Reeves Ten-Dimensional Model: Application for the Design and Development of Web-Based Learning Scenario on Learning Theories

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This poster presentation covers the design and development of a media-based learning scenario and Web environment with a view to implementing a pedagogical design that integrates new technologies. The scenario responds to concerns regarding pedagogical innovation in "Teachers Training". It tries to facilitate the development of the skills required within the larger framework of courses where theoretical content is high and cooperative learning methods must be supported. The focus was therefore placed on the ability to "make links" and on the socio-constructivist approach. The results showed the importance of design, the need for cognitive strategies, the inherent pedagogical value of cooperative learning and developing the ability to "make links". The creation of links can go beyond the context to encompass any training session that contains a wide range of theories and a broad body of knowledge. It appears that the need for a design that produces the most appropriate overall educational formula may lead to proven pedagogical effectiveness.

The Creative Network: the development of a collaborative learning community for mature professionals

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The hypothesis underlying the formation of the Creative Network is that a radical approach to Continuing Professional Development in the U.K. is needed to prepare those employed in the Creative Industries for:

1. the portfolio career
2. short term contracts
3. rapidly changing technologies/materials
4. structural changes in the companies, flatter hierarchies, featuring multi-skilling and cross functional teams
5. e-business (e-commerce and e-volution)

The Creative Network web site is the gateway to a learning community. There is no standard course or assessment. Instead the Creative Network tutors work with each individual learner or company to analyse their development needs and structure a training plan. The Creative Network aims to facilitate deep learning based upon a spirit of facilitation which helps learners to contextualise new learning and construct personal relevance and meaning.

Breathing New Life Into The Classroom

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Two Nebraska projects, funded by grants from the United States Department of Education, will work together to prepare teachers to use technology in the classroom. The Connections Project, a five-year Education Technology Innovation Challenge grant, works with in-service teachers. Introductory, intensive five-day summer workshops focus on classroom uses of technology, brain-compatible teaching strategies, life skills, multiple learning styles, and integrated curriculum models. On-going staff development follows the workshops at local sites throughout the academic year. The teachers create curriculum units incorporating the strategies they have learned and post them on the project Web site—http://ois.unomaha.edu/connections. They also create CD-ROMs of the workshop presentations, which will be distributed to over 6,000 teachers. The Catalyst Project, a three-year Preparing Tomorrow’s Teachers to use Technology (PTTT) grant, involves seventeen higher education institutions that are engaged in active systemic changes to prepare pre-service teachers to use educational technology. The two projects will work together to identify and develop a cadre of K-12 teachers who are leaders in the use of educational technology. This cadre will act as resources in the higher education classroom and as cooperating teachers for teacher education programs.

Improving Collaboration in Face-to-Face Groups using Technology

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Abstract: Face-to-face collaborative work is an essential tenet of much contemporary teaching, especially within constructivist models. The practical use of technology by small intact groups has received relatively little research attention. Observation of learners in existing settings suggests that commonplace computing facilities may limit effective collaborative work by more than two individuals. The design of facilities and strategies specifically for collaboration has been demonstrated to improve the effectiveness of such work. This PosterDemo reviews applicable research, presents design and cost criteria for and photographic examples of purpose-built facilities, and delineates pedagogic strategies found useful, including both assignment and assessment strategies. It summarizes findings and future topics to explore. It also simulates the look and feel of one such collaborative facility.