

John O'Brien New Student Presentation - Webography

John O'Brien

The information below is a summary of the main points of my presentation, along with links to all the web sites I may refer to in my presentation. Each presentation is different, so some links will not be mentioned but I include them all here as they may prove useful for those who wish to explore a topic in greater detail.

Research on New Students

I briefly refer to the significant body of research on new students (or "millennials") relative to embracing new and emerging technologies. I do not cover this research in detail in my presentation, but rather discuss new student characteristics through personal stories and examples.

Boomers, Gen-Xers, and Millennials: Understanding the "New Students," Diana Oblinger

(<http://www.educause.edu/ir/library/pdf/erm0342.pdf>)

Digital Game-Based Learning and other works by Marc Prensky, <http://www.marcprensky.com/writing/>
Educating the Net Generation, Diana G. Oblinger and

James L. Oblinger, Editors (<http://www.educause.edu/EducatingtheNetGeneration/5989>)

Jason Frand, <http://www.educause.edu/pub/er/erm00/articles005/erm0051.pdf>

Don Tapscott, <http://www.growingupdigital.com/>

ECAR Study of Students and Information Technology (2004),

http://net.educause.edu/ir/library/pdf/ecar_so/ers/ers0405/Ekfo405.pdf

ECAR Study of Undergraduate Students and IT (2007),

<http://www.educause.edu/ECAR/TheECARStudyofUndergraduateStu/161967>

Examples of Engaging Technologies

The first third of my presentation (more or less depending on preference and audience response) concentrates on providing a whirlwind "tour" of the technology interactions that new students not only embrace but come to expect.

New students expect: (a) access to vast resources, (b) autonomy and opportunity for self-discovery, (c) immediate results/response, (d) entertainment, and (e) engagement.

From commercial transactional sites and shopping portals like Amazon to Google, Facebook, Twitter, and Blogs, I demonstrate through example how these students' experiences and expectations have been shaped by these interactions in fundamental ways. In particular, I make the point that the cell phone has become the iconic information hub for these students.

Internet Periodic Table, <http://www.wellingtongrey.net/miscellanea/archive/2007-06-23--periodic-table-of-the-internet.html>

iTunes, <http://www.apple.com>

Commercial Web, <http://www.macys.com/> and www.netflix.com and <http://www.amazon.com/>

Google Products:

· Google Docs, <http://docs.google.com/>

- Google Earth, <http://earth.google.com/>
- Google Maps, <http://maps.google.com/>
- Google Trends/Flu Trends, <http://www.google.com/trends/>
- Mail Googles, <http://news.cnet.com/google-launches-mail-goggles-to-save-you-from-yourself/>
- Google Sets, <http://labs.google.com/sets>
- Google SMS/Text Message Services, <http://www.google.com/sms/>
- Whrrl, <http://m.whrrl.com>
- Chaperone, http://products.vzw.com/index.aspx?id=fnd_chaperone
- QR Codes, http://en.wikipedia.org/wiki/QR_Code
- W-41 QR Code Clothing, <http://w-41.com>
- QR Codes and Food Safety, <http://wirelesswatch.jp/2005/05/14/japanese-use-cell-phone-qr-bar-code-readers-to-check-food-safety/>
- Bable Fish Translation Site, <http://babelfish.yahoo.com/>
- Facebook, <http://www.facebook.com>
- Twitter, <http://www.twitter.com>
- TweetDeck, <http://www.tweetdeck.com>
- Botanicalls, <http://www.botanicalls.com/>
- Lifecasting, [http://en.wikipedia.org/wiki/Lifecasting_\(video_stream\)](http://en.wikipedia.org/wiki/Lifecasting_(video_stream)) and http://en.wikipedia.org/wiki/Justine_Ezarik and <http://newteevee.com/2008/11/20/19-year-old-commits-suicide-on-justintv/>
- Games:
- Crusader, <http://www.fireflyworlds.com/>
- Halo, <http://halo.xbox.com/halo3/>
- Left4Dead, <http://www.l4d.com>
- Sims, <http://thesims.ea.com/>
- WarCraft, <http://www.worldofwarcraft.com/index.xml>
- Everquest, <http://everquest.station.sony.com/>
- Gaming, Mark Prensky concept of “Twitch Speed,” <http://www.marcprensky.com/writing/Prensky%20-%2004-07-NCLB-post.ppt>

I conclude this section of the presentation suggesting that these technologies and the expectations they engender pose clear challenges for colleges, and each must choose how to respond. I suggest that the unique mission of the two-year college is to be both dynamic and flexible and change when it is necessary to reach our students. I make the point that our mission requires us to respond in appropriate ways, and I will spend the balance of the presentation exploring best practices that model exactly this response.

Examples of Technology Applications for Student Services

The second third of my presentation concentrates on best practices colleges across the US, including my own college (www.century.edu), when it comes to deploying emerging technologies for student services.

First I generally consider how technology is changing college communications at some institutions such as Kettering. I look at one methodology for advancing online services, the WCET “generations” approach developed by WCET in collaboration with the Minnesota State Colleges and Universities system.

Kevin Kelly, Ted.com,
http://www.ted.com/index.php/talks/kevin_kelly_on_the_next_5_000_days_of_the_web.html
 Fraser Hall Webcam, http://onestop.umn.edu/contact_us/fraser_webcam.html
 Kettering Stickman Videos, <http://admissions.kettering.edu/video/stickman-episode1.cfm>
 Mass Customization, Moveon.org Video,
http://www.cnnbcvideo.com/?nid=apVsgr9MAOQiNAjOPXQA.TI5Nzkw&referred_by=9647153-Up3M4rx
 “Generations” Categorization of Online Services, WCET, <http://www.wcet.info/>
 Center for the Transformation of Student Services, <http://www.centss.org/> and audit tool
<http://www.wcet.info/services/studentservices/auditservice.asp>)
 Google Trends Applied to College Analysis, <http://www.google.com/trends>
 Engaging the Social Networking Generation, <https://www.noellevitz.com/NR/rdonlyres/425D56C3-9ACD-4A90-9782-F70ED7AC3CF2/o/EEExpectationsClassof2007.pdf>
 Next, I feature a number of best practices in applying technology to student services/non-instructional areas.
 University of Minnesota, <http://www.collegelife.umn.edu/> and
<http://www.collegelife.umn.edu/course.shtm>
 “Ask Century,” <http://www.century.edu/askcentury.aspx>
 Minnesota eFolio, <http://www.efoliomn.com/> and <http://www.sample19.efoliomn.com/>
 Century Online Bookstore, <http://centurybooks.collegestoreonline.com/>
 Century Online Registration, <http://www.century.edu/registration/default.aspx>
 Century Podcast, http://www.pluggd.tv/audio/channels/century_podcast/episodes/9lsv?play=1
 Century Student Blogs, <http://centurycollege.blogspot.com/>
 Century Admissions on Facebook, <http://www.facebook.com/pages/White-Bear-Lake-MN/Century-College-Admissions/7765564402?v=wall&viewas=0>
 Century Second Life Island, http://www.youtube.com/watch?v=aPQXoYovF-A&feature=channel_page
 Examples of Campus Virtual Tours:
 · <http://www.ucsc.edu/about/vtour/>
 · <http://www.aacc.cc.md.us/virtualtour/default.html>
 · <http://www.genesee.edu/about/tour>
 · <http://admissions.truman.edu/contact/chat.asp>
 · Marshall University Google 3D Tour, <http://www.youtube.com/watch?v=ovZDukhlD9A>
 · Western Michigan University Google 3D Tour, <http://www.youtube.com/watch?v=ovZDukhlD9A>
 Service Standards as Approach to Managing Expectations for Transactions,
<http://www.athabascau.ca/aboutAU/expectthebest.php>
 Library Services and Technology, <http://library.duke.edu/services/>
 Century GPS LifePlan at Century College, <http://www.gpslifeplan.org/>
 Century GPS LifePlan – Personal Plan/Mental Health Example,
<http://www.gpslifeplan.org/century/personal/mental-specific-disorders.php>
 Kognito Interactive “At-Risk” Software, <http://www.kognito.com/atrisk/>

Examples of Technology Applications for Instruction

The final third of my presentation reviews how technology is providing exciting new opportunities for engaging new students in learning. In this and the previous section, the college application of new technologies is directly and intentionally linked the first third of the presentation to make the point that these new deployments of technology will appeal to and engage these new students effectively.

Typing of the Dead – Example of the dramatic change in approaches to teaching typing with games,

http://gr.bolt.com/download/pc/action/typing_of%20the_dead.htm

Representative Simulation Example from 1995, The Interactive Patient, <http://medicus.marshall.edu/>

Vienna Philharmonic Simulation, [http://media.informatik.rwth-](http://media.informatik.rwth-aachen.de/borchers/actibits/hdm/po/personal-orchestra.mov)

[aachen.de/borchers/actibits/hdm/po/personal-orchestra.mov](http://media.informatik.rwth-aachen.de/borchers/actibits/hdm/po/personal-orchestra.mov)

Social Impact Games, <http://www.socialimpactgames.com/index.php>

[site appears to be temporarily or permanently off-line – alternate sites may include

<http://seriousgames.ning.com/> or http://en.wikipedia.org/wiki/Serious_game]

Public Health Games, <http://www.publichealthgames.com/>

Dimenxian Algebra Game, <http://www.dimenxian.com>

Peacemaker Game, <http://www.peacemakergame.com/>

Food Force Game, <http://www.food-force.com/>

Project SEE (Advances in Simulation Technology), http://www.ict.usc.edu/disp.php?bd=proj_see

Virtual Simulations for Treating Anxiety Disorders, <http://www.virtuallybetter.com/>

Virtual Reality Simulations for Teaching About Schizophrenia,

<http://www.npr.org/programs/atc/features/2002/aug/schizophrenia/>

Hazmat Hotzone, <http://www.etc.cmu.edu/projects/hazmat/videogallery.php>

America's Army Game, <http://www.americasarmy.com/>

Zero Hour, Training Paramedics, http://inside.gwumc.edu/nemspi/disaster_simulation.htm and demo at

http://inside.gwumc.edu/nemspi/zero_hour.swf

Sergeant Blackwell Simulation, http://ict.usc.edu/projects/sergeant_blackwell/C40 and

http://ict.usc.edu/news/item/the_latest_sgt_blackwell_trailer/

Tactical Language and Culture Training, <http://www.tacticallanguage.com/>

Alelo, <http://www.alelo.com/> with products for autism and native languages:

<http://www.alelo.com/autism.html> and <http://rezworldthegame.com/RezWorld.html>

Valley of the Shadow: Two Communities in the American Civil War, <http://valley.vcdh.virginia.edu/>

Environmental Detectives – Augmented Reality Learning,

<http://cms.mit.edu/games/education/Handheld/Intro.htm>

Virtual University Simulation, <http://www.virtual-u.org/index.asp>

101 Uses for Second Life in the College, Megan Conklin,

<http://trumpy.cs.elon.edu/metaverse/gst364Win2005/handout.pdf>

Johnson Center for Virtual Reality at Pine Technical College, <http://www.pinetech.edu>

Will Interactive Simulations (“interactive movie”) Products, <http://www.willinteractive.com> and

<http://www.willinteractive.com/products.html> and <http://www.willinteractive.com/reelseries.html>

(“reel” series)

Resources for Further Exploration

These resources are not covered in my presentation but will be valuable to those seeking additional

information.

Public Health Games, <http://www.publichealthgames.com/wp/>

Merlot, <http://www.merlot.org/merlot/index.htm>

OER Commons, <http://www.oercommons.org/>

World Lecture Hall, <http://web.austin.utexas.edu/wlh/>

MIT Open Courseware, <http://ocw.mit.edu> or <http://ocw.mit.edu/OcwWeb/search/AdvancedSearch.htm>

Creative Commons, <http://creativecommons.org/>

More Repositories, <http://oerwiki.iiep-unesco.org/index.php?title=Repositories>