meta-trends



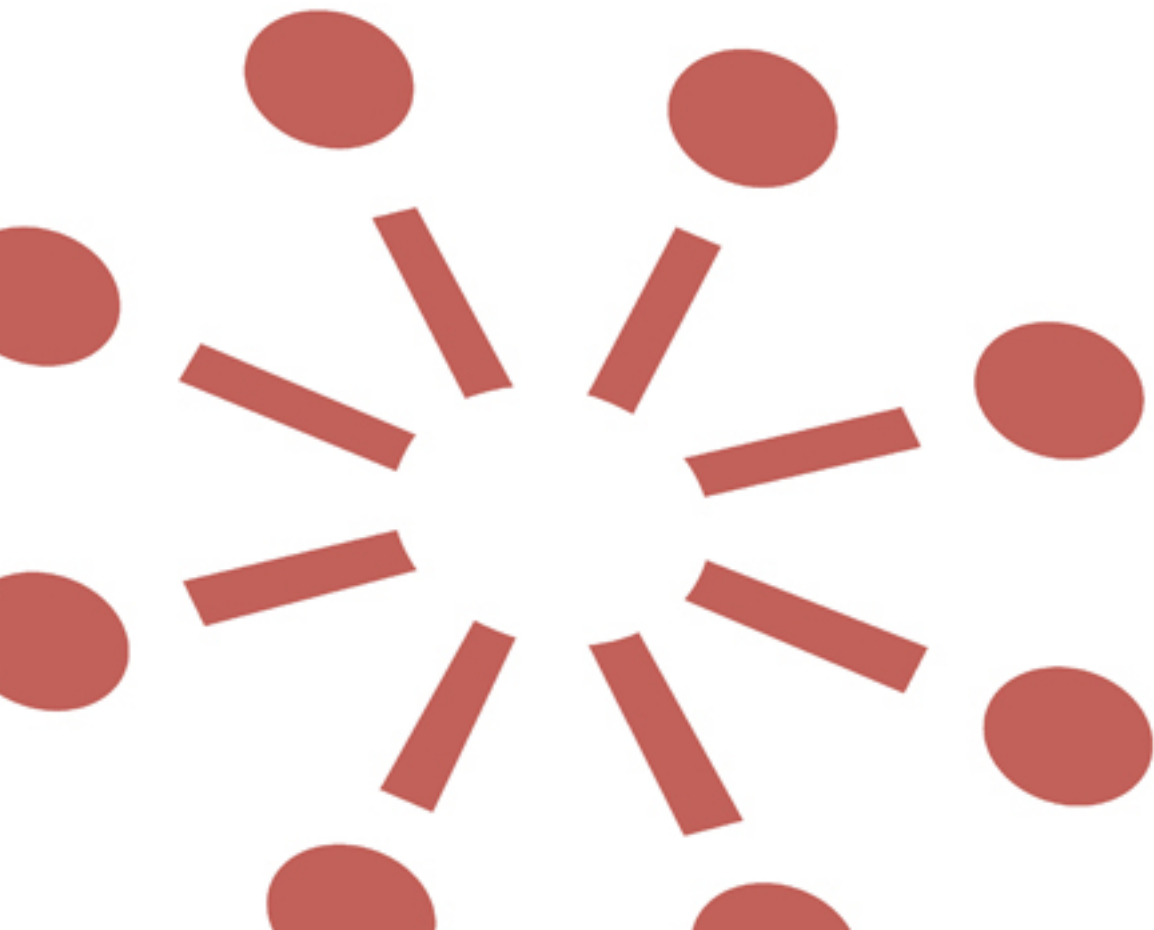
Paul Pangaro, Ph.D.
General Cybernetics, Inc.
New York City

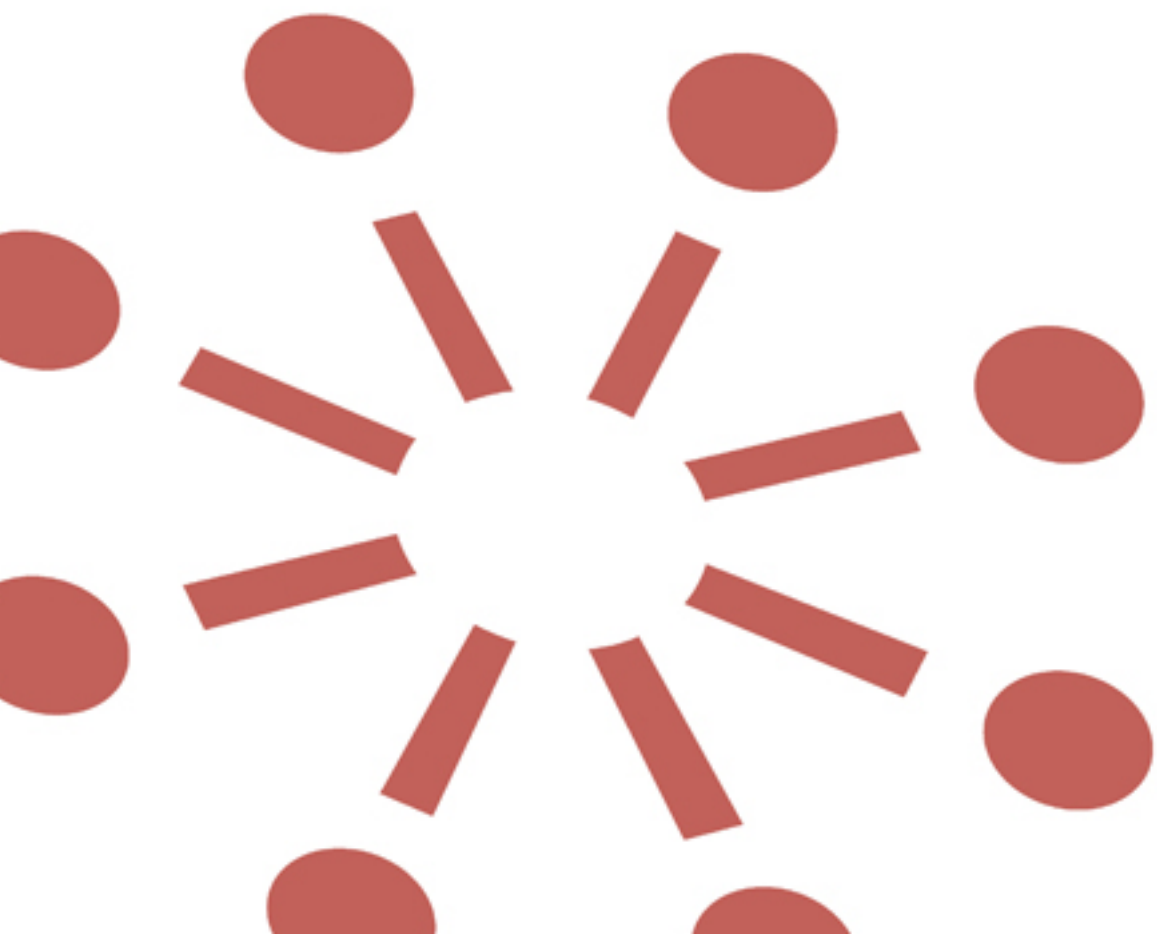
www.pangaro.com/cisco2012

Alberto Blumenschein
Reddrummer
São Paulo



School & Society, Conversations & Learning Networks





society

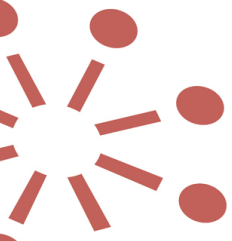
humans = social creatures who cooperate

social cooperation = society

society = capacity to respond to human problems

= capacity to respond to human desires

= capacity to increase choices for all



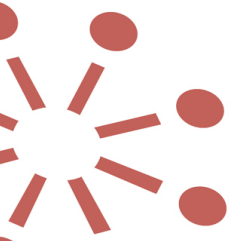
role of conversation

business / commerce / industry = coordinated actions

coordinated actions require agreements

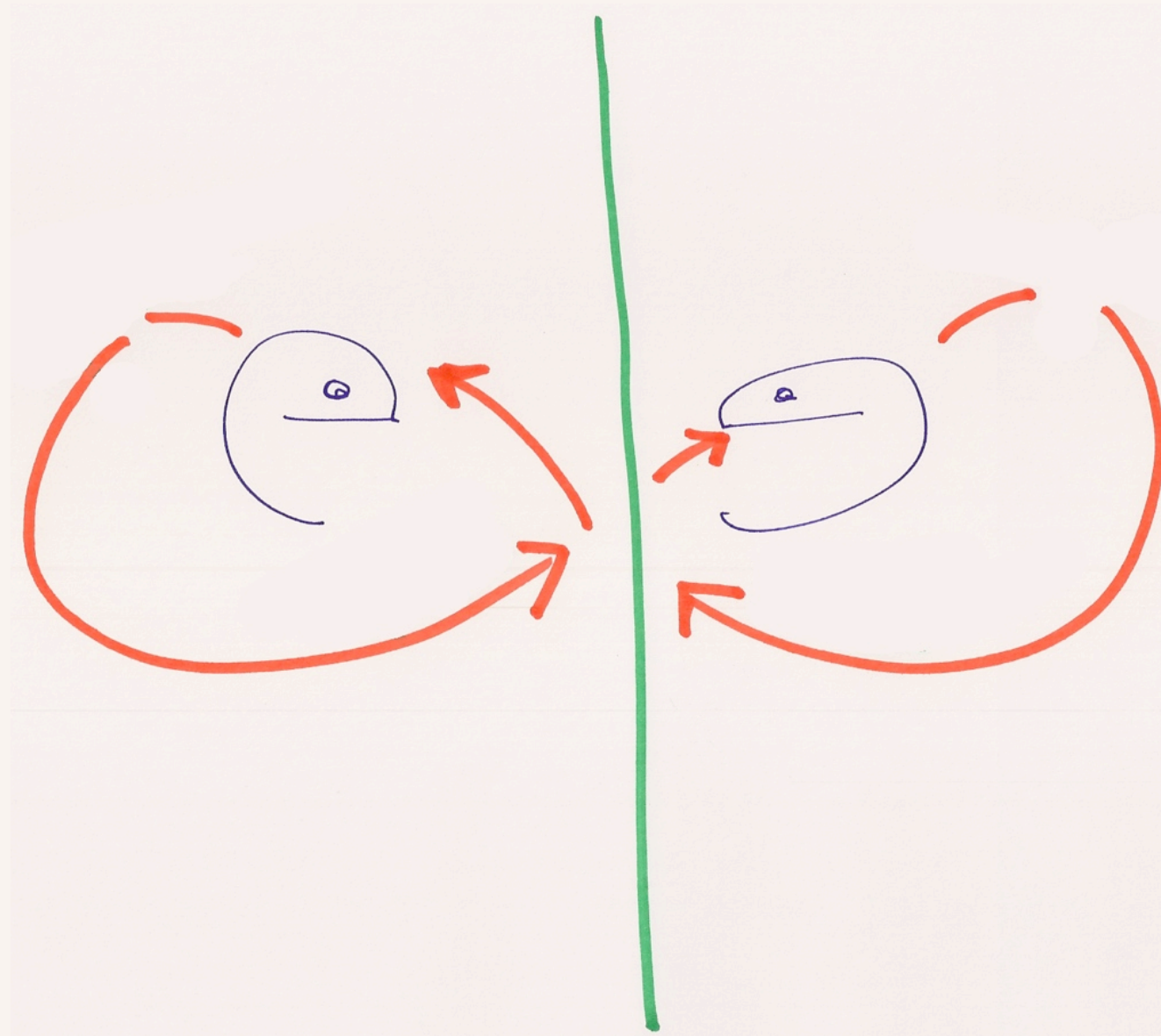
agreements require conversations

conversations require language



what is conversation?

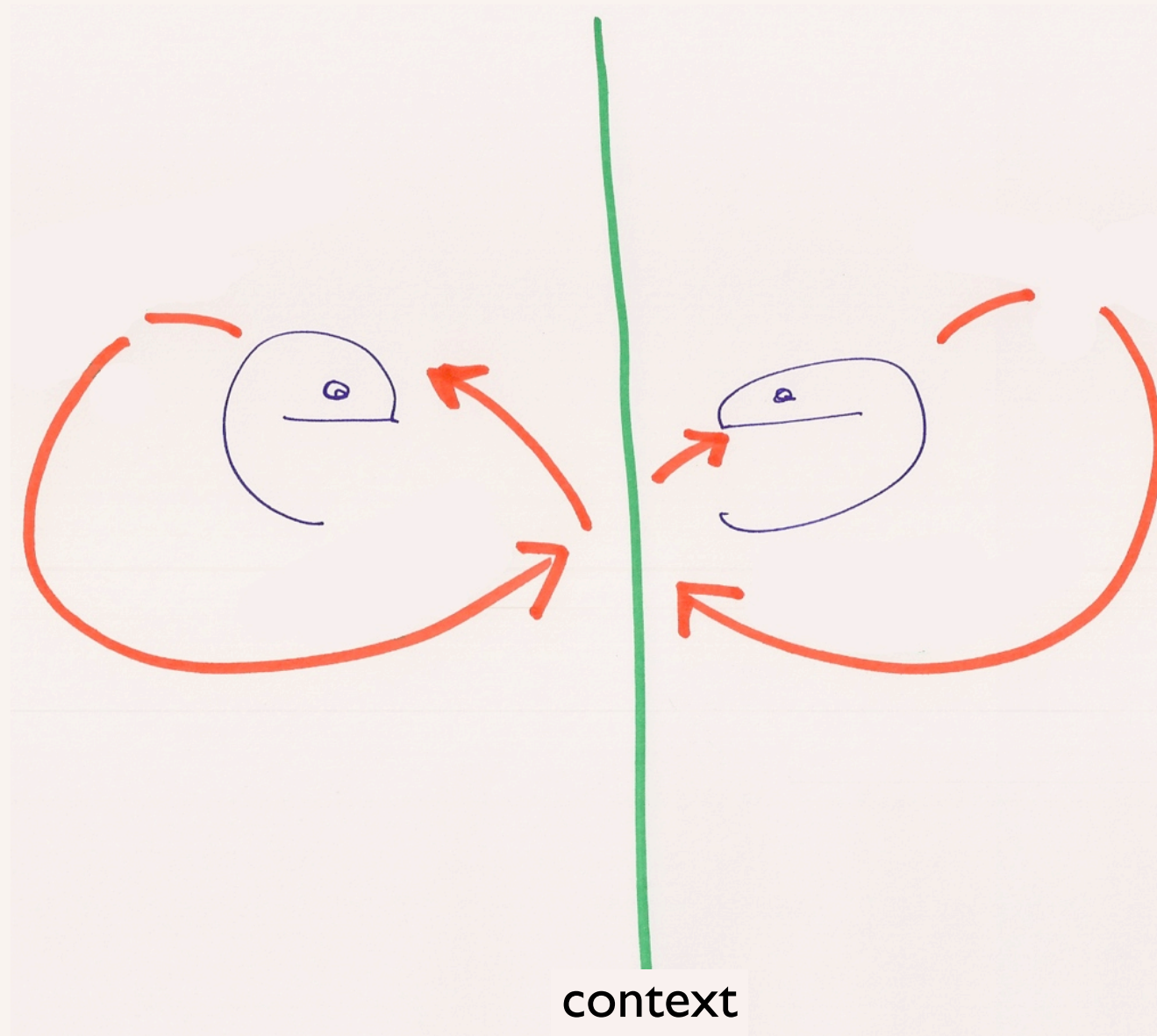
what is conversation?



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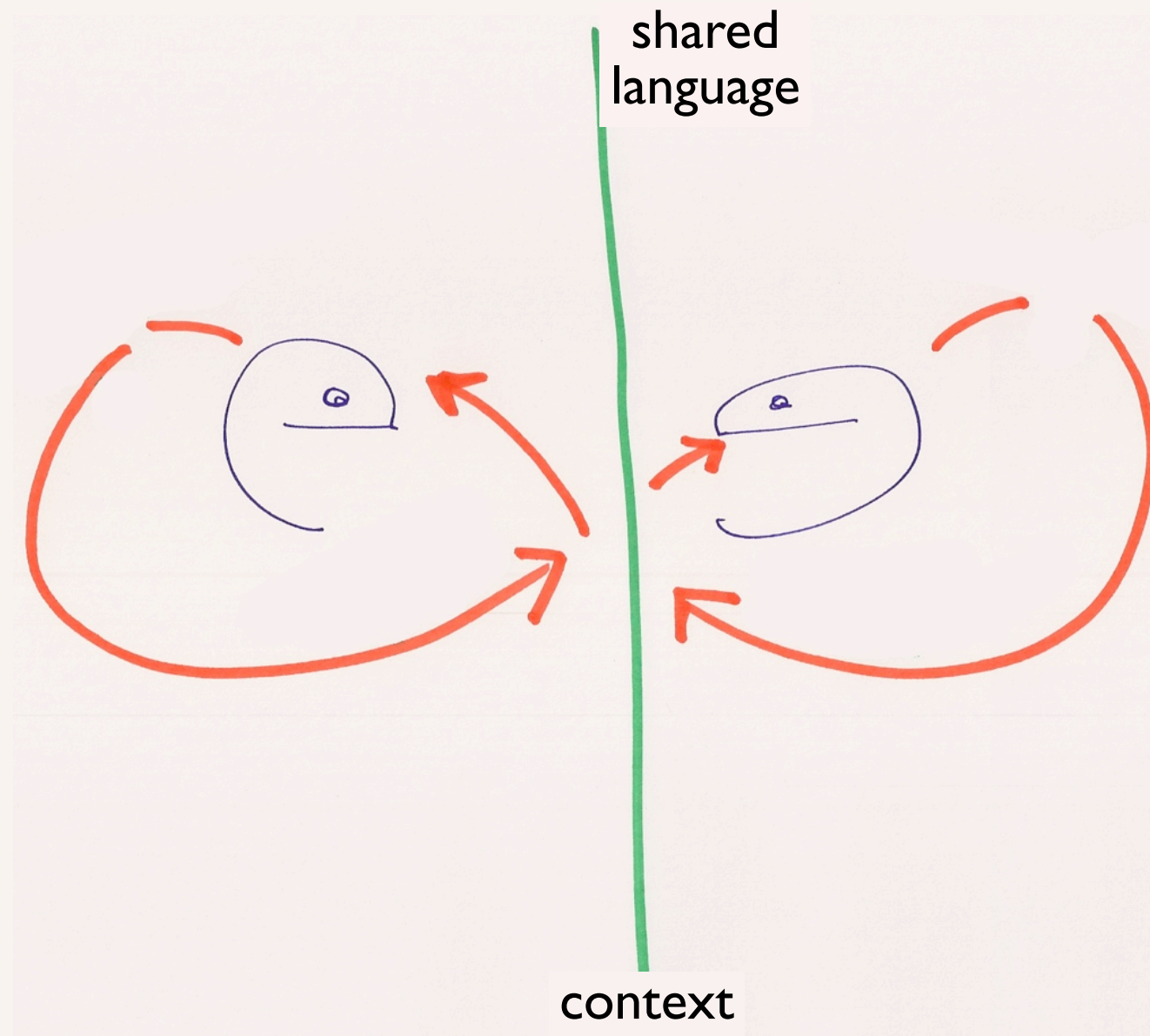
context

appropriate moment
appropriate content



what is conversation?

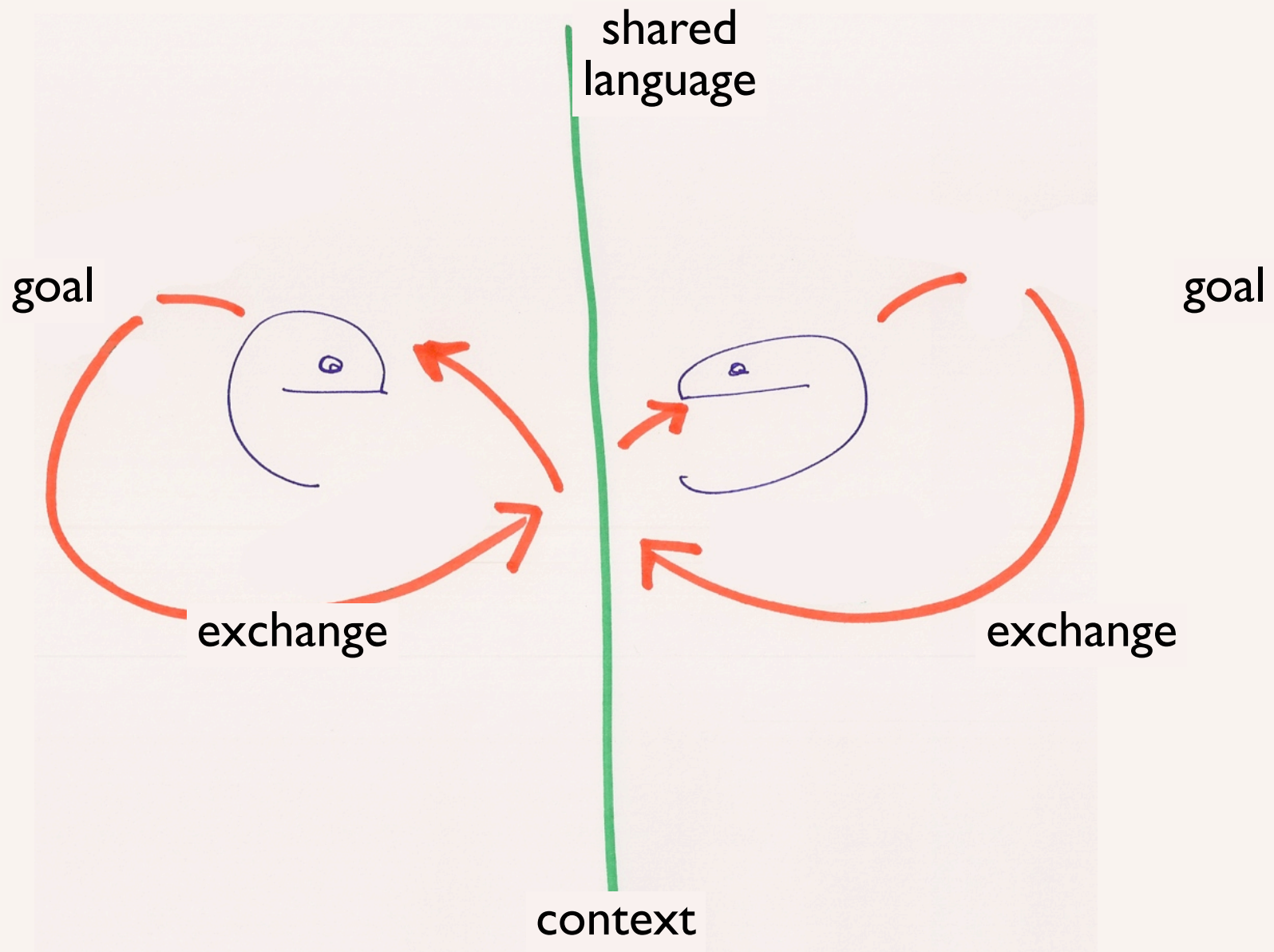
language
understandable start
understandable journey



what is conversation?

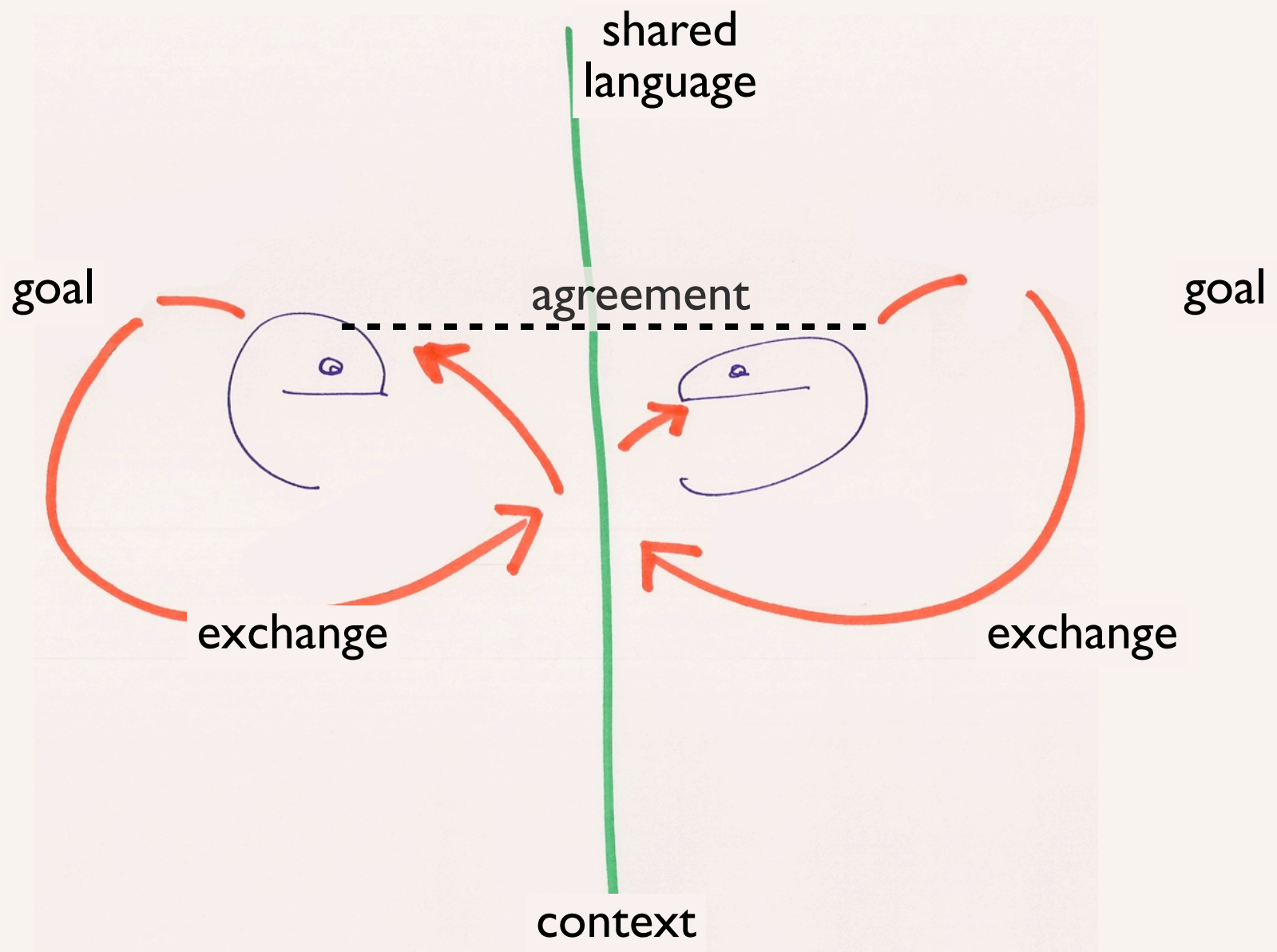
exchange

shared goal
contract to continue
mixed initiative



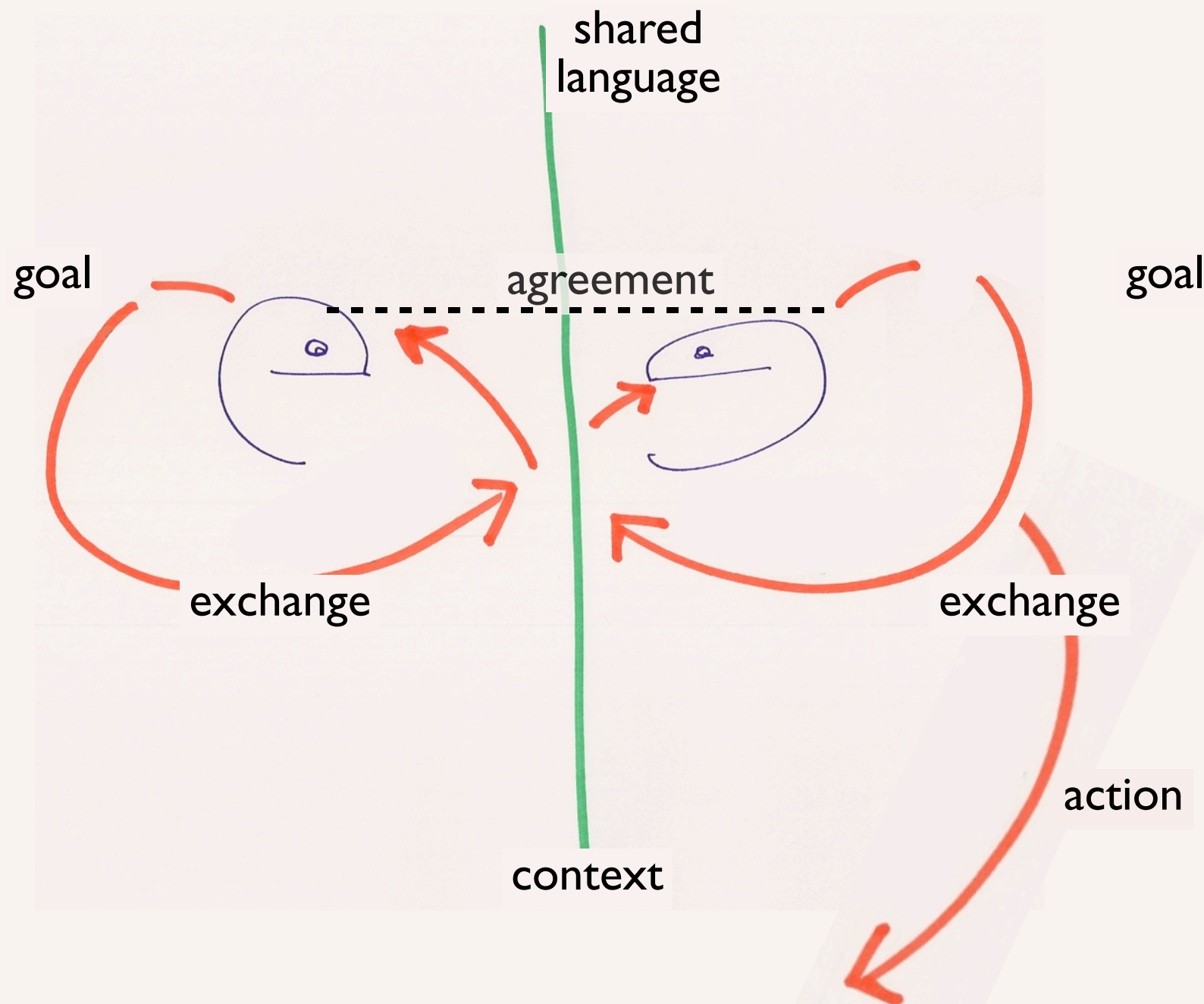
what is conversation?

agreement
shared mental models



what is conversation?

(trans)action
coordination of behavior



what is conversation?

context

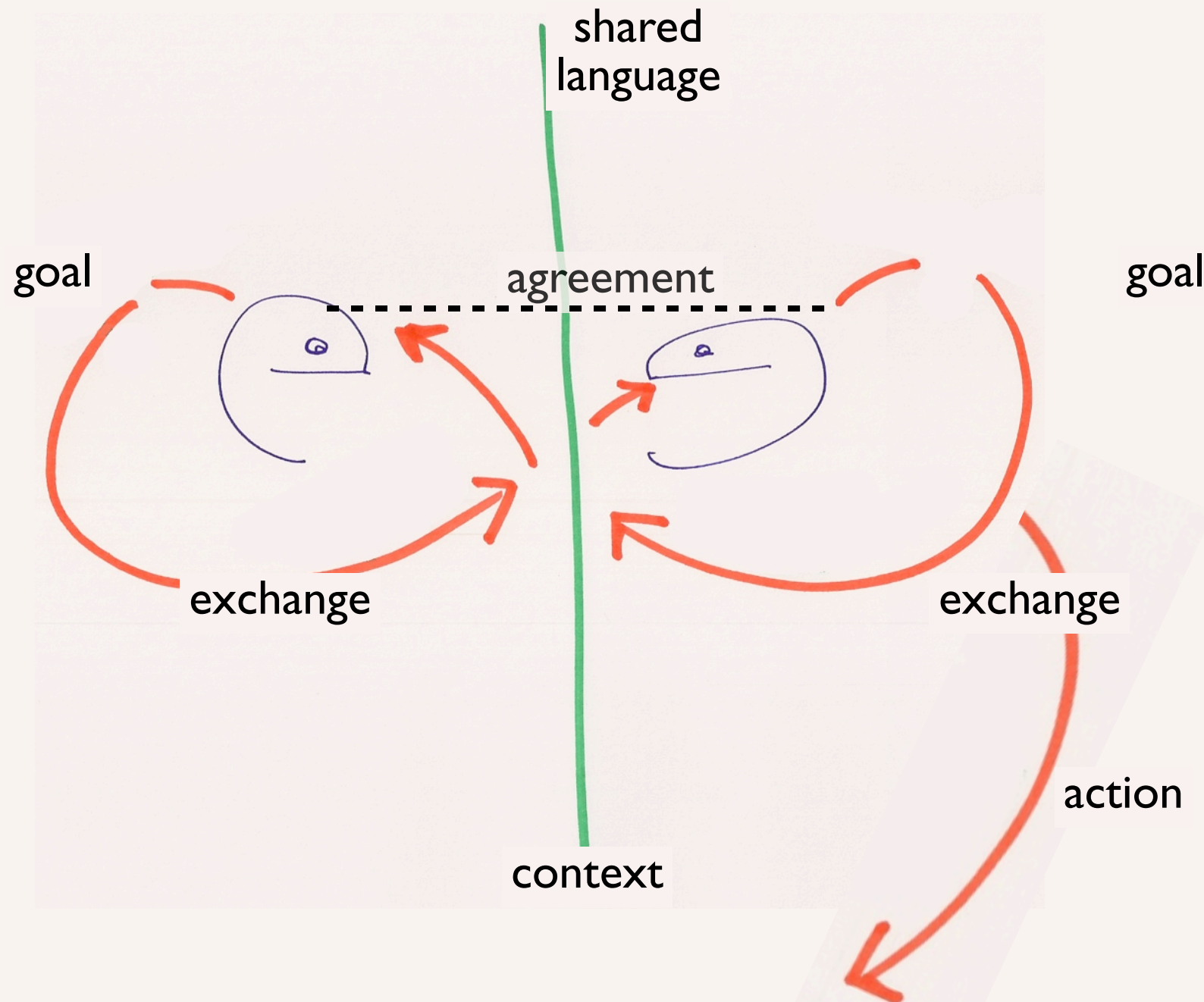
language

exchange

agreement

(trans)action

cleat



what is conversation?

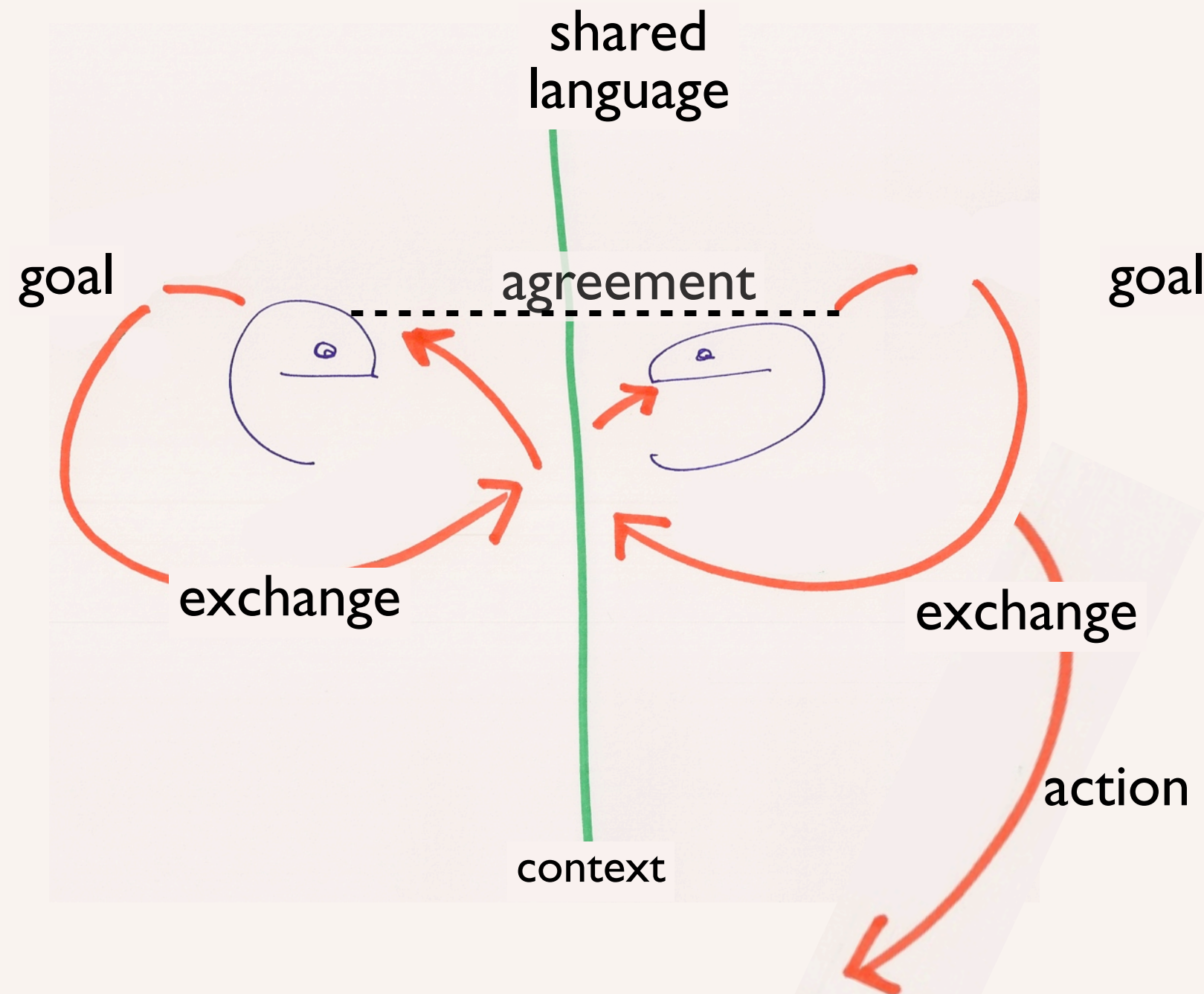
context

language

exchange

agreement

action



what is learning?

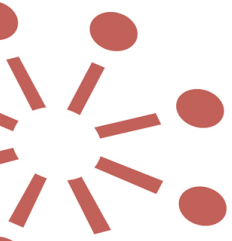
context finding a way to converse, in order to learn, now

language starting an exchange in a vocabulary that is shared

exchange interacting back-and-forth to evolve beliefs

agreement acknowledging what is understood & shared

action coordinating behavior to confirm understanding



what is a school?

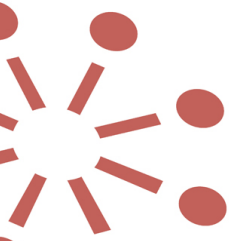
context fixed location, time, subject, teacher

language pre-established vocabulary in pre-defined curriculum

exchange “teacher” and “student” dialog

agreement qualitative assessment in class, quantitative in tests

action exercise, practice, performance



networks of conversations

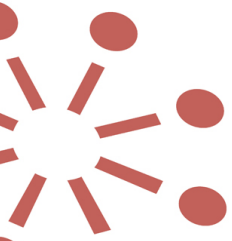
context unencumbered by institution, location, time, or teacher

language sufficiently shared to begin exchange yet very diverse

exchange free & inclusive, without prejudice to authority

agreement on-going checks of understanding for every exchange

action shared manipulation of models to demonstrate learning



instrumented conversations

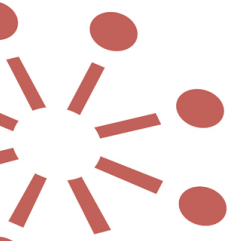
context peer matching begins from social graph but extends beyond

language diversity is bridged by translation tools & conversation interface

exchange interface regulates uncertainty & encourages new modalities

agreement just-in-time feedback for continual self-assessment

action software-based simulations & “teachback” by student





An occasional paper on digital media and learning

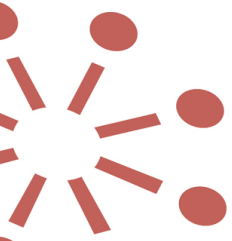
Confronting the Challenges of Participatory Culture: Media Education for the 21st Century

Henry Jenkins, Director of the Comparative Media Studies Program
at the Massachusetts Institute of Technology

with

Katie Clinton
Ravi Purushotma
Alice J. Robison
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MACARTHUR
The John D. and Catherine T. MacArthur Foundation





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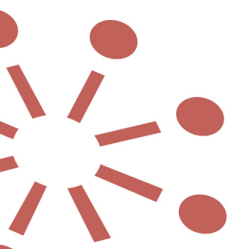
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“... to shift the focus
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about the digital divide from
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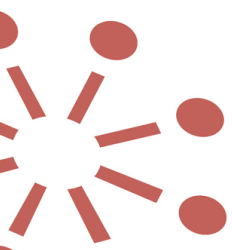
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RedDrummer

Educação para a convivência crítica

Date

1997: Newsware

- ❖ Em 1997, foi criada a primeira versão de RedDrummer: chamava-se Newsware.
- ❖ Newsware antecipava coisas que seriam novidade cerca de 10 anos depois, como as rede sociais e a possibilidade de construir-se uma personalidade digital própria, em substituição aos impessoais e anônimos avatares de então.
- ❖ Em 1999, Newsware deu início a uma experiência educacional aplicada a estudantes do ensino médio em uma escola privada de São Paulo. O resultado foi documentado em palestra proferida no Congresso Internacional de Educação em 21 / 01 / 2000 e reproduzida num artigo da Revista Comunicação e Educação pelo estudioso Clóvis de Barros, Professor de Metodologia e Ética da Faculdade de Jornalismo Cásper Líbero. (Newsware: proposta pedagógica para educação para a mídia).
- ❖ Letramento para a mídia. [entendimento, comparação e crítica]

2012: RedDrummer—www.reddrummer.com

- ❖ Agregador de feeds global (fontes abertas de informação)
- ❖ Organização geral por fluxo de conversação (tema, objetivo, problema etc...)
- ❖ Estrutura de comentários e posts focada no desenvolvimento da conversa (CLEAT)
- ❖ Análise de resultados da comunicação considerando o relacionamento entre as partes (DNA)
- ❖ Desenhado para comunicação corporativa e aplicável a outras organizações (educação, ativismo social, gestão pública etc...)

Projeto RD Palmares

- ❖ Em finais de 2011 procuramos o Colégio Palmares (SP) para retomarmos o projeto inicialmente concebido em 1997.
- ❖ Fomos bem recebidos pois o Colégio enfrentava o desafio da onnipresença do mundo digital. O muro da escola haviam sido devassados pela presença de celulares, tablets e outros gadgets.
- ❖ Demos início a construção de um projeto que visava a construção de um entendimento compartilhado entre educadores, alunos e famílias sobre a presença digital na comunidade escolar.
- ❖ A ideia original de um letramento para a mídia [1997] transformou-se num projeto de letramento para a convivência digital.

Convivência Digital

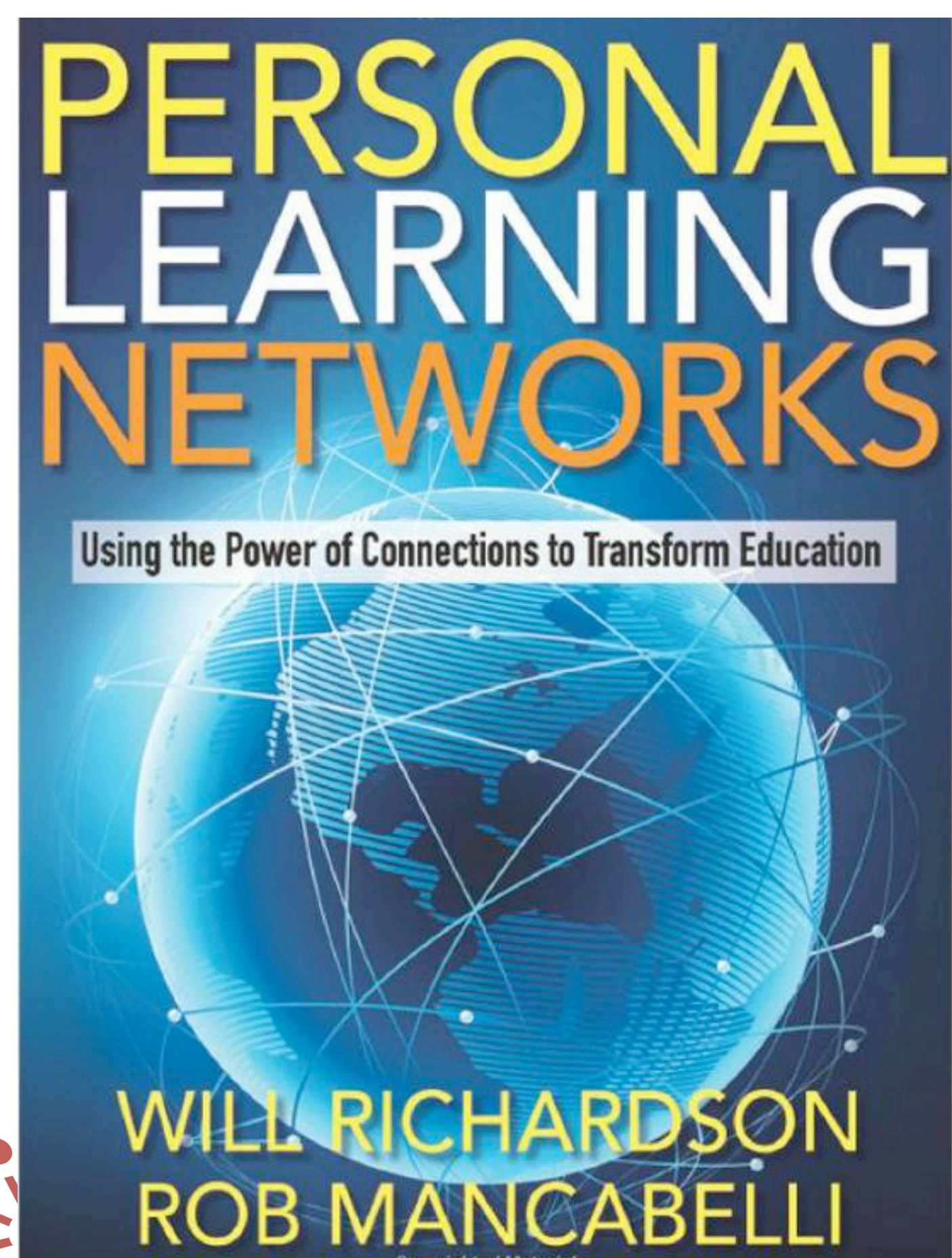
- ❖ Para os educadores abrir a possibilidade do entendimento do ambiente digital como oportunidade pedagógica (para além da função biblioteca)
- ❖ Para os estudantes definir os contornos de uma ética digital na perspectiva da crítica na diversidade e liberdade expressiva
- ❖ Para a comunidade escolar construir um ambiente escolar que considera e faz uso dos recursos digitais numa perspectiva humanizadora da gestão e do relacionamento.
- ❖ Para todos construir um entendimento do que seria um propósito comum da educação para aquela comunidade.

Passos do projeto

- ❖ Conversas presenciais com os educadores e estudantes para o desenho original e adaptação
- ❖ Construção dos temas e do espaço de colaboração na plataforma
- ❖ Convites pessoais para o ingresso no fluxo dos trabalhos
- ❖ Integração gradual com as atividades curriculares e projetos pedagógicos

Noam Chomsky

- ❖ Cultivar a capacidade de buscar o que é significativo e disposição para questionar se estamos no caminho certo, é disso que deve tratar a educação seja com papel, lápis e livros ou com a internet.



PERSONAL LEARNING NETWORKS

Using the Power of Connections to Transform Education

WILL RICHARDSON
ROB MANCABELLI

"We have to ask our teachers to learn in different ways than how they learned in their high schools and colleges in order to leverage the power of modern networks, not only for their own personal learning but to better deliver these new skills and literacies to the students in their classrooms."

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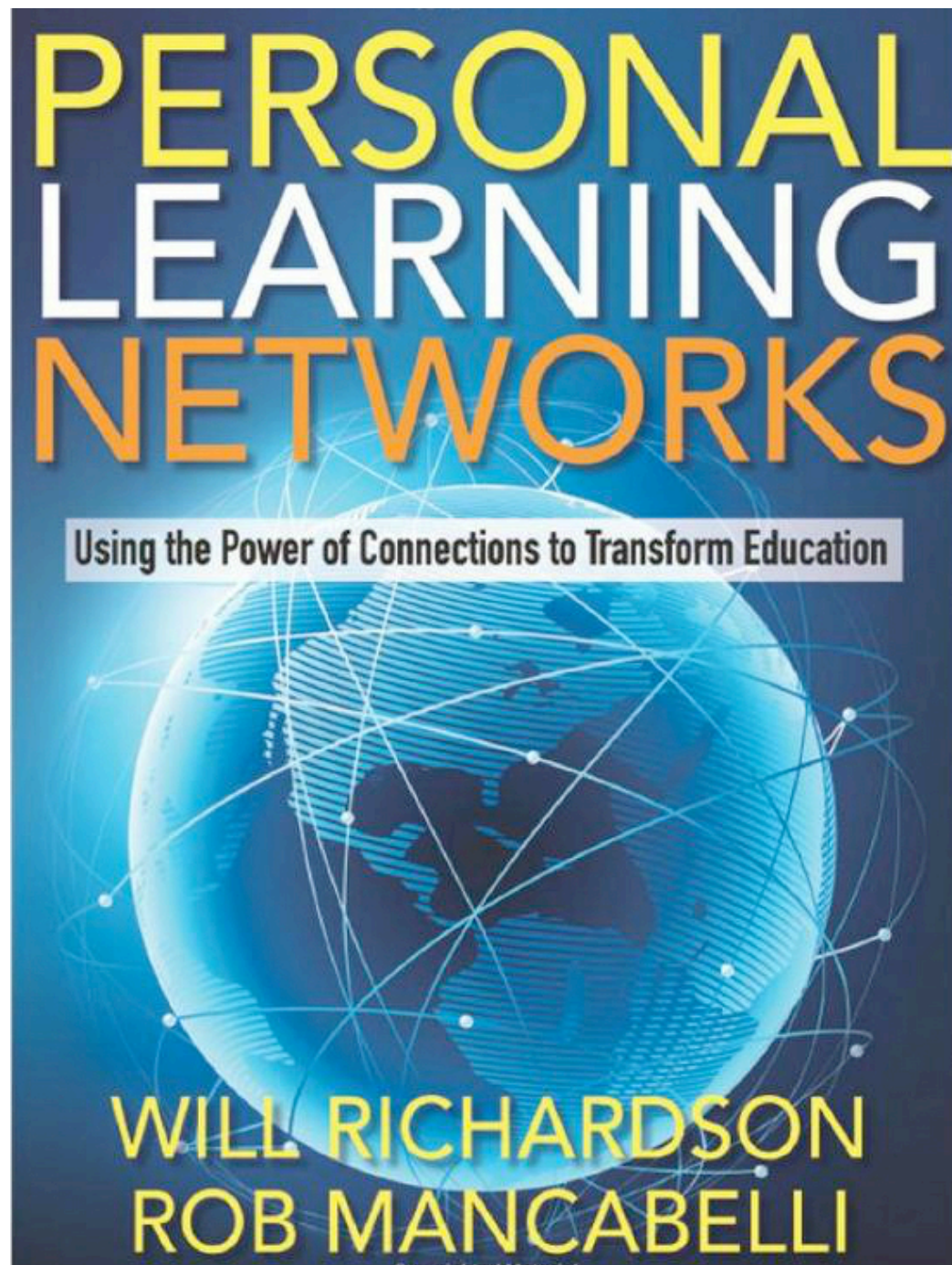
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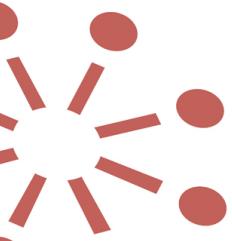
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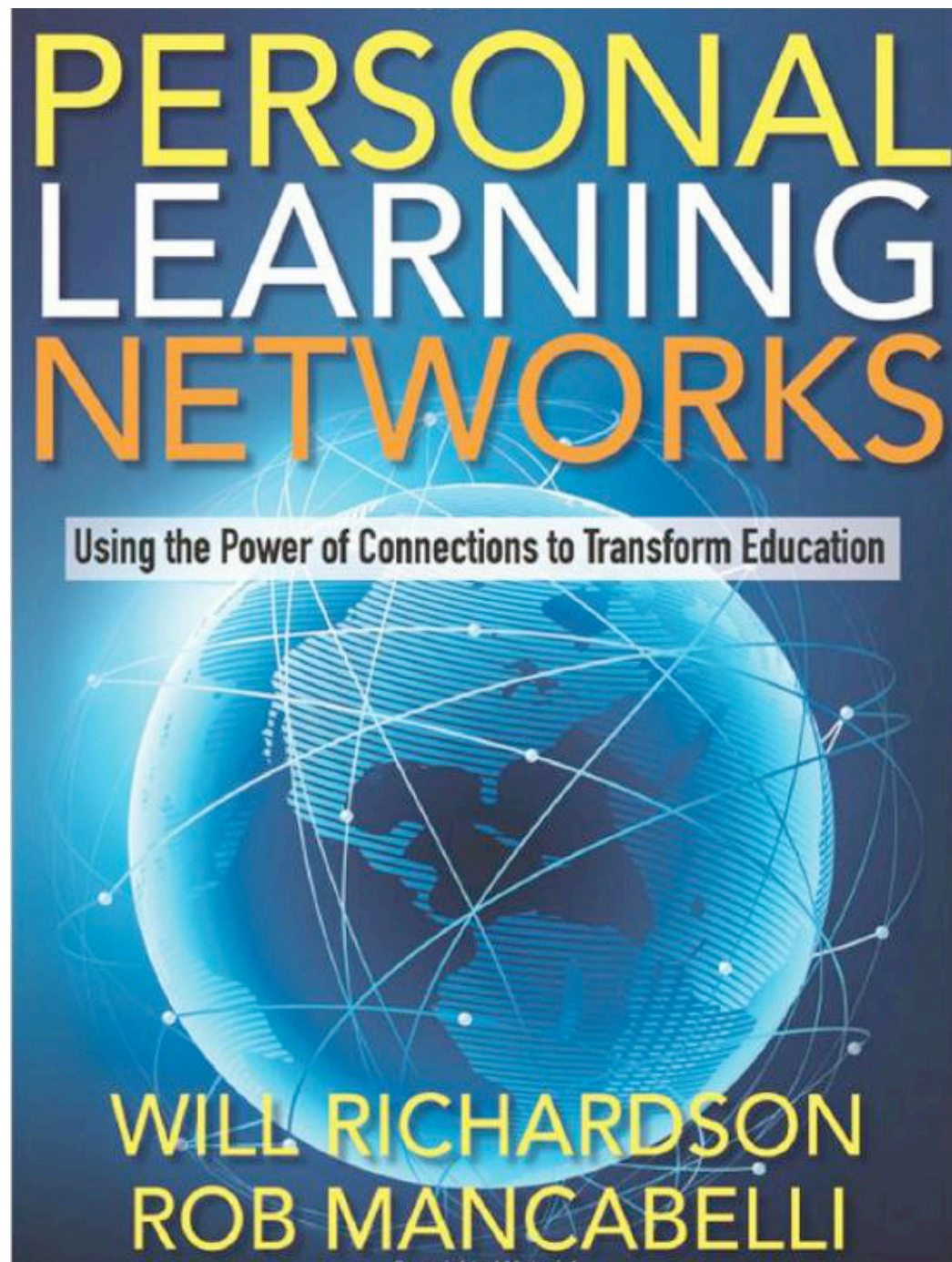
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Bringing social networks and teachers together to...



- offer connection to other teachers with shared concerns and passions
- conquer the isolation of the traditional classroom
- facilitate easily-accessed, topic-based conversation
 - #edchat, #mathchat, #flipclass, #assessment...
 - Twitter chats attended by hundreds of educators all over the world every week
- help teachers rapidly crowdsource supplementary curriculum, open-education resources, etc.
- enable learning anytime, anywhere—for students and for teachers





Networked teachers...

Networked classrooms and schools...

Networked students...

Networked communities of interest...

Networked society.



An occasional paper on digital media and learning

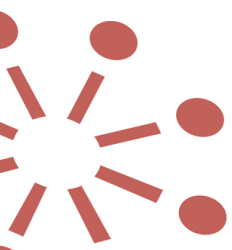
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“21st-century Media Literacies”

Play — to experiment in order to problem-solve

Performance — to adopt alternative identities for self-discovery

Simulation — to interpret and construct dynamic models

Appropriation — to meaningfully sample and remix media

Multitasking — to scan one’s environment and shift useful focus

Distributed Cognition — to use tools to expand mental capacities

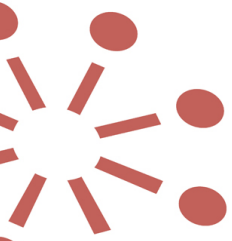
Collective Intelligence — to pool knowledge toward shared goal

Judgment — to evaluate reliability and credibility

Transmedia Navigation — to follow meaning across modalities

Networking — to find, synthesize, and disseminate insights

Negotiation — to travel across and respect diverse communities.





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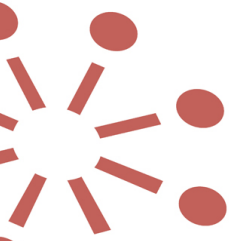
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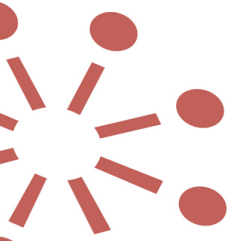
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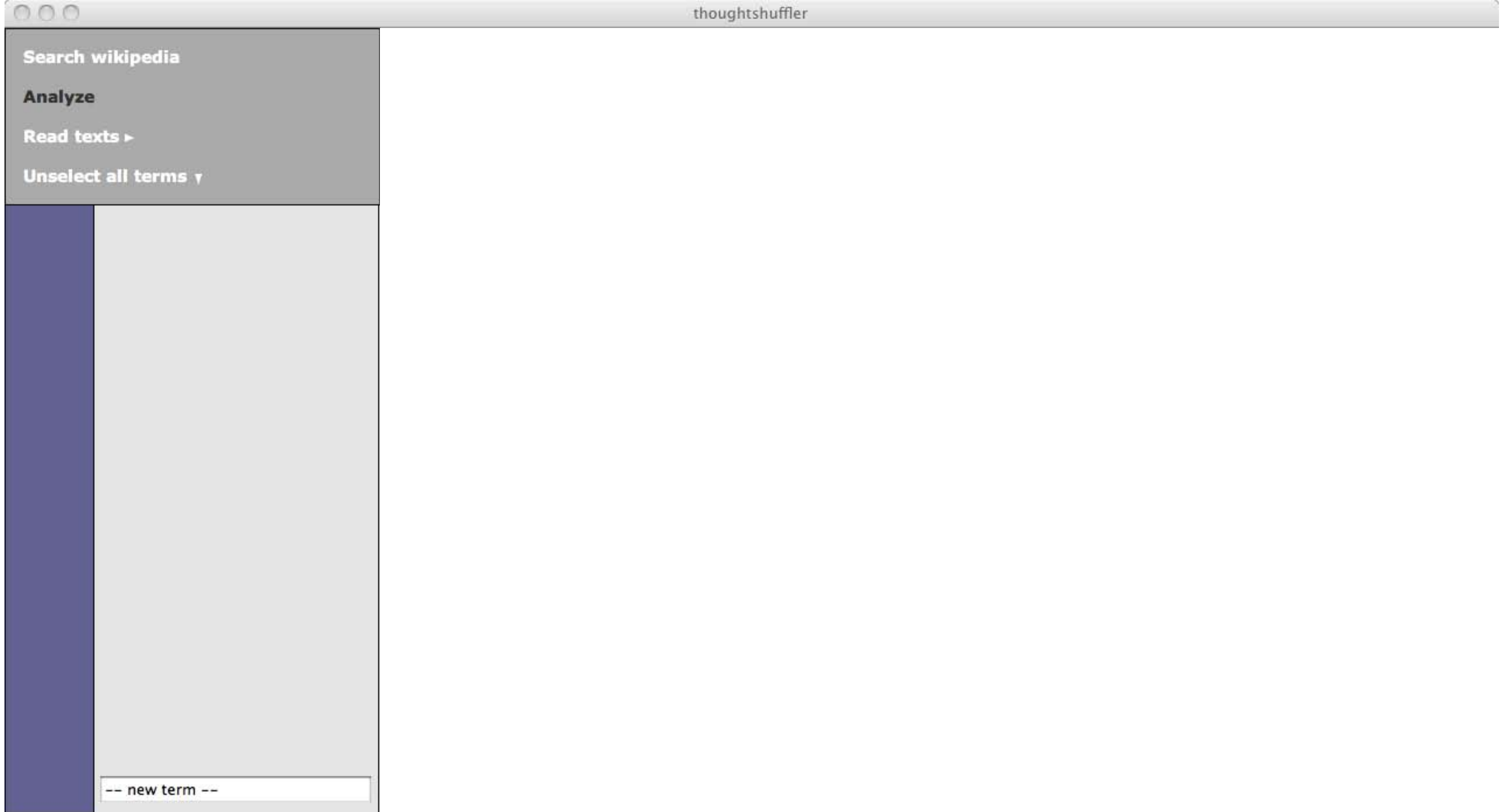


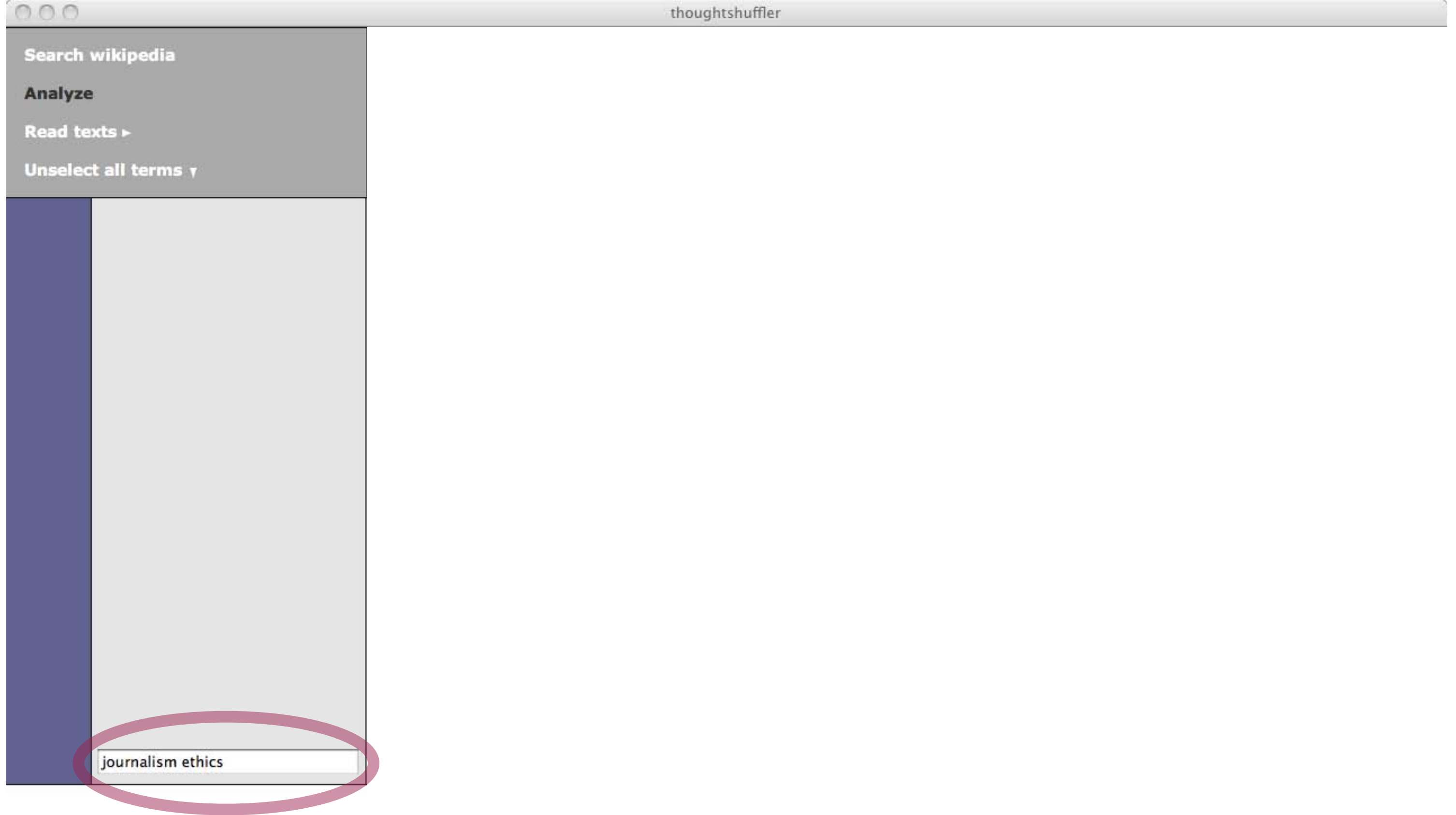
thoughtshuffler



“the new way of reading and the next way of writing”







Search wikipedia

Analyze

Read texts ►

Unselect all terms ▼

— 29 journalism ethics

-- new term --

thoughtshuffler			
<div>Search wikipedia</div> <div>Analyze</div> <div>Read texts ►</div> <div>Unselect all terms ▼</div>	<div>1: [Center for International Media Ethics]</div> <div>CIME began in July 2007, after thirty-two young journalists and professionals from five continents gathered in Prague for a week-long seminar. After this week CIME emerged as a formal international framework with the intent of helping journalists take on a proactive role in shaping their societies. CIME encourages each journalist to take on a proactive role in defining ethical practices through the choices and decisions made throughout a day's work. When</div>	<div>[Media ethics]</div> <div>Media ethics is the subdivision of applied ethics dealing with the specific ethical principles and standards of media, including broadcast media, film, theatre, the arts, print media and the internet. The field covers many varied and highly controversial topics, ranging from war journalism to Benetton advertising. The ethics of journalism is one of the most well-defined branches of media ethics, primarily because it is frequently taught in schools of journalism.</div>	<div>[Objectivity (journalism)]</div> <div>Parent article: Journalism ethics and standards Objectivity is a significant principle of journalistic professionalism. Journalistic objectivity can refer to fairness, disinterestedness, factuality, and nonpartisanship, but most often encompasses all of these qualities. In the context of journalism, objectivity may be understood as synonymous with neutrality. This must be distinguished from the goal of objectivity in</div>
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31	journalism ethics	journalism ethics		journalism ethics
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	journalism ethics			

<p>standards] ne cornerstone of a e Radio-Television n, an organization ectronic journalism, centering on public ss, integrity, tability.</p>	<p>[Journalism ethics and standards] RTDNA publishes a pocket guide to these standards. The primary themes common to most codes of journalistic standards and ethics are the following. During the normal course of an assignment a reporter might go about gathering facts and details, conducting interviews, doing research, background checks, taking photos, video taping, recording sound. harm limitation deals with the questions of whether everything learned should be</p>	<p>40: [Journalism ethics and standards] This principle of limitation means that some weight needs to be given to the negative consequences of full disclosure, creating a practical and ethical dilemma. The Society of Professional Journalists' code of ethics offers the following advice, which is representative of the practical ideals of most professional journalists.</p>	<p>[Journalism ethics and standards] Quoting directly: Ethical standards should not be confused with common standards of quality of presentation, including: In addition to codes of ethics, many news organizations maintain an in-house Ombudsman whose role is, in part, to keep news organizations honest and accountable to the public.</p>	<p>[Journalism ethics and standards] The ombudsman is intended conflicts stemming from internal external pressures, to maintain to the public for news reporting self-criticism and to encourage both codified and uncodified standards.</p>

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<ul style="list-style-type: none"> 38 ethical dilemma 12 international 40 journalism 28 journalists 	<p>ethical dilemma</p> <p>international</p> <p>journalism</p> <p>journalists</p>	<p>international</p> <p>journalism</p> <p>journalists</p>	<p>international</p> <p>journalism</p> <p>journalists</p>
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<div> <div>Search wikipedia</div> <div>Analyze selections</div> <div>Read ></div> <div>Unselect all terms ▾</div> </div>		<div>1: [Center for International Media Ethics]</div> <div>CIME began in July 2007, after thirty-two young journalists and professionals from five continents gathered in Prague for a week-long seminar. After this week CIME emerged as a formal international framework with the intent of helping journalists take on a proactive role in shaping their societies. CIME encourages each journalist to take on a proactive role in defining ethical practices through the choices and decisions made at work on a daily basis. They</div>	<div>4: [Johann Hari]</div> <div>Johann Eduard Hari (born 21 January 1979) is a British journalist who was a columnist at The Independent and The Huffington Post, and contributed to several other publications. In 2011, Hari admitted to plagiarism, was suspended from The Independent and surrendered his 2008 Orwell Prize. He also admitted to making Wikipedia edits, under a pseudonym, to attack his critics, and has said that he plans to undergo training in journalism.</div>	<div>21: [Hä±fzÄ± Topuz]</div> <div>After graduating from Istanbul University, Hfz Topuz entered journalism, and was employed between 1948 and 1957 at the daily newspaper Akam, where he worked as a reporter and later as an editor. He co-founded Istanbul Journalists' Union, and served as its leader. During his time in France, he applied for a vacant post at the headquarters of UNESCO in Paris. He worked as a travelling reporter for the association between 1950 and 1953. He was</div>
<div> <div>38</div> <div>12</div> <div>40</div> <div>28</div> </div>	ethical dilemma	ethical dilemma		
	international	international	international	international
	journalism	journalism	journalism	journalism
	journalists	journalists	journalists	journalists
<div>-- new term --</div>				

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thoughtshuffler				
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19 international 38 journalists 39 ethical dilemma 46 journalism		international journalists	journalists	journalists
-- new term --		20 - take... 17 - role... 14 - CIME... 8 - professionals... 6 - week... 5 - societies... 5 - formal... 5 - young... 5 - began... 4 - framework... 4 - seminar... 3 - intent... 2 - proactive... 2 - helping... 2 - emerged... 2 - Prague... 2 - continents... 1 - shaping... 1 - gathered...		

264: CIME began in July 2007, after thirty-two young journalists and professionals from five continents gathered in Prague for a week-long seminar. After this week CIME emerged as a formal international framework with the intent of helping journalists take on a proactive role in shaping their societies.

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thoughtshuffler				
Young ong a ent le in	<p>[Center for International Media Ethics] CIME encourages each journalist to take on a proactive role in defining ethical practices through the choices and decisions made at work on a daily basis. They urge journalists to work together to make their own judgments and identify their own strategies.</p>	<p>[Center for International Media Ethics] The driving emphasis is that journalists together have the power to formulate and enforce a tacit code of ethics as a status quo of their profession. CIME has already hosted its Forum three years in a row, to provide panel discussion sessions for a group of selected journalists on the topic of ethics.</p>	<p>[Center for International Media Ethics] This provides a framework for media professionals to share strategies on local ethical dilemmas that come up in their work. They host the CIME Forum in low-income countries where journalists cannot normally afford ethics training, with the goal of improving the overall journalism ethics standards in each given country.</p>	<p>[Center for International Media Ethics] The Center for International Media Ethics has held international conferences on the role of ethics in media, publishes a monthly newsletter focused on this discussion, and provides ethics training for low income journalists.</p>
	journalists	journalists	journalists ethical dilemma journalism	international journalists

<p>[Center for International Media Ethics] The Center for International Media Ethics has held international conferences on the role of ethics in media, publishes a monthly newsletter focused on this discussion, and provides ethical training for low income journalists.</p>	<p>[Center for International Media Ethics] The CIME Forum is an annual event that brings together media professionals for training, panels and discussion in ethical practices. The Forum is held each year in a different country. The first CIME Forum took place in Cotonou, Benin (West Africa) in February 2009.</p>	<p>[Center for International Media Ethics] The second Forum then took place in Oaxaca, Mexico in 2010. The third CIME Forum took place in Budapest, Hungary as a location to gather journalists from the surrounding countries in the heart of Eastern Europe. The Center for International Media Ethics inaugural International Media Ethics Day (IMED) was celebrated on Friday, Sept.</p>	<p>[Center for International Media Ethics] 23, 2011. More than 300 participants in 11 countries from four continents participated in the days events, with many others discussing media ethics issues online. Location of workshops: Earlier in 2011 CIME launched a web-based survey that explored how journalists and media ethics works in various parts of the world, as told from the perspective of media professionals themselves.</p>
<p>international journalists</p>		<p>international journalists</p>	<p>journalism</p>

<div> <div>Search wikipedia</div> <div>Analyze selections</div> <div>Shuffle ▶</div> <div>Unselect all terms ▼</div> </div>		thoughtshuffler		
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<div> <div>■ 19 international</div> <div>■ 38 journalists</div> <div>■ 39 ethical dilemma</div> <div>■ 46 journalism</div> </div>		<div>international</div> <div>journalists</div> <div>20 - take...</div> <div>17 - role...</div> <div>14 - CIME...</div> <div>8 - professionals...</div> <div>6 - week...</div> <div>5 - societies...</div> <div>5 - formal...</div> <div>5 - young...</div> <div>5 - began...</div> <div>4 - framework...</div> <div>4 - seminar...</div> <div>3 - intent...</div> <div>2 - proactive...</div> <div>2 - helping...</div> <div>2 - emerged...</div> <div>2 - Prague...</div> <div>2 - continents...</div> <div>1 - shaping...</div> <div>1 - gathered...</div> <div>-- new term --</div>	<div>journalists</div>	<div>journalists</div>

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Search wikipedia

Analyze

Read texts ▶

Unselect all terms ▼

-- type new content here --

-- new term --

Search wikipedia

Analyze

Read texts ►

Unselect all terms ▼

1: Journalists are confronted with

```
-- new term --
```

Unselect all terms ▼

1: Journalists are confronted with difficult ethical choices in their careers.

```
-- new term --
```


Unselect all terms ▼



```
-- new term --
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<div>thoughtshuffler</div> <div><div>Search wikipedia</div><div>Analyze</div><div>Read texts ►</div><div>Unselect all terms ▼</div></div>		1: Journalists are confronted with difficult ethical choices in their careers.	2: [Ethical dilemma] An Ethical dilemma is a complex situation that will often involve an apparent mental conflict between moral imperatives, in which to obey one would result in transgressing another. This is also called an ethical paradox since in moral philosophy, paradox often plays a central role in ethics debates. "Love your neighbour" (Gospel of Matthew 5:43) is sometimes in contradiction to an armed rapist: if he succeeds, you will not be able to love him. But to not something
			ethical dilemma
			61 - ethical... 36 - time... 33 - choice... 32 - people... 32 - dilemma... 28 - human... 27 - sub... 26 - die... 26 - person... 25 - wing... 25 - view... 25 - mental... 24 - life... 22 - social... 22 - moral... 22 - self... 21 - right... 21 - net... 21 - ethics...
<div>-- new term --</div>			

<div>thoughtshuffler</div> <div><div>Search wikipedia</div><div>Analyze</div><div>Read texts ►</div><div>Unselect all terms ▼</div></div>		1: Journalists are confronted with difficult ethical choices in their careers.	2: [Ethical dilemma] An Ethical dilemma is a complex situation that will often involve an apparent mental conflict between moral imperatives, in which to obey one would result in transgressing another. This is also called an ethical paradox since in moral philosophy, paradox often plays a central role in ethics debates. "Love your neighbour" (Gospel of Matthew 5:43) is sometimes in contradiction to an armed rapist: if he succeeds, you will not be able to love him. But to not smother...	4: [Dual loyalty (ethics)] In ethics, dual loyalty is loyalty to two separate interests that potentially conflict with each other. A frequently cited example of the term "dual loyalty" is used in connection with physicians who must balance, on the one hand, the physician's loyalty to a patient (and/or the regulations that govern the physician-patient relationship), and on the other hand, the institution or country for which the physician serves. For example, a doctor who is asked to...
			ethical dilemma	ethical dilemma
			61 - ethical... 36 - time... 33 - choice... 32 - people... 32 - dilemma... 28 - human... 27 - sub... 26 - die... 26 - person... 25 - wing... 25 - view... 25 - mental... 24 - life... 22 - social... 22 - moral... 22 - self... 21 - right... 21 - net... 21 - ethics...	61 - ethical... 32 - dilemma... 28 - human... 28 - state... 21 - ethics... 20 - dual... 19 - term... 18 - example... 17 - government... 17 - hand... 13 - rights... 11 - conflict... 10 - relationship... 9 - code... 8 - patient... 8 - serves... 7 - country... 6 - doctor... 6 - institution...
-- new term --				



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Center for International Media Ethics

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(March 2010)



This article includes a [list of references](#), but **its sources remain unclear because it has insufficient inline citations**. Please help to [improve](#) this article by [introducing](#) more precise citations. *(March 2010)*

The **Center for International Media Ethics** (CIME) is a [non-profit organization](#) that provides [ethics](#) training to [journalists](#) worldwide and advocates for the importance of training & discussion on ethics among media professionals.

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Center for International Media Ethics

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History and mission

[\[edit\]](#)

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Scaffolding students in becoming expert readers and writers

Search wikipedia

Analyze selections

Shuffle ▾

Unselect all terms ▾

- 19 international
- 38 journalists
- 39 ethical dilemma
- 46 journalism

264: [Center for International Media Ethics]
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Center for International Media Ethics – Wikipedia, the free encyclopedia

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Center for International Media Ethics

From Wikipedia, the free encyclopedia

Article Talk Read Edit View history

Journalism ethics and standards

From Wikipedia, the free encyclopedia

Journalism ethics and standards comprise principles of ethics and of good practice as applicable to the specific challenges faced by journalists. Historically and currently, this subset of media ethics is widely known to journalists as their professional "code of ethics" or the "canons of journalism".^[1] The basic codes and canons commonly appear in statements drafted by both professional journalism associations and individual print, broadcast, and online news organizations.

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- enacts “compare & contrast”
- reveals relevant context—short text that connects to the student’s focus
- explores themes—“journalism ethics”—or a specific article
- shows “argumentative strands”—threads of logic to justify a point-of-view
- infers concepts that are generative—to stimulate new ideas and relationships
- facilitates an evolution to a reasoned, valid and persuasive point-of-view.

Thoughtshuffler with teaching and learning...

The screenshot displays the Thoughtshuffler interface. On the left, a sidebar contains a search bar labeled 'Search wikipedia', a button 'Analyze selections', a 'Shuffle' button, and a link 'Unselect all terms'. Below this is a list of terms: 19 international, 38 journalists, 39 ethical dilemma, and 46 journalism. The main area shows a comparison of Wikipedia articles. The top row displays a snippet from the 'Center for International Media Ethics' article, which discusses its origins in 2007 and its goal of helping journalists. The bottom row shows a comparison between the 'international journalists' and 'journalists' articles. The 'journalists' article is highlighted in blue. Below the comparison, a browser window shows the Wikipedia page for 'Center for International Media Ethics', and another window shows the 'Journalism ethics and standards' article.

- exploits existing content from teachers
 - lecture notes
 - primary & supplementary readings
 - course syllabi
- exploits existing content sources
 - e-textbooks
 - publisher's updates & materials
 - online debates
- delivers new Internet productivity
- leverages online courseware: MIT OCW, Stanford, Udacity, Kahn collection,...
- enables new forms of participation
 - improves analysis, synthesis, response
 - supports turning a Wikipedia stub into a full fledged-article.

Thoughtshuffler with teachers...

The screenshot shows the Thoughtshuffler interface. On the left, a sidebar lists search terms: 19 international, 38 journalists, 39 ethical dilemma, and 46 journalism. The main area displays a Wikipedia search for 'international journalists'. The search results show a snippet from the 'Center for International Media Ethics' article, which mentions that CIME began in July 2007 and encourages journalists to take a proactive role in defining ethical practice. Below the search results, there are two overlapping browser windows. The top window shows the Wikipedia article for 'Center for International Media Ethics', and the bottom window shows the Wikipedia article for 'Journalism ethics and standards'.

Search wikipedia
Analyze selections
Shuffle
Unselect all terms

19 international
38 journalists
39 ethical dilemma
46 journalism

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Center for International Media Ethics
From Wikipedia, the free encyclopedia

WIKIPEDIA The Free Encyclopedia
Article Talk Read Edit View history
Journalism ethics and standards
From Wikipedia, the free encyclopedia
Journalism ethics and standards comprise principles of ethics and of good practice as applicable to the specific challenges faced by journalists. Historically and currently, this subset of media ethics is widely known to journalists as their professional "code of ethics" or the "canons of journalism".^[1] The basic codes and canons commonly appear in statements drafted by both professional journalism associations and individual print, broadcast, and online news organizations.

- acknowledges and supports the way students already absorb media—the new way of reading
- makes the absorption of online content more effective, more efficient, and more student-directed
- yet, also helps the teacher be most effective when traditional techniques are appropriate
- directly aids teachers' changing roles as coach of 21st-century lifelong skills and "learning to learn".

Thoughtshuffler for technical instruction and training...

The screenshot displays the Thoughtshuffler interface, which is designed for technical instruction and training. It features a sidebar on the left with a search bar and a list of terms: 19 international, 38 journalists, 39 ethical dilemma, and 46 journalism. The main content area shows a Wikipedia article titled "Center for International Media Ethics" with a summary of its mission and a list of related terms. The interface includes a "Shuffle" button and a "Unselect all terms" option. The article text is displayed in a light blue box, and the related terms are listed in a light blue box. The interface also includes a "Search" bar and a "Log in / create account" link.

Search wikipedia

Analyze selections

Shuffle

Unselect all terms

19 international

38 journalists

39 ethical dilemma

46 journalism

264: [Center for International Media Ethics] CIME began in July 2007, after thirty-two young journalists and professionals from five continents gathered in Prague for a week-long seminar. After this week CIME emerged as a formal international framework with the intent of helping journalists take on a proactive role in shaping their societies.

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international journalists

journalists

Center for International Media Ethics – Wikipedia, the free encyclopedia

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Article Talk Read Edit Search

Center for International Media Ethics

From Wikipedia, the free encyclopedia

WIKIPEDIA The Free Encyclopedia

Article Talk Read Edit View hist

Journalism ethics and standards

From Wikipedia, the free encyclopedia

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-- new

- complements face-to-face interaction with teacher, or teacher looking over student's shoulder during "hands-on" practice
- provides supplementary enrichment from online materials—instructional videos, manuals, support sites from other students
- delivers accreditation and supports getting new credentials
- supports lifelong learning and professional enhancement for technical trainees through communities of practice and interest.

The new way of reading and the next way of writing...

The screenshot shows a Wikipedia interface with a search bar at the top. Below the search bar, there is a list of terms: 19 international, 38 journalists, 39 ethical dilemma, and 46 journalism. To the right of this list, there are two article snippets. The first snippet is titled "Center for International Media Ethics" and describes the organization's history and mission. The second snippet is titled "Journalism ethics and standards" and discusses the principles of ethics and good practice for journalists. The interface also includes a sidebar with links to various Wikipedia pages and a footer with a "new" button.

Search wikipedia
Analyze selections
Shuffle
Unselect all terms

19 international
38 journalists
39 ethical dilemma
46 journalism

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Center for International Media Ethics – Wikipedia, the free encyclopedia
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Article Talk Read Edit Search

Center for International Media Ethics
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Article Talk Read Edit View hist

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- supports user's experiences as both immersive and reflective
- gives readers and writers a deeper perspective about what they know
- triggers users to bring forth a new conceptual world—to generate insights
- can be used in schools, technical training, companies, post graduate, and life-long learning and development.

To live is to learn, and to learn is to live.

We need software for **rich human conversation** —
conversation that bathes us in rich information —
conversation that helps us to:

find

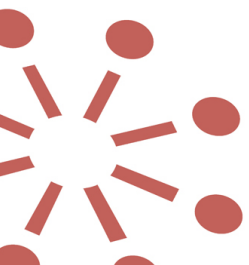
learn

analyze

apply

evaluate

create



Conversation skills = 21st-century literacy skills

find

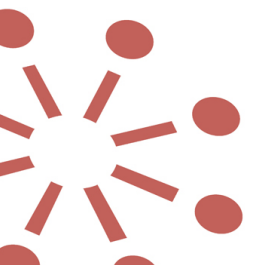
learn

analyze

apply

evaluate

create



Conversation skills = 21st-century literacy skills

Conversation skills = 21st-century success skills

create

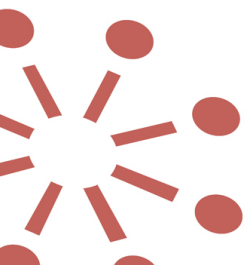
evaluate

apply

analyze

learn

find



School & Society, Conversations & Learning Networks

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www.generalcybernetics.net/cisco2012

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André Vellozo
Reddummer.com

Walter Lee, Peter Paine & Claudia L'Amoreaux
General Cybernetics, Inc.

