






HOOKED ON THINKING SOLO GOOGLE APPLICATIONS

Planning Learning Experiences coded against Student Learning Outcomes using GOOGLE Applications	Student Learning Outcomes - Structure of Observed Learning Outcomes - SOLO Taxonomy				
	Learning outcomes show unconnected information, no organisation.	Learning outcomes show connections are made, but significance to overall meaning is missing/ Learning outcomes show simple connections but importance not noted.		Learning outcomes show full connections made, and synthesis of parts to the overall meaning	Learning outcomes go beyond subject and makes links to other concepts - generalises
Content reference from: George Chinnery (2008) " You've got some GALL: Google-Assisted Language Learning. " Language, Learning & Technology. February 2008, Volume 12, Number 1 pp. 3-11 http://ilt.msu.edu/vol12num1/pdf/net.pdf	Prestructural 	Unistructural 	Multistructural 	Relational 	Extended Abstract 
	No prior knowledge	BLOOM'S TAXONOMY: Understanding and Remembering SOLO: Bringing in ideas: Identify/ Label/ List/ Define/ Describe/ Retell/ Recall/ Recite/		BLOOM'S TAXONOMY : Analyse and Apply SOLO Linking ideas: Compare/ Contrast/ Causal/ Sequence/ Classify/ Part whole/ Explain/ Classify/ Questioning	BLOOM'S TAXONOMY: Create and Evaluate SOLO Putting linked ideas in another context: Predict/ Hypothesise/ Generalise/ Imagine/ Reflect/ Evaluate/ Create
Google as an Informative Tool:					
Using a dictionary command ("define: strategy"), learners can discover meaning (definition, usage, correct spelling,)					
Using Google Suggest, learners can get real time alternate suggestions ("did you mean _?") for their search term.					
Using Google Books will give learners returns of rich prose.					
Google Trends will return geographic information					
Synonyms (~term), vocabulary development (Google Image Labeler), and listing and brainstorming (Google Sets) are					

other tools.				
For language learning, Google has Language Tools.				
Instructors wishing to control search activities for learning can use Google Coop to create a search engine for a website or collection of sites.				
Google as a communication tool				
Gmail, (Google's email program) together with Google Talk (instant messenger and internet telephony service) allow learners to email, save, print and email text chats and can be used to display presence of a learner. Preferences allow you to change your availability and give others an idea of your current status (online, offline, away, do not disturb, etc.).				
Google as an aggregative tool				
Google offers tools that recognize linguistic, visual, audio, gestural and spacial literacies in aggregate				
On iGoogle, learners can create their own start-age; their own customized, personal learning environment				
Google Reader is a Web feed aggregator that allows learners and instructors to collect updates content (blogs, news feeds, podcasts, vodcasts, multimedia, etc.)				
Google Gears allows learners to view content from Google Reader offline.				
Google Page Creator is a simple webpage creation tool.				

Google Maps allows you to make custom maps and Google Earth provides a satellite view of an address.				
YouTube Remixer allows learners to make video mashups.				
Google Docs is a presentation tool similar to Microsoft PowerPoint.				
Google as a productive tool				
Google's Blogger provides learners a place to author their own textual, audiovisual content.				
Google Docs give learners a way to collaborate on online documents.				
Google knol is a collaborative wiki-like application for group collaboration.				
Google as a collaborative tool				
Google Groups can be used to facilitate asynchronous class discussions.				
Google Calendar can be used for scheduling and notification.				
Google Lively is a 3-D environment where learners can create their own avatar and make and join rooms to meet and discuss topics.				

http://docs.google.com/Doc?id=dfmb6r3r_26g2p8ccc6