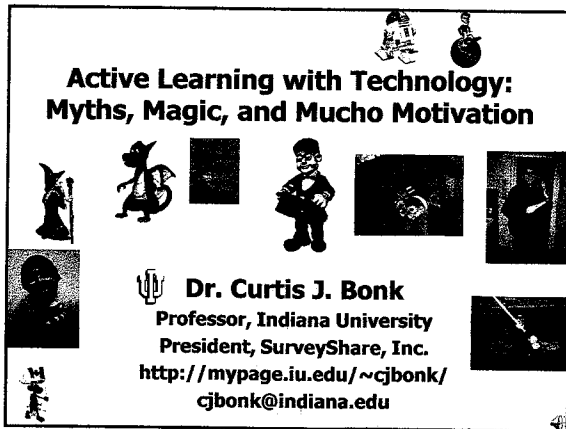

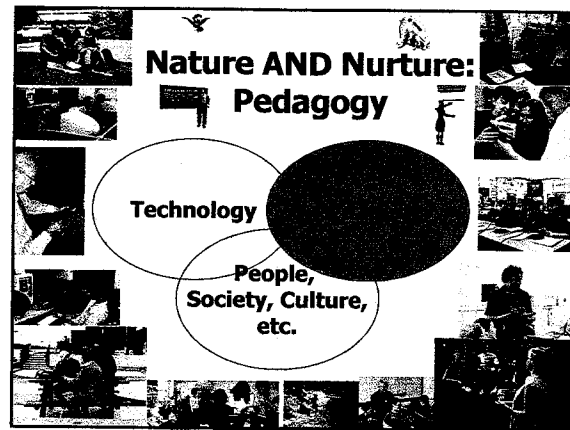


Active Learning with Technology: Myths, Magic, and Mucho Motivation




Dr. Curtis J. Bonk
 Professor, Indiana University
 President, SurveyShare, Inc.
<http://mypage.iu.edu/~cjbbonk/>
cjbbonk@indiana.edu

Nature AND Nurture: Pedagogy



Technology

**People,
Society, Culture,
etc.**

Who Uses Technology to Accelerate Student Learning?

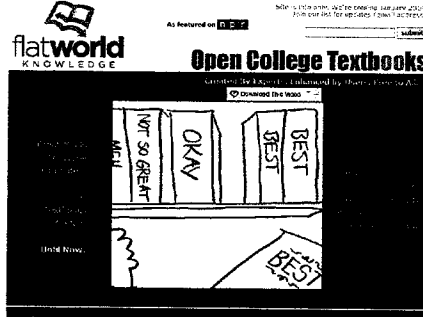


Accelerate Learning
BY JANE DEAN AND STEPHEN COOP

Teach the Modern Way!
Examining the historical aspects of technology in education.



Open Access Books



flatworld
KNOWLEDGE

Open College Textbooks
Curriculum Content, enhanced by FlatWorld Knowledge

Effects of interactive multimedia in distance learning

Giti Javidi and Ehsan Sheybani, 2004, In Proceedings of the IASTED International Conference WEB-BASED EDUCATION

"The advancement in technology is shaping every aspect of our life, including education. One decade ago, the Internet was not critical to education. However, now, it has become an integral part of learning process. Internet technology is having a dramatic effect on colleges and universities, producing what may be the most challenging period in the history of higher education."

Social Networking Software

- Classmates: <http://www.classmates.com/>
- Facebook: <http://www.facebook.com/>
- Friendster: <http://www.friendster.com/>
- Friendzy: <http://www.friendzy.com/>
- MySpace: <http://www.myspace.com/>
- Orkut: <https://www.orkut.com/>
- Tribes: <http://www.tribe.net/>
- YouTube: <http://www.youtube.com/>

Next Generation of Students

Tech Creates Bubble for Kids
Alejandro Gonzalez, USA TODAY, Updated 6/20/2006 10:34 AM ET

INFORMATION TECHNOLOGY

E-Mail Is for Old People

Monthly column on the use of Information Technology in the workplace.

Yahoo News

Love me, love my blog," as Netorati couple-surf
BY SARA LEDWITH Thu Aug 3, 8:30 AM ET

- Nick Currie and his girlfriend Shizu Yuasa (R) surf the internet over breakfast in Tokyo in this handout photo. As the Internet evolves -- with its webcams, iPods, Instant Messaging, broadband, wi-fi and weblogs -- its image as a relationship-wrecker is changing. Now a sociable habit is emerging among the Netorati: couple-surfing. (Nick Currie/Handout/Reuters)
- "For my birthday, he upgraded my RAM and I thought it was incredibly romantic," writes Jess.

Learning with iPods (Campus Technology, Dec, 2006)

Georgia College & State University, The Department of Music and Theatre, which had foreign language speakers come in to do recordings that are helping the school's chorus. Learners singing in Korean, Portuguese, and many other languages," "Now we can listen to the diction, and make sure that we're pronouncing everything correctly."

Podcast Questions

1. Who has listened to a podcast?
2. Who listens to a certain podcast on a regular basis?
3. Who has created a podcast?
4. Who has created a vodcast?
5. Who thinks podcasting is simply more talking heads?

Wikis

European History

From Wikibooks, the open-content textbooks collection

The Wikibook was voted Book of the Month for June 2006

A Survey of Modern European History

This project is an attempt at creating a survey of Modern European History starting at the Hundred Years War and ending at the present time. A chronological perspective of history is adopted within this text. Although this is the case, it is also important to understand patterns within European History, therefore chapters will attempt to cover a breadth of material even though their titles might be that of a specific pattern in history rather than a time period.

Contents >>

Wiki Questions

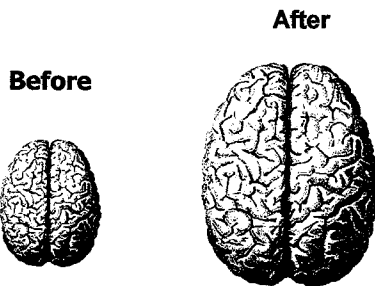
1. Who regularly reads Wikipedia articles just for fun?
2. Who regularly reads Wikibooks?
3. Who seeks Wikipedia for content?
4. Who has edited or written new articles on Wikipedia or Wikibooks?
5. Who thinks it is ok for college students to cite from Wikipedia?

Student Technology Myths

1. They all are Web 2.0 savvy and equipped.
2. Some will dominate and intimidate others.
3. Will be too off task and social online.
4. Online cheating is the key reason not to teach with tech.
5. Online students are located far away.



Brains Before and After e-Learning



Myths: No Models or Best Practices



II. Magic....

Fold-up antennas let OX laptops link with others up to 1/3 of a mile away and share an Internet connection.

Screen swivels, closes, or lies flat for use as tablet, e-book, or game machine.

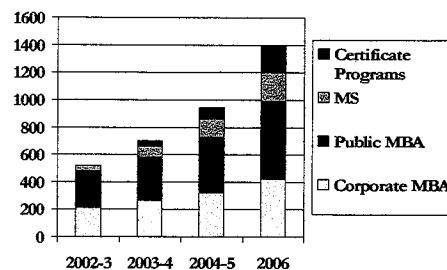
Using a Wi-Fi connection, groups of children can do activities together, such as share photos or compose and perform music.

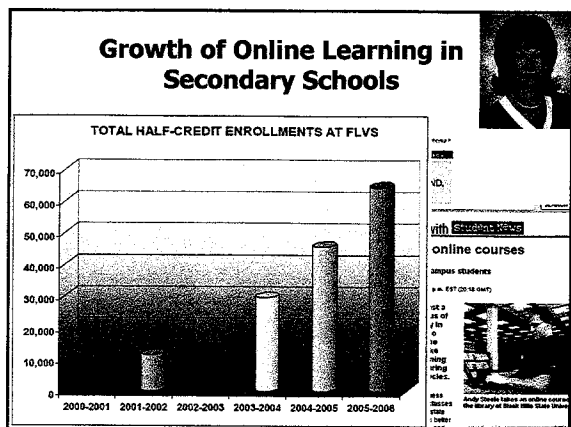
Super high-definition, 7.5 in.-diagonal screen is easily visible in daylight; designed for outdoor use.

Uses 2 watts of power (1/10th average laptop); manually rechargeable.

Rugged keyboard resists dust and dirt and will be configured for the local language.

The Growth of the Online MBA at Indiana University





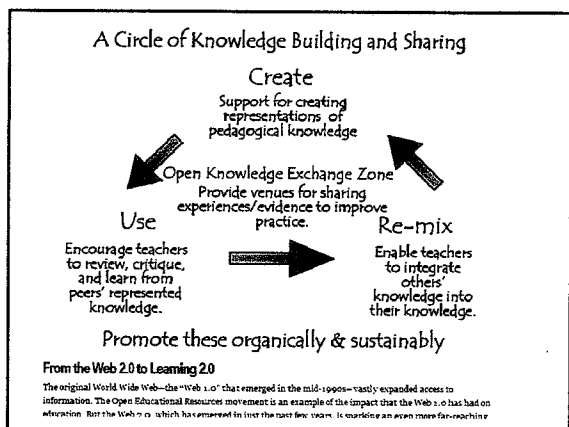
What if our minds were on fire for learning?

MINDS ON FIRE
Open Education, the Long Tail, and Learning 2.0

By John Seely Brown and Richard Adler

The original World Wide Web—the “Web 1.0” that emerged in the mid-1990s—vastly expanded access to information. The Open Educational Resources movement is an example of the impact that the Web 1.0 has had on education. But the Web 2.0, which has emerged in just the past few years, is making an even more far-reaching

MINDS ON FIRE: OPEN EDUCATION, THE LONG TAIL, AND LEARNING 2.0.
JOHN SEELY BROWN AND RICHARD ADLER, EDUCAUSE REVIEW, JANUARY-FEBRUARY, 2008.
<http://connect.educause.edu/Library/EDUCAUSE+Review/MindsonFireOpenEducation/45823>



Part I: 10 Learner-Centered Technology Ideas

Task

Experiences. The difference.

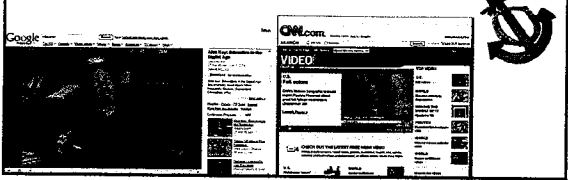
- Ideas definitely Can Use (Circle or write down)
- Ideas you might use (check off or write down in a separate column)
- Ideas you cannot use (cross off or put at the bottom)

Learner-Centered and Active Learning Principles

1. Authentic/Raw Data
2. Student Autonomy/Inquiry
3. Make Relevant/Meaningful/Interests
4. Link to and Build on Prior Knowledge
5. Provide Choice and Challenge
6. Act as a Facilitator and Co-Learner
7. Foster Social Interaction and Dialogue
8. Embed Problem-Based and Student Generated Learning and Inquiry
9. Encourage Multiple Viewpoints and Perspectives
10. Foster Collab, Negotiation, & Reflection


1. Anchored Instruction (find anchoring event (CTGV, 1990?) (L/M = Cost, M = Risk, M = Time)

- In a synchronous lecture interrupt it with a summary video (could be a movie clip) explaining a key principle or concept.
- Refer back to that video during lecture.
- Debrief on effectiveness of it.



2. Cool Resource Provider (Bonk, 2004) Capture and Videostream Lectures (e.g., Apreso CourseCaster)

- Have students sign up to be a cool resource provider once during the semester.
- Have them find additional paper, people, electronic resources, etc.
- Share and explain what found with class via synchronous meeting or asynchronous discussion post.



3. ORL or Library Day (L = Cost, M = Risk, M/H = Time) (Bonk, 1999)

20. Leadership That Sparks Learning

Leadership That Sparks Learning
 Posted on 04/07/04 07:43 AM
 McNelly, Ryan, Metzner, Robert J., & Waters, J. Timothy (2004). Leadership that sparks learning. *Educational Leadership*, 43, 49-51.

The authors looked at 25 years of research that was done by the Mid-eastern Research for Education & Learning. This study asked two questions: Do the focus and quality of leadership have a significant relationship to student achievement? This specific leadership responsibilities and practices have the greatest impact? The authors of this article present a three correlation between leadership and student achievement. They found out that "Leadership matters. We can responsibly define effective leadership, and effective leaders can only know what to do, for how, when, and why to do it." The article compares to go deeper to explain each one of these conclusions. I believe this article would be beneficial for anyone who wants to be a school leader.

Reply:
 Posted on 04/28/04 08:25 AM

CONGRATULATIONS you have your article done! Great work! I am very proud! I think that the text for this semester has a great context to leadership! Each of the different domains has been an important leader in the area of educational psychology! You have done a great job summarizing all of the articles! Good luck with your ORL summary project!

ORL for Eric Vogalid
 ORL for Fred Unsicker

4: Online Warm-ups Activities Just-In-Time-Teaching (JiTT)

<http://webhome.crj.usj.edu/~jitt4.html>

TARS

TARS assignment 1

Technology drives the curriculum

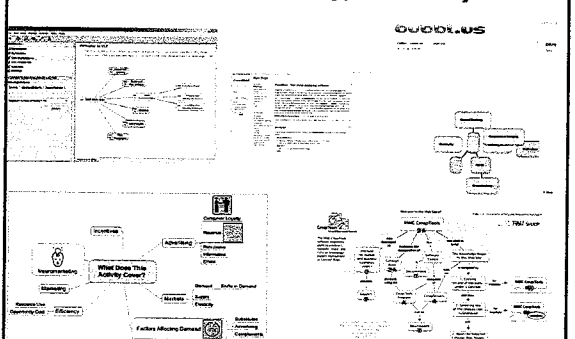
In addition to developing...
 I encourage you to read all...
 Don't forget to post your...
 Assigned readings:
 1. Pp. 11-16, 20-21, 24-25, 27-28, 30-31, 33-34, 36-37, 39-40, 42-43, 45-46, 48-49, 51-52, 54-55, 57-58, 60-61, 63-64, 66-67, 69-70, 72-73, 75-76, 78-79, 81-82, 84-85, 87-88, 90-91, 93-94, 96-97, 99-100, 102-103, 105-106, 108-109, 111-112, 114-115, 117-118, 120-121, 123-124, 126-127, 129-130, 132-133, 135-136, 138-139, 141-142, 144-145, 147-148, 150-151, 153-154, 156-157, 159-160, 162-163, 165-166, 168-169, 171-172, 174-175, 177-178, 180-181, 183-184, 186-187, 189-190, 192-193, 195-196, 198-199, 201-202, 204-205, 207-208, 210-211, 213-214, 216-217, 219-220, 222-223, 225-226, 228-229, 231-232, 234-235, 237-238, 240-241, 243-244, 246-247, 249-250, 252-253, 255-256, 258-259, 261-262, 264-265, 267-268, 270-271, 273-274, 276-277, 279-280, 282-283, 285-286, 288-289, 291-292, 294-295, 297-298, 300-301, 303-304, 306-307, 309-310, 312-313, 315-316, 318-319, 321-322, 324-325, 327-328, 330-331, 333-334, 336-337, 339-340, 342-343, 345-346, 348-349, 351-352, 354-355, 357-358, 360-361, 363-364, 366-367, 369-370, 372-373, 375-376, 378-379, 381-382, 384-385, 387-388, 390-391, 393-394, 396-397, 399-400, 402-403, 405-406, 408-409, 411-412, 414-415, 417-418, 420-421, 423-424, 426-427, 429-430, 432-433, 435-436, 438-439, 441-442, 444-445, 447-448, 450-451, 453-454, 456-457, 459-460, 462-463, 465-466, 468-469, 471-472, 474-475, 477-478, 480-481, 483-484, 486-487, 489-490, 492-493, 495-496, 498-499, 501-502, 504-505, 507-508, 510-511, 513-514, 516-517, 519-520, 522-523, 525-526, 528-529, 531-532, 534-535, 537-538, 540-541, 543-544, 546-547, 549-550, 552-553, 555-556, 558-559, 561-562, 564-565, 567-568, 570-571, 573-574, 576-577, 579-580, 582-583, 585-586, 588-589, 591-592, 594-595, 597-598, 600-601, 603-604, 606-607, 609-610, 612-613, 615-616, 618-619, 621-622, 624-625, 627-628, 630-631, 633-634, 636-637, 639-640, 642-643, 645-646, 648-649, 651-652, 654-655, 657-658, 660-661, 663-664, 666-667, 669-670, 672-673, 675-676, 678-679, 681-682, 684-685, 687-688, 690-691, 693-694, 696-697, 699-700, 702-703, 705-706, 708-709, 711-712, 714-715, 717-718, 720-721, 723-724, 726-727, 729-730, 732-733, 735-736, 738-739, 741-742, 744-745, 747-748, 750-751, 753-754, 756-757, 759-760, 762-763, 765-766, 768-769, 771-772, 774-775, 777-778, 780-781, 783-784, 786-787, 789-790, 792-793, 795-796, 798-799, 801-802, 804-805, 807-808, 810-811, 813-814, 816-817, 819-820, 822-823, 825-826, 828-829, 831-832, 834-835, 837-838, 840-841, 843-844, 846-847, 849-850, 852-853, 855-856, 858-859, 861-862, 864-865, 867-868, 870-871, 873-874, 876-877, 879-880, 882-883, 885-886, 888-889, 891-892, 894-895, 897-898, 900-901, 903-904, 906-907, 909-910, 912-913, 915-916, 918-919, 921-922, 924-925, 927-928, 930-931, 933-934, 936-937, 939-940, 942-943, 945-946, 948-949, 951-952, 954-955, 957-958, 960-961, 963-964, 966-967, 969-970, 972-973, 975-976, 978-979, 981-982, 984-985, 987-988, 990-991, 993-994, 996-997, 999-1000.

5. Paired Weblog Critiques

Student Weblogs
 EDER679-2D - Blended Learning

Article	Student Critique	Student Peer Review
Arnsperk, J.B. (2007). The Use of Computer-Based Learning in Higher Education.	Stephan Moore	Carrie Zorn
Nolan, D. (2006). The Role of Technology in Higher Education.	Chris Parshke	Erin Leonard
...

6. Concept Mapping Tools (VUE, Bubbl.us, Cmap, Freemind)



7. Exploration and Demonstration: Virtual Fieldtrip, Tours, Timelines

<http://simile.mit.edu/timeline/>

The screenshot shows a web browser window with a 3D virtual landscape. Below the landscape, there is a timeline and several text boxes providing information about the location, identified as Squally Point. The interface includes navigation controls and a search bar.

8. Online Portal Explorations

The top screenshot shows the msnbc.com website with a 'Newsweek' section titled 'Alive and Online'. The bottom screenshot shows a detailed article page for 'Amanita phalloides' with an overview section and a large image of the mushroom.

9. Online Apprenticeship: Electronic Guests & Mentoring

(Simon Fraser University News:
<http://www.sfu.ca/mediaprfs/news/2001/Sept6/hightech.html>)

The screenshots show an online interface for an apprenticeship program. It includes a video player, a list of participants, and a chat window. The interface is designed for electronic guests and mentoring.

10. Referenceware and Terminology Exercises Online (puzzles, games, etc.)

The screenshots show various online exercises. The top one is a word search puzzle titled 'You have lost'. The middle one is a 'LEARNING 2006' interface with a grid. The bottom one is a 'Merram-Walsh Online' interface with a list of terms and definitions.

3

Reflection: What are 3 things
you learned so far?

3

The illustration shows three small figures standing on a surface, each holding up a large number 3. The figures are stylized and appear to be made of simple shapes.

Part III. Motivational Ideas

The New Gender Divide

The illustration shows a man and a woman on a cart. The man is pushing the cart, and the woman is sitting on it. They are both wearing hats and coats. The background is a simple landscape.

Top Reasons for Dropping Out (Deosnews, May 2004; Frankola, 2001)

- Lack of time
- Lack of management oversight
- Lack of motivation
- Lack of student support
- Individual learning preference
- Poorly designed course
- Substandard/Inexperienced instructor

Three Most Vital Skills

The Online Teacher, TAFE, Guy Kemshal-Bell (April, 2001)

- Ability to engage the learner (30)
- Ability to motivate online learners (23)
- Ability to build relationships (19)
- Technical ability (18)
- Having a positive attitude (14)
- Adapt to individual needs (12)
- Innovation or creativity (11)



Intrinsic Motivation

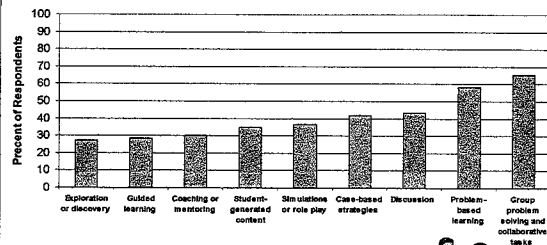
“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges

(i.e., it emerges from needs, inner strivings, and personal curiosity for growth)

See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.



Instructional Approaches that Selected by Respondents as Among the Four Strategies Likely to Become More Widely Used



My Learning Track View Download Help Exit

Computer Network

Networks and the Internet

A computer network enables all connected computers to communicate and share resources with each other. Therefore, a computer network provides opportunities for maximizing the processing capabilities of computers.

Forward

Page 6 of 18

Logout

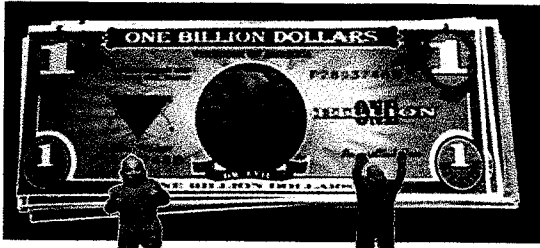
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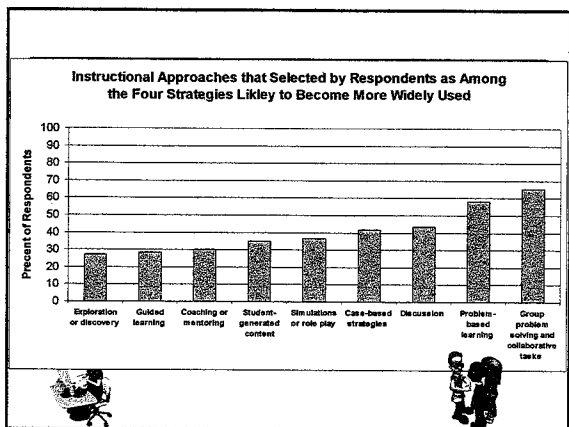


Ok, Million Dollar Question: What words come to mind when say motivation?




Intrinsic Motivation

“...innate propensity to engage one’s interests and exercise one’s capabilities, and, in doing so, to seek out and master optimal challenges
 (i.e., it emerges from needs, inner strivings, and personal curiosity for growth)
 See: Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. NY: Plenum Press.

So, I reflected on this for a moment...



TEC-VARIETY Model for Online Motivation and Retention

- 1. Tone/Climate: Psych Safety, Comfort, Belonging**
- 2. Encouragement, Feedback: Responsive, Supports**
- 3. Curiosity: Fun, Fantasy, Control**
- ...
- 4. Variety: Novelty, Intrigue, Unknowns**
- 5. Autonomy: Choice: Flexibility, Opportunities**
- 6. Relevance: Meaningful, Authentic, Interesting**
- 7. Interactive: Collaborative, Team-Based, Community**
- 8. Engagement: Effort, Involvement, Excitement**
- 9. Tension: Challenge, Dissonance, Controversy**
- 10. Yields Products: Goal Driven, Products, Success, Ownership**

1. Tone/Climate:

R685
 MoodleShare » E-Learning Pag » Forums » News Forum » Course Goals and Commitments » Editing

Course Goals and Commitments
 by Alice User - Tuesday, 17 Apr 2007, 06:17 PM

Ok, what are you going to commit to accomplish in the course? What are 3-5 goals or commitments that you will make? How will you achieve them?

Your reply:

Subject: YangHan goals, Re: Course Goals and Commitments

Message: [HTML content]

Re: [HTML content]

For your reference: [HTML content]

1. I have many goals for this course.

2. I want to learn how to evaluate e-learning programs. I think this is critical to my career as a professor of educational technology back in China.

3. I want to learn some techniques for blended learning for my own courses. I want to be an excellent teacher back home in Beijing at Beijing Normal University.

4. I want to explore some articles in the area of reusable learning objects and open educational resources. I am interested in the OER movement. So maybe I can attend a conference in this area as well.

5. I want to find a dissertation topic and explore it for my final project.

2. Encouragement, Feedback, etc.: A. Critical/Constructive Friends, Email Pals...

Jodie Becker and Dana Levin


- 5. Lisa Egan (SSSO) Tue, Dec 26, 2006, 17:38
- 27. Jodie Becker (Quaker) Fri, Feb. 16, 2007, 15:23
- 41. Dana Levin (Grove) Sat, Feb. 18, 2007, 21:00
- 228. Dana Levin (Grove) Sat, Mar. 31, 2007, 23:59
- 229. Dana Levin (Grove) Sat, Mar. 31, 2007, 01:54
- 229. Jodie Becker (Quaker) Tue, Apr. 3, 2007, 13:09
- 243. Dana Levin (Grove) Thu, Apr. 5, 2007, 02:49
- 252. Dana Levin (Grove) Sat, Mar. 31, 2007, 02:52

Henny Hudson and Cindy Nicolson Feedback

- 4. Lisa Egan (SSSO) Tue, Dec. 26, 2006, 17:38
- 104. Henny Hudson (Quaker) Tue, Mar. 6, 2007, 13:56
- 121. Dana Levin (Grove) Sat, Mar. 18, 2007, 20:03
- 138. Cindy Nicolson (Quaker) Wed, Mar. 21, 2007, 18:23
- 40. Henny Hudson (Quaker) Thu, Mar. 22, 2007, 07:25
- 144. Cindy Nicolson (Quaker) Thu, Mar. 22, 2007, 20:09
- 159. Henny Hudson (Quaker) Fri, Mar. 23, 2007, 16:13
- 156. Dana Levin (Grove) Wed, Mar. 28, 2007, 13:25

Jessica Schmidt and Lisa Egan Feedback

- 5. Lisa Egan (SSSO) Tue, Dec. 26, 2006, 17:38
- 76. Jessica Schmidt (Quaker) Fri, Feb. 23, 2007, 15:08
- 23. Lisa Egan (SSSO) Mon, Feb. 26, 2007, 10:39



2. Encouragement, Feedback, etc.: B. Thinking About the Readings (TARS) JIIT; Claude Cookman, IU, Photography Class

Home

News

Calendar

Links

Feedback

Search

TARS

Archived Feedback

TARS assignment 1

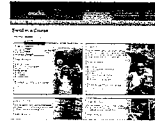
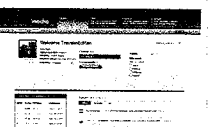

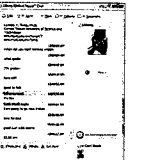
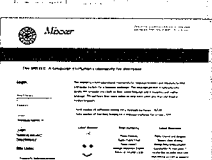
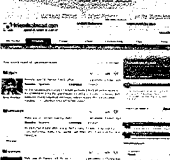
In addition to developing your critical thinking about TARS assignments you are intended to help you develop as writers with the goal of helping you produce better research papers by the end of the semester. Therefore, the standards for this and all future TARS assignments beyond academic writing. Check us out, expect correct spelling, punctuation, grammar and word usage. In addition, write complete sentences and craft well-developed paragraphs. It is strongly encourage you to write and refine your writing. However, in the first draft, Don't forget to proofread.

Assigned readings:







- 1. encourage you to read all the short excerpts relating to the Pictorial period in Mexico, but the questions are based on the following six readings:
 - 19-20-25. Dignale, "National Photography"
 - 19-25. Cullen, "Methods of Individual Expression"
 - 19-29-33. Hartmann, "The Influence of Artistic Photography in Domestic Decoration"
 - 19-34-35. Hartmann, "What Remains?"
 - 19-36-37. Reed, "La Photographie à Mexico"
 - 19-38-39. Peterson, "The Photography Decade's 1893-1902"

1. Except for Peterson, all the authors wrote during the period of Victorianism, roughly from the 1830s through the middle of the 1900s. All were, more or less,


2. Encouragement, Feedback, etc.: B. Online Language Learning (Mixer, Livemocha, Friends Abroad)




3. Curiosity, Fun: A. Games e.g., Online Jeopardy Game Games2Train: The Challenge; Thiagi.com





3. Curiosity, Fun: B. Electronic Seance



- Students read books from famous dead people
- Convene when dark (sync or asynchronous).
- Present present day problem for them to solve
- Participate from within those characters (e.g., read direct quotes from books or articles)
- Invite expert guests from other campuses
- Keep chat open for set time period
- Debrief

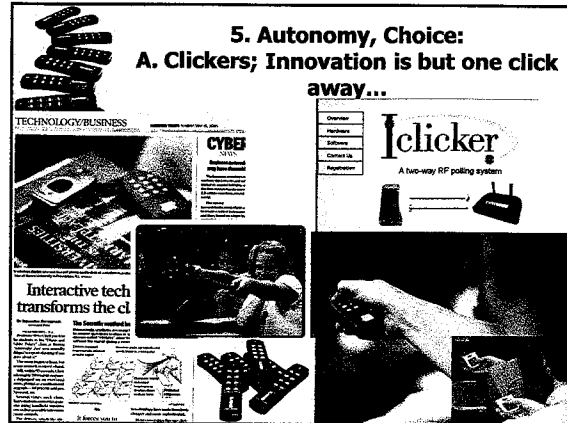
4. Variety, Novelty: A. Video Streamed Lectures & Expert Commenting

4. Variety, Novelty: B. Brainstorming Chat

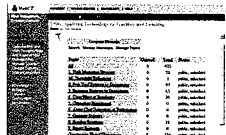
- Come up with interesting or topic or problem to solve
- Anonymously brainstorm ideas in a chat discussion
- Encourage spin off ideas
- Post list of ideas generated
- Rank or rate ideas and submit to instructor
- Calculate average ratings and distribute to group

5. Autonomy, Choice: A. Clickers; Innovation is but one click away...



5. Autonomy, Choice: B. Multiple Topics

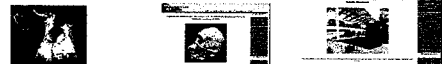
- Generate multiple discussion prompts and ask students to participate in 2 out of 3
- Provide different discussion "tracks" (much like conference tracks) for students with different interests to choose among
- List possible topics and have students vote (students sign up for lead diff weeks)
- Have students list and vote.



6. Relevance: Meaningfulness: A. Authentic Data Analysis

Jeanne Sept, IU, Archaeology of Human Origins; Components: From CD to Web

- A set of research q's and problems that archaeologists have posed about the site
- A complete set of data from site
- Students work collab to interpret age of site
- Interpret of ancient environments
- Analyze artifacts/fossils from site



7. Interactive, Collaborative:



- A. Panels of Experts: Be an Expert/Ask an Expert:** Have each learner choose an area in which to become expert and moderate a forum for the class. Require participation in a certain number of forums (choice)
- B. Press Conference:** Have a series of press conferences at the end of small group projects; one for each group
- C. Symposia of Experts**

7. Interactive, Collaborative: D. Discussion: Starter-



Wrapper (Hara, Bonk, & Angeli, 2000)

1. Starter reads ahead and starts discussion and others participate and wrapper summarizes what was discussed.
2. Start-wrapper with roles--same as #1 but include roles for debate (optimist, pessimist, devil's advocate).

E. Alternative: Facilitator-Starter-Wrapper (Alexander, 2001)


Instead of starting discussion, student acts as moderator or questioner to push student thinking and give feedback

8. Engagement: A. Text Messaging
Students at the Mennonite Centre for Newcomers are testing mobile learning - downloading an English grammar lesson, then answering a series of multiple choice, or true or false questions. (Edmonton)

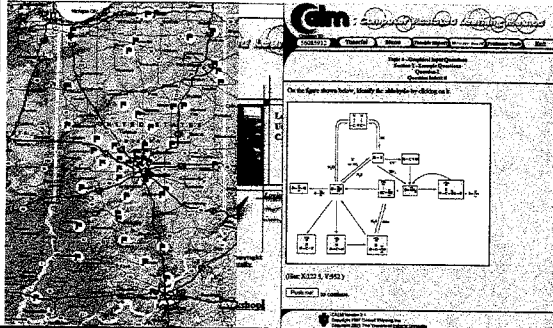
CBCnews CANADA | EDMONTON
 Story Tools: E-MAIL | PRINT | Text Size: S | M | L | XL | REPORT TYPO | SEND YOUR FEEDBACK

Text-message course helping newcomers learn English
 Last Updated: Friday, February 8, 2008 12:35 PM EST
 3577 Views

A pen and paper aren't necessary in an Edmonton classroom where students are learning English with a tool — text messages on their cellphones.



8. Engagement: B. Student Self-Testing (e.g., Calm Chemistry)



9. Tension, Challenge, etc.:
A. Online Role Play of Famous People, Mock Trial, Debates, etc.

Expand All | Collapse All | Comments

Home | Jane Mallor Posts by or For Defendants | Posts by or For Defendants Here | Jane Mallor at 12/8/2005 12:41:23 PM


Court C

Posts by or For Defendants Here
 Posts by or For Defendants Here
 by Jane Mallor at 12/8/2005 12:41:23 PM

Team S - Defendant's Arguments:
In response to Count I, Negligence:
 The plaintiff must prove each of the following three elements in a negligence case:
 1. The defendant owed a duty of care to the plaintiff.
 2. The defendant committed a breach of this duty.
 3. This breach was the actual and proximate cause of injury experienced by the plaintiff.

I hope that everyone be

9. Tension, Challenge, etc.:
B. Scenario Learning (Emmis Communications example)

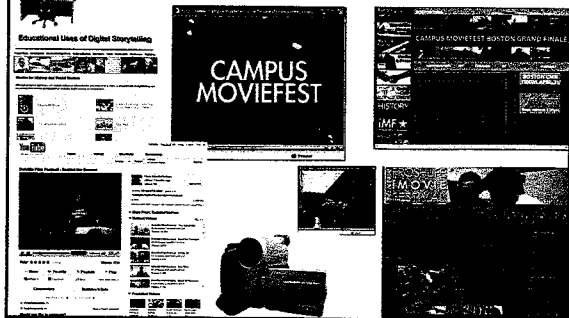


10. Yields Products: Concept Maps, Video Papers, Virtual Timelines, Digital Movies

Educational Uses of Digital Storytelling


CAMPUS MOVIEFEST

CAMPUS MOVIEFEST - BOSTON GRAND HALL



99 seconds: What have you learned so far?

- Solid and Fuzzy in groups of two to four



Part IV. Addressing Learning Styles



Poll 1: Which learning style do you prefer?

- a. Read (Auditory and Verbal Learners)
- b. Reflect (Reflective Learners)
- c. Display (Visual Learners)
- d. Do (Tactile, Kinesthetic, Exploratory Learners)



Why Address Learning Styles?

- Promotes reflection on teaching
- Move from just one mode of delivery
- View from different viewpoints
- Offer variety in the class
- Might lower drop-out rates
- Fosters experimentation



Kolb (1984)



- According to Kolb, effective learning involves four phases:
 - from getting involved (Concrete Experience) to
 - listening/observing (Reflective Observation) to
 - creating an idea (Abstract Conceptualization) to
 - making decisions (Active Experimentation).
- A person may become better at some of these learning skills than others; as a result, a learning style develops.



Index of Learning Styles Questionnaire

Barbara A. Solomon, North Carolina State Univ
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>



- 6. If I were a teacher, I would rather teach a course
 - (a) that deals with facts and real life situations.
 - (b) that deals with ideas and theories.
- 7. I prefer to get new information in
 - (a) pictures, diagrams, graphs, or maps.
 - (b) written directions or verbal information.

