Creative Education

Note: Interactive social/collaborative TV
Sources: Based on Behrendt and Zeppenfeld (2008), O’Reilly (2005), O’Reilly and Barterre (2009)
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Invited Speech

Title: Case-based e-Learning Can Change Education: Revealing Its Theoretical, Practical, and Political Power Reforming College Curricula Toward Using Real-World Experiences

Speaker: Dr. Ikseon Choi, the University of Georgia, USA

Abstract

A didactic, teacher-centered pedagogy and an experiential, learner-centered pedagogy co-exist in most educational institutions today, including higher education. Instead of complementing each other, these two approaches often create tensions and even conflicts in a way that does not enhance the quality of students’ learning experiences. These conflicts have been intensified when the institutions have tried to change their curricula to meet the new needs which have come from dramatically changing global societies. In this presentation, the author argues that well-designed, case-based e-learning resources can be successfully utilized to change and enhance existing curricula while reconciling unnecessary conflicts between the two existing pedagogical approaches at three levels: theoretical, practical, and political.

At the theoretical level, the author identifies the discrepancies between required and achieved learning outcomes and between recommended and implemented instructional methods, and justifies how the case-based learning model can provide appropriate learning experiences to close these discrepancies. At the practical level, examples of case-based e-learning and its practices are presented in order to explain how technology-mediated, case-based learning can create practical flexibility through which everyday instructors can conveniently integrated e-learning resources into their face-to-face, online, and blended classroom teaching. At the political level, a typology of case-based learning approaches is presented in order to explain how case-based learning can create a middle ground between the two conflicting pedagogical approaches. This middle ground creates a safe zone in which instructors can reach mutual agreements on curricula change and teaching practices without giving up their own pedagogical beliefs.

Thus, well-designed case-based e-learning would make significant contributions to the enhancement of higher education through the power it has, from its theoretical soundness, practical flexibility, and political mutuality. In closing, the author will discuss the potential shortcomings in developing and implanting case-based e-learning from a series of his design research projects.

Invited Speech

Title: Empowering Teachers for Innovations: The Case of Online Teacher Learning Communities

Speaker: Dr. Onno De Jong, Karlstad University, Sweden

Abstract

Implementing innovations in classrooms often evokes a variety of recurrent difficulties, especially feelings of resistance among experienced teachers. Modern teacher education aims at reducing their opposition by empowering these teachers for developing new knowledge, beliefs, and skills. A growing number of these teacher courses is designed as teacher learning communities
(TLC-s). A specific category of them, online networks, is the scope of the present paper. Main values and attributes of these communities are addressed. This is followed by presenting some leading principles for designing TLC-s. Important principles are: (i) creating subcommunities within large-scale online networks, (ii) combining online activities with face-to-face meetings, and, (iii) facilitating more equality in online group participation. These principles are illustrated by examples of real practices. Finally, main conditions for successful new online TLC-s are presented. Prospects for advanced studies of practices of these communities are also given.

Invited Speech

Title: Graphogame – a science-based learning environment for basic reading acquisition helping children globally

Speaker: Prof. Heikki Lyytinen, University of Jyväskylä, Finland

Abstract

The Graphogame-concept as well as the theoretical and empirical basis of this reading support tool used by hundreds of thousands Finnish children (see www.lukimat.fi/lukimat-en) will be introduced with descriptions of how it has been and will be studied and distributed in different continents (see grapholearn.info). The goal is to help as many as possible of those hundreds of millions of people whose acquisition of basic reading skills is challenged by biological bottlenecks (dyslexia) and/or insufficient opportunity to receive appropriate instruction for learning to read. Promising starts have been made e.g. in Africa where the latter reason affected opportunities of a majority of children in some countries – such as Zambia - as shown with examples from our research to be illustrated by our Zambian presenter. Poor reading skill compromises readiness to become employed with all the unwanted consequences this has to individuals and to the society as a whole.
We are also interested in short papers (letters) that clearly address a specific problem, and short survey or position papers that sketch the results or problems on a specific topic. Authors of selected short papers would be invited to write a regular paper on the same topic for future issues of the CE.

Notes for Intending Authors

Submitted papers should not have been previously published nor be currently under consideration for publication elsewhere. Paper submission will be handled electronically through the website. All papers are refereed through a peer review process. For more details about the submissions, please access the website.

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