**My Top 10 Tools for Teaching**

I am not currently teaching. However, since starting on my Masters Degree and researching ways to incorporate Web 2.0 into learning environments I have chosen a list of 10 tools that I would find essential. Based on constructive and situative pedagogies, these tools pave the way for participation, connections within a community of practice, social interaction and digital citizenship." Although they are listed in ranked order I envisage that they would be interconnected within the learning and teaching environment.

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| Tool Name – URL | Reason Included in Top 10 | Application |
| [Twitter](http://twitter.com/) | Microblogging Tool | * As a teacher I stay up to date with current information in my area of study using tweets.
* Students can choose to follow tweets of professionals in the field when doing research, and group projects.
* Group members when working collaboratively canto stay in touch on a group project.
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| [Google Docs](https://docs.google.com) | Office Collaboration Suite | * A great tool to brainstorm and get ideas going. This can be done in class and then ‘jobs’ can be given to group members to complete in their own time. There is no need for attachments to emails or mass photocopying as all editing is done right on the document.
* This not only includes a word document but spreadsheets, forms, power points, and drawings so that collaborative work is done more efficiently.
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| [Wikispaces](http://www.wikispaces.com/) | Wiki- a website that allows collaborative editing of its content and structure by multiple users. | * A class wiki is a great way to build resources and to become part of a wider community of practice.
* It allows for ideas and resources to be easily viewed and shared.
* Task groups can develop a wiki to display their research and results.
* A wiki is a document that is easily available on the web to allow for more collaboration as well as a sample of ‘best practice’ work.
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| [YouTube](http://www.youtube.com/) | Video Sharing Site | * Appropriate and relevant videos can enhance learning as well as make it more enjoyable.
* Students can easily create video with mobile phones and upload them to project sites or websites.
* Students gain practice in presenting and filming.
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| [Wordpress](http://wordpress.org/) with [GoDaddy](http://www.godaddy.com/) as host | Blogging Tool | * I update my webpage/blog site consistently. It forces me to not leave ideas as ideas but to write them down to be referred to later. It shows a development of my ideas and the evolution of learning within my area of interest.
* Comments can be left on articles that I write which allows for dialogue and discussion to occur.
* Classmates can share ideas on a particular issue by blogging their ideas. A class blog could be set up so that members could write articles and publish them on the Web. Fellow classmates can comment on these ideas. All ideas are then pooled together and the learning can be shared and used at a later date.
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| [Google Reader](http://www.google.com) | RSS and Feed reader | * It is important as a subject expert (which I hope that is what teachers are) stay current with their subject. The Google Reader allows a ‘one stop shop’ for all articles to be delivered to one place. It is like designing a newspaper that is delivered daily electronically with articles of particular interest.
* Students should be encouraged to follow certain RSS feeds and blog sites. As a writing and reflection activity, each week the students could add to their journal comments and reflections from RSS feeds that were ‘delivered’ during the week.
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| [Adobe Connect](http://www.adobe.com) | Web Meeting and Conferencing | * This is an invaluable tool. I belong to the eLearning Guild and have access to Online Forums and Webinars each week. I have access to people that I never would have otherwise come in contact with.
* It is participatory so it is much better than just listening to a lecture.
* Professionals can easily meet to work on collaborative projects at a distance. It allows for effective communication to occur synchronously.
* If offered to students, it can be a way for students to learn to participate effectively in such environments, both as a presenter and as an attendee.
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| [Jing](http://www.techsmith.com/jing/) | Screen Capture and Casting Tool | * This is a very effective tool to create video clips of ‘how to’ complete tasks which are done on the computer.
* It is very effective to capture a screen on a computer and edit this so that it can be used in presentations.
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| [Audacity](http://audacity.sourceforge.net/) | Sound Editor and Recorder | * I use this to create podcasts that I add to my website. I have experience and am interested in teaching students who are not first language English speakers. I am at the beginning stages of developing this but I have been given feedback that the written copies that accompany the voice podcast are very helpful for being able to hear and read English. I hope to develop this for Business Studies and Economics students. It is often the vocabulary, not the understanding, which is a stumbling block.
* Students can create voice clips to add to presentations, blog sites, or wikis.
* Teachers can record information for students who are unable to attend a lesson. This is well suited for online learning within a course context.
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| [MindMeister](http://www.mindmeister.com/) | Collaborative Mapping Tool | * I have used this mind mapping tool to brainstorm ideas for research or projects that I am working on. This can easily filed and used again at a later date.
* As this can be done collaboratively, students can add information to the mind map asynchronously.
* I often use mind maps when introducing new concepts to students.
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