The New Normal: Teaching Outside the Box

Richard Culatta - Creative Learning Solutions

"In the past, you had to memorize knowledge because there was a cost to finding it. Now, what can't you find in 30 seconds or less? We live an open-book-test life that requires a completely different skill set."

- Mark Cuban

WELCOME TO THE
NEW NORMAL

Macintosh IIsi

The New Normal and Teaching

Recognizing the existence of the "new normal" concept helps us to avoid becoming complacent in our teaching styles and methods.

Modified Instructor Role

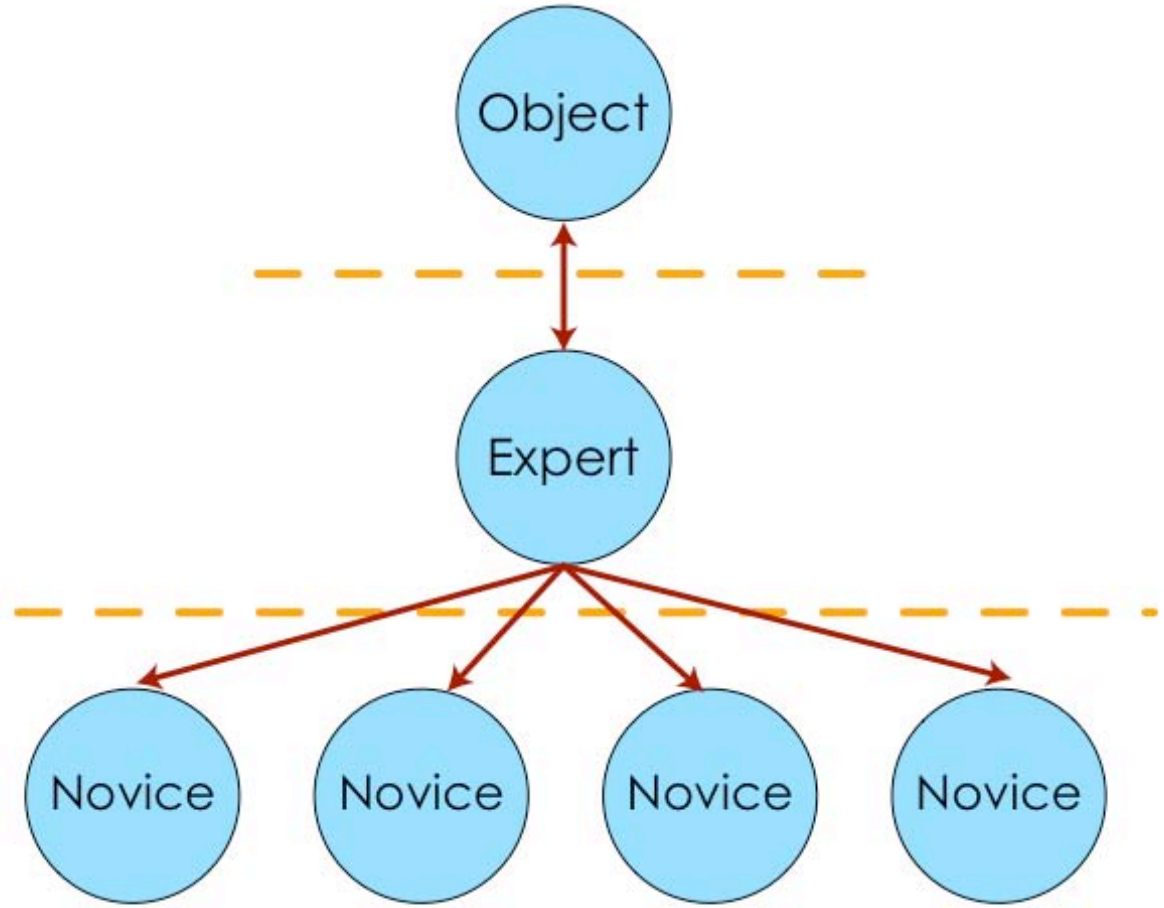
Increased Interactivity

Increased Mobility

Modified Instructor Role

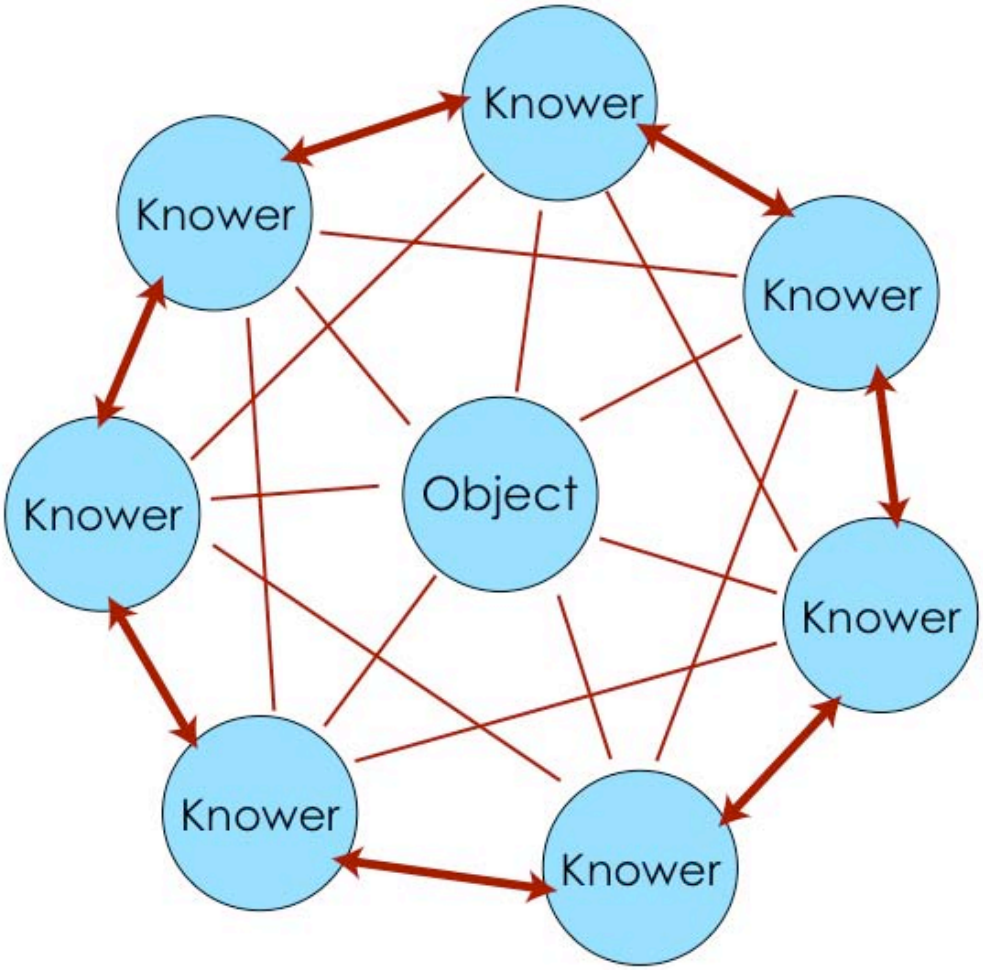
Dispenser of Facts → Creator of a Learning Community

Traditional Teaching Paradigm



Parker Palmer: The Courage to Teach

New Teaching Paradigm



Parker Palmer: The Courage to Teach

Guide to Learning Objects

Major Challenge: Keeping on top of all of the learning materials that are available

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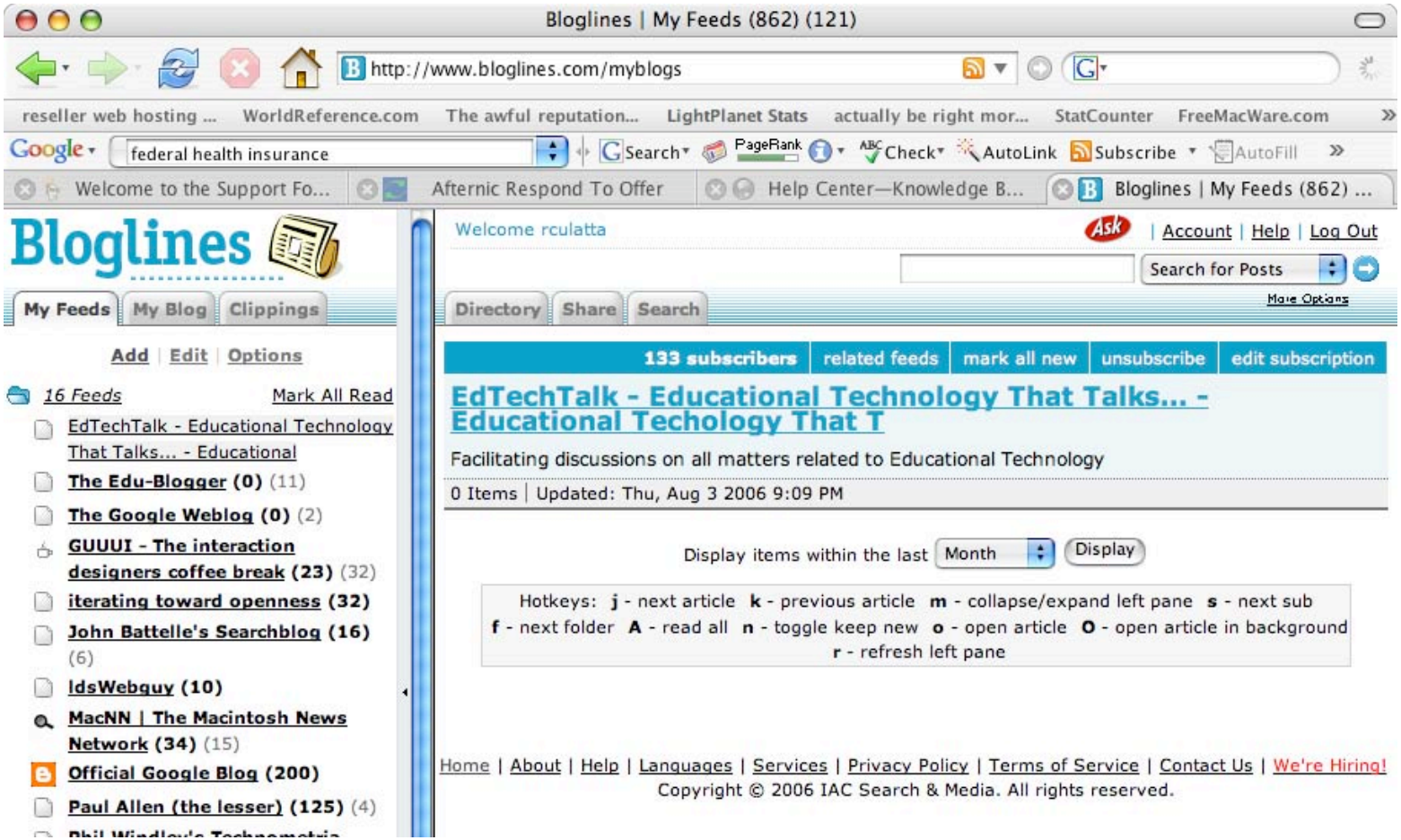


Respects Attention Economy

"...in an information-rich world, the wealth of information means a dearth of something else: a scarcity of whatever it is that information consumes. What information consumes is rather obvious: it consumes the attention of its recipients.

Hence a wealth of information creates a poverty of attention and a need to allocate that attention efficiently among the overabundance of information sources that might consume it."

- Herbert Simon, 1971

Modified Instructor Role

Increased Interactivity

Increased Mobility

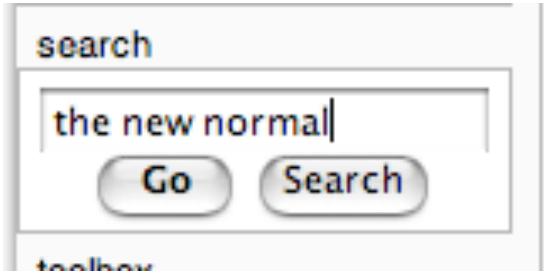
Increased interactivity

Passive Users/Learners	→	Active Users/Learners
• User to publisher connection		• User to user connection
• TV		• Interactive Media
• Web 1.0		• Web 2.0

www.techcrunch.com/2006/08/08/web-20-the-24-minute-documentary

Course Materials

- All materials should be customizable
- All materials should be searchable
- All materials should be annotatable



Increased interactivity

- Course materials are created by *both* students and instructors
- Student feedback drives course content

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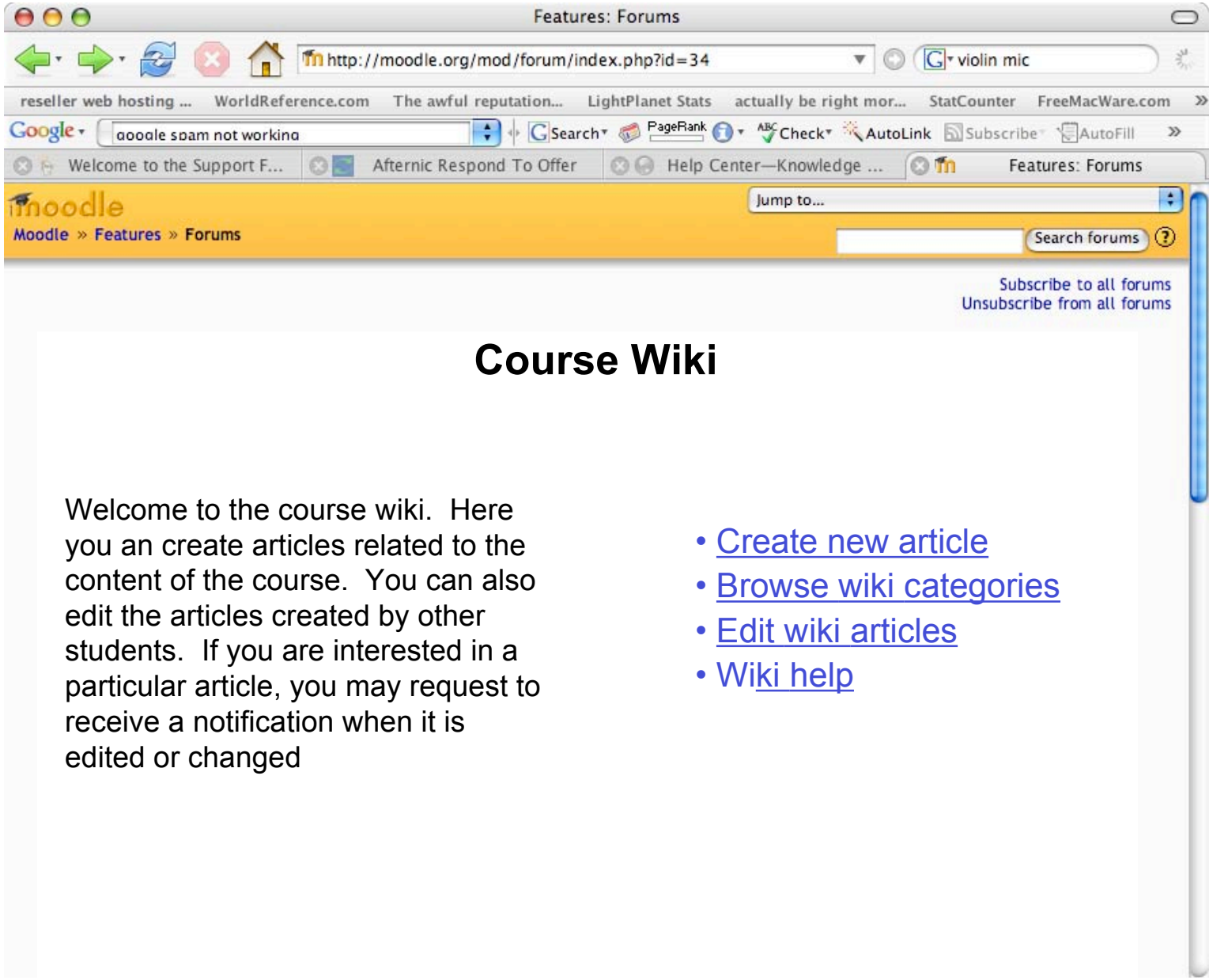
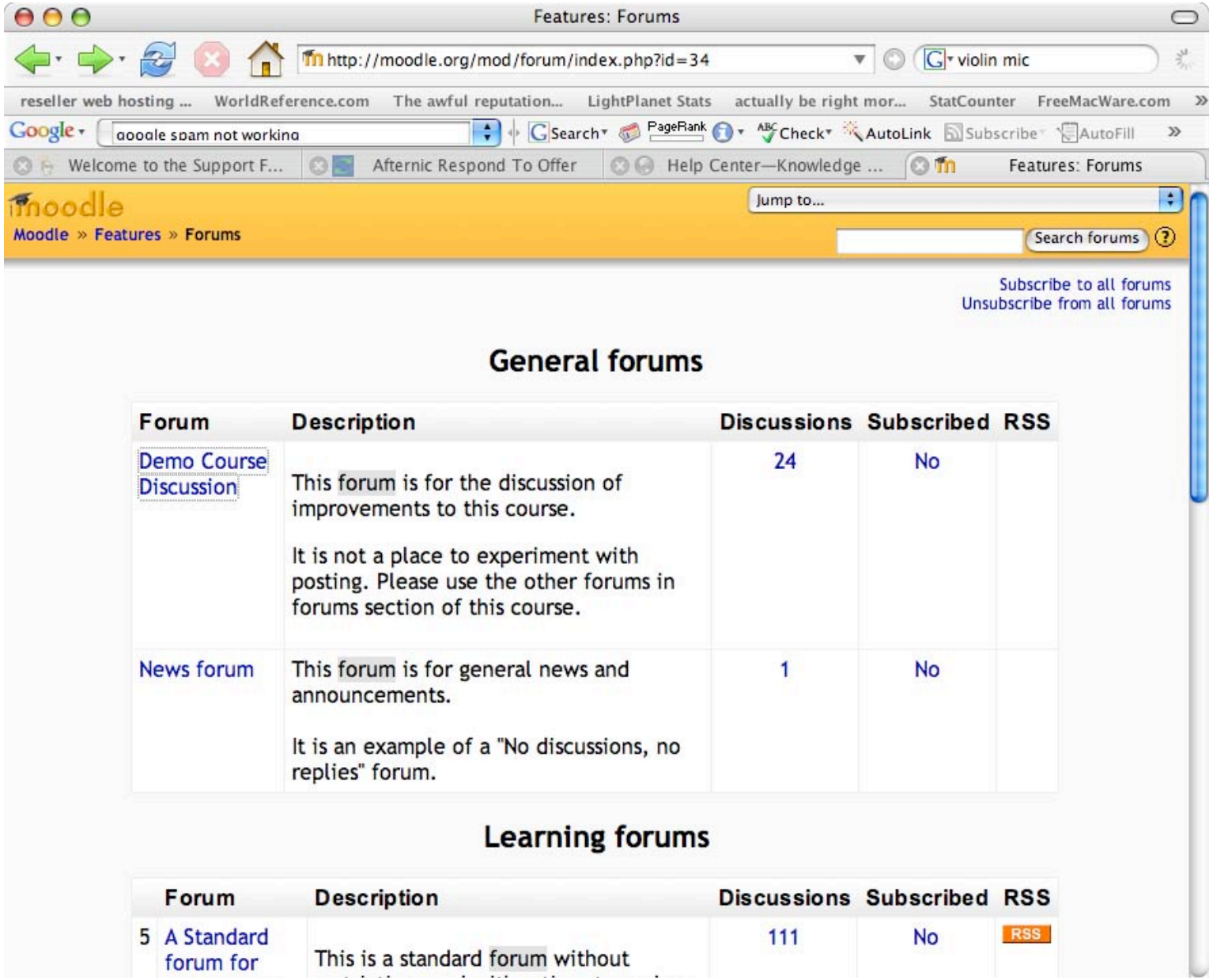
Moodle: Course Wiki



Moodle: Discussion Forums



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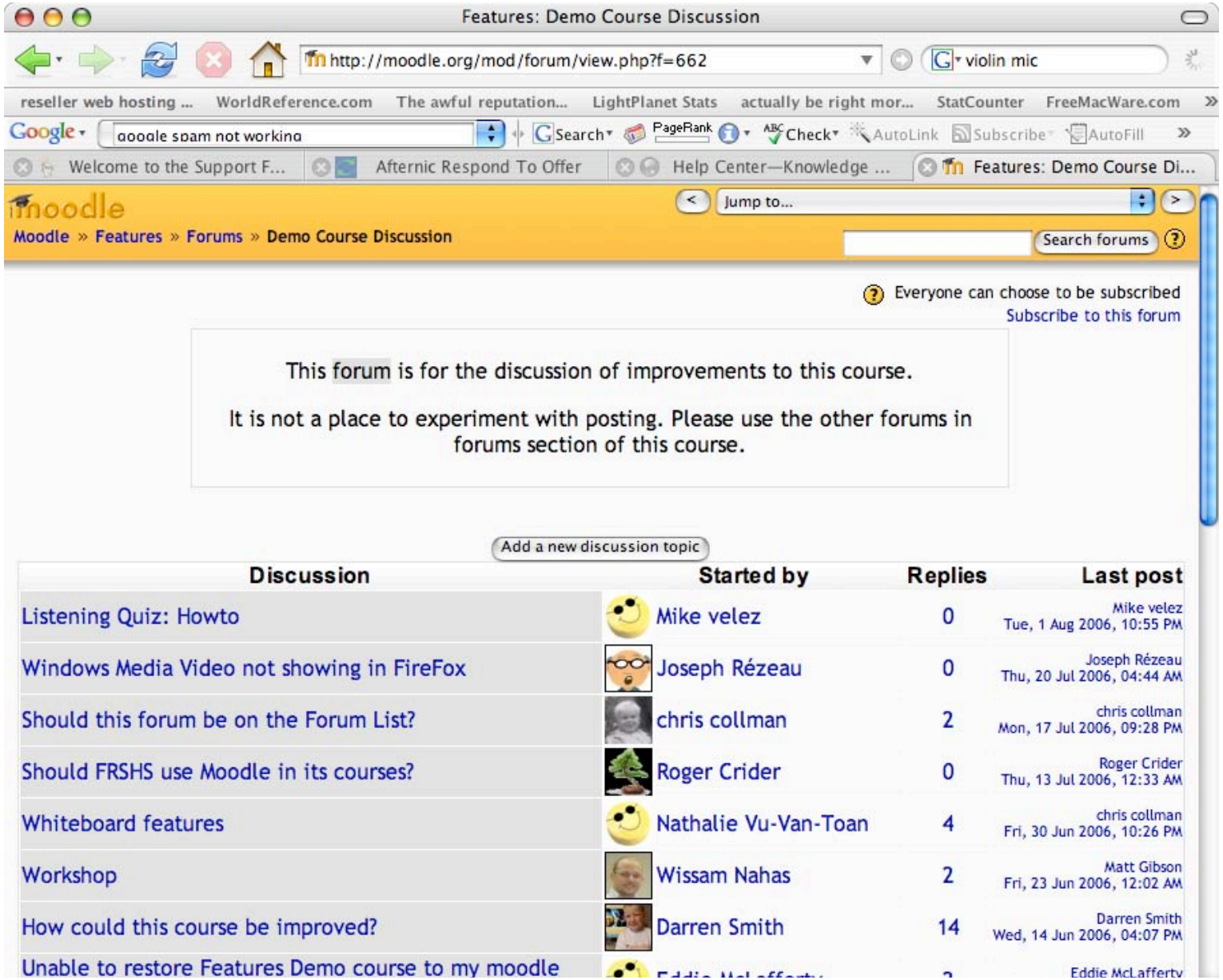

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Encouraging Inquiry

A typical student asks .17 question per hour in a conventional classroom

and

27 questions per hour in one-on-one interactions.

Source: Stefan Gunther, Federation of American Scitneists

Gaming and Simulations

- Games and Simulations support:
  - Active learning
  - Experiential learning
  - Problem-based learning
  - Immediate feedback
  - Learner-centered learning

- Gaming environments include:
  - Problem-solving in complex systems
  - Creative expression
  - Social relationships
  - Peer assessment

America's Army

Mass Casualty Incident Response

Features of the game include:

- Models that can be easily adapted for use in many different incidents reflecting local needs
- Exercises that require real-time decision-making under stressful conditions
- Multi-player mode, allowing first responders to practice working together
- Engaging and challenging scenarios that utilize the appeal and attraction of video games

Mass Casualty Incident Response

Modified Instructor Role

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Increased Mobility

Increased Mobility

- More than one quarter of all Americans use portable devices that enable them to go online to surf the Web or check email. (PEW, 2004)
- 2/3 of students carry a portable media device (Kaiser Family Foundation)
- 15% of students between the ages of 8 and 18 have their own handheld internet device (Kaiser Family Foundation)

Increased Mobility

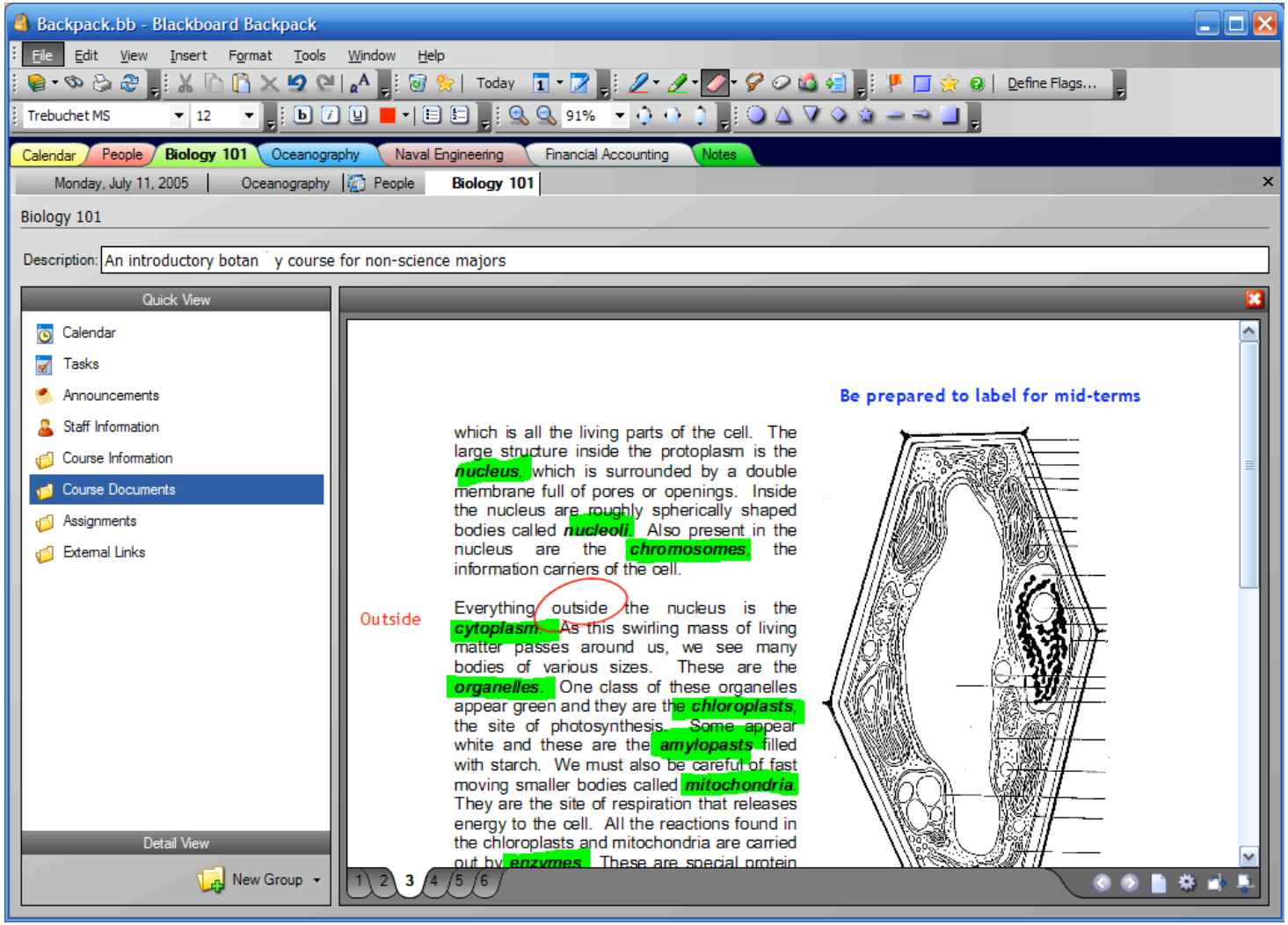
- The learning experience should not be confined by physical location (students should be able to learn whenever and wherever)

- The learning experience should not be confined by the dates of a course

Augmented Reality

Students should be able to learn whenever and wherever is most effective for the topic being taught.

Agilix: Mobile Learning



Thoughts

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