

Title of Session: Pre-service Teachers' Forum

Moderator: Jan Naher-Snowden

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Room: Hot Tub Conference

DianneA joined the room.

BJB2 waves hi to Dianne

DianneA: Hi Jan

DianneA waves to BJ! good to see you here!

BJB2: Jan, Dianne has some interesting input for the expo

Jan_NS: Hi, Dianne - wow, first time I have used the options for larger text!

Jan_NS: Great!

Jan_NS is all ears!

BJB2 . o O (that's the first thing I do when I log in...make the text larger)

Jan_NS: I am concerned that we will have participation for both portions of the mini-expo

DianneA: Jan, I was popping in today to see if there was anything I could do for the mini-expo in the way of TI support before and/or after

Jan_NS: Well, Dianne - I am still behind the curve with everything related.

BJB2: I'm going to paste the discussion Dianne and I just had...it's going to be ugly, but want it in the transcript

BJB2: DianneA: One of the considerations exercising my mind at present is the level of fragmentation, and how that might be impacting on TI, as one of the early platforms, but now not necessarily able to respond to the early of the newer platforms, and how the whole might settle out

BJB2: DianneA: the rate of technological change is so much greater than for the printed word

BJB2: BJB: especially the platforms with voice

BJB2: DianneA: who knows what will 'last' and be seen to have had greatest staying power

BJB2: BJB: right.

BJB2: DianneA: and I remember when I was running a public library, the most ephemeral items were the new journals trying to break into the marketplace

BJB2: BJB: now there are blogs and podcasts and so many other forms of communication

BJB2: DianneA: hmm, and I haven't even tried to keep up with them!

BJB2: BJB: does that mean that we don't need to teach tech integration to preservice teachers?

BJB2: BJB: . o O (I haven't either)

BJB2: BJB: or is it becoming more important than ever for teachers to make sure their students are tech savvy

BJB2: DianneA: perhaps not so much tech integration as tech 'tacitity'

BJB2: DianneA: ie tech so pervasive that it has faded into the background

DianneA: Hurray for BJB's cut and paste facility! and her two handed operations!

Jan_NS agrees completely!

Jan_NS: With my students I still see a major reluctance to embrace tech integration into the classroom. It is still an add-on for most.

Jan_NS: Pre-service teachers.

BJB2: I don't think anyone has posted any questions that we can put in the discussion folders in the preservice teachers room

BJB2: . o O (makes me nervous)

Jan_NS moves over for the onslaught of eager preservice teachers.

BJB2 offers to share her chair with Jan

Jan_NS: . o O (you might want to reconsider, given the dissertation weight that I have added in the beam!)

BJB2: I was also hoping that mini expo members would participate tonight.

Jan_NS: I had a discussion with several library people early in the week about the adoption of tech. with various age groups.

BJB2: the load isn't on you, Jan...there are several other preservice teachers involved

Jan_NS understands

BJB2: If each one would post a question, we'd be good. I'll have to contact Sedat and see if he and Lynne have come up with anything

Jan_NS: Point made was that some people are predisposed to adopt innovations and some are less likely until it is so common place that everyone is using the innovation. case in point: cell phones. we got our first one 18 years ago.

BJB2 nods.

Jan_NS: Well, can each of us post a question, even if a bit off the mark?

BJB2 . o O (I'm not a teacher educator)

Jan_NS: just to get things rolling

BJB2: but yes, that might help

DianneA: What I find interesting Jan, is my selectivity ... I am much more comfortable with the PC than the telephone, and therefore the mobile

DianneA: I started with PCs about 1984

Jan_NS: But you are an educator and understand the issues vicariously.

BJB2 nods

Jan_NS: Me, too, Dianne

DianneA: which might explain why I am with TI and not with one of the other options

BJB2: I was a late adopter of tech. I still hate to talk on the phone

Jan_NS: I was talking about my blog and the students and staff in the library were stunned that I actually had one and posted frequently.

DianneA: and doesn't really answer the question about what level of integration pre-service teachers need to know about to strive to achieve

BJB2: I like words...I like to see them

Jan_NS: You know, the gray hair and all threw them off.

BJB2 smiles.

BJB2: and how does it relate to the MIT FabLab and Tom Friedman's ideas?

Jan_NS: actually I think that the preservice teachers need to see their own faculty using tech. meaningfully and seamlessly. And that is not happening with our faculty, with a few exceptions.

Jan_NS: Good question, BJ - I still have to spend some time digesting all that.

BJB2: this was something that was discussed in the tech class session yesterday...

BJB2: the importance of teachers to model the use of the tech

Jan_NS: another case of early adopters.

BJB2 . o O (and the admin)

BJB2: why is it important for someone in an isolated rural community to be able to use technology? How do we define technology?

BJB2: is it as important for an urban community to embrace technology?

Jan_NS: Innovation is threatening to an individual's worldview or their perspective on the impact of that innovation to their comfort zone.

Jan_NS: How do we define "we"? - each of us probably has a different take on what tech. is?

Jan_NS . o O (am I babbling?)

BJB2: no, you're giving us questions to post on the discussion board

BJB2 . o O (or to at least pose to the expo group)

BJB2: is there a them and us?

BJB2 . o O (in relation to 'we')

Jan_NS: either of you familiar with the idea that moving from telling stories to written text had an impact on brain development for those cultures that made that shift

DianneA: One of the interesting ideas that has recently crossed my bows is the concept of the old reading and writing no longer being able to be learned ... perhaps something has happened to its relative relevance for the younger generation/s

BJB2: hmmm...I hadn't thought of that, but it makes sense. Now we seem to be moving back to telling stories

DianneA: storying, and coherent presentation of non-propositional material is one of my current interests Jan, developing from my work with reflective practice

Jan_NS: in some sense but I contend that moving from hard copy text to almost instantaneous electronic communication (text, voice or video) had also had an impact on brain development, especially with early adopters

BJB2 . o O (does this mean that we're evolving smaller brains now?)

DianneA: can you elaborate a bit more Jan?

Jan_NS: no, perhaps we are just developing different "wiring" then impacting brain development on a physical sense

BJB2: one of the things I've noticed is that attention spans are getting shorter and shorter

BJB2 . o O (mine included)

Jan_NS . o O (actually different rather than smaller, BJ)

BJB2 nods

Jan_NS: yes, processing time is faster.

Jan_NS: not just with the cpu

Jan_NS: us!

BJB2: but has our ability to absorb new knowledge increased?

Jan_NS . o O (just where I was going next)

Jan_NS: while I have been working on my dissertation, I have found that when I really need to process deeply, I have to stay off the computer due to the distractions that I have when I am connected to the internet.

BJB2: I am assuming not...which is why so many people complain of brain overload or only become superficially involved

BJB2: what kind of distractions?

DianneA: I have just recently come across Kieran Egan's material about learning as being recapitulation, and that the learning of the oral language of the baby is one of our cultural journeys. Out of that is the storying - the mythic and the romantic.

Jan_NS: I am actually writing notes longhand when I am reading research articles.

Jan_NS: so that I can process deeply - I am forced to slow down.

DianneA: Egan indicates the next two steps as the philosophic (probably the propositional) and the ironic ...

Jan_NS: iconic?

DianneA: I have come across the ironic with my reflective work, but I am also being challenged by the intentional metaphoric and the story as a way approaching the complex

Jan_NS: I will have to check Egan - not familiar.

DianneA: Two things Jan: one might be greater comfort with the early writing technology

DianneA: I still prefer the printed page to the computer screen

DianneA: I certainly agree with the need to slow down

Jan_NS: me, too - for reading. But when I am writing I do much better on the computer. I am more fluid and fluent.

DianneA: for me the typing is slower than the handwritten, and the computer then allows me to go back and work with the transcribed text (my way of slowing down) and then layer responsive thinking onto the original

Jan_NS: But taking notes on the computer while reading - tends to be superficial mental processing - almost like I zone out because I can type faster.

Jan_NS: than I can write long hand

DianneA: my typing is not that proficient

BJB2: I can barely write any more...I prefer composing on the computer

BJB2: it's easier to edit

DianneA: the end product usually looks neater BJ!

BJB2 nods.

Jan_NS: I just realized that when I am composing on the computer, I almost become indistinguishable - the flow is almost instantaneous.

BJB2: so what we're discussing is a process?

EmilyW joined the room.

Jan_NS: but not when I have to think deeply.

RobinBe joined the room.

BJB2 waves hi to Em and Robin

Jan_NS: well, hello everyone.

DianneA: and respective and relative pace of processes

Jan_NS: Yes, definitely process.

Jan_NS: and there is a noticeable shift when going from one form of processing to another.

DianneA: some processes work better and different paces: composition and speed, deconstruction and time to process

BJB2: we're comparing using pen and paper to computers when composing

Jan_NS: exactly - you have the context, Dianne

Jan_NS: . o O (and the terminology I was lacking at the moment)

BJB2: Actually, we're discussing the use of technology in learning

Jan_NS: right!

BJB2: any input, Em or Robin?

EmilyW: what are you discussing?

DianneA: once upon a time, a lesson used to consist of children copying down what had been written on the board!

RobinBe: using technology in the classroom has its benefits

DianneA: what does that say to us Jan about what and how we prefer to learn?

BJB2: are you a teacher, Robin?

RobinBe: yes, I am

Jan_NS: Good point, Dianne. Personal epistemology!

Jan_NS: . o O (one of the major foci of my dissertation research, although related to learning science for those who are not science inclined.)

BJB2: Robin, we're brainstorming for the upcoming mini expo on tech in the classroom for preservice teachers

Jan_NS: And we have reached into ethereal realms.

DianneA: but also perhaps relevant pedagogy? and worth thinking about again because my first reaction would be to despise spending time copying something down off the board

EmilyW: what ideas do you have so far?

DianneA: and that prompts another recollection - about the use of repetition ...

BJB2: does tech facilitate the use of repetition? drill and kill type stuff?

DianneA: and how that is the traditional Chinese route, and tends to be despised, but when there is a closer look at what is going on in adult education (or higher education) lo and behold there is a role for repetition, and the hermeneutical spiral

BJB2: games do that and are more engaging

RobinBe: instead having students copy information from the board, you could use the technology in the classroom to make it more interactive by using certain software that allows the students to be an active participant

Jan_NS: good point, Robin - that gets us back to the type of mental processing that is going on with each learner.

DianneA: Robin, Jan and I have just been learning about how we actually need to slow down certain activities to be able to learn!

Jan_NS: There is a time and a place for different processing.

DianneA: and we need to know what is appropriate for what so that we can design lessons better

BJB2: we also have to consider the individual learners

RobinBe: the lessons should include the Bloom's taxonomy which will allow for the teacher to teach not just to one learner at a time but to allow learners in their respective learning mode

Jan_NS: sometimes we need to deconstruct (slow down) to reconstruct (compose, slightly faster)

DianneA: and Montessori's idea of repetition for mastery

Jan_NS: how do we define "repetition"?

DianneA: repetition for the movement from locking up immediate attentional cognitive resources to the level of habituation and routine, or the tacit

RobinBe: with some learners Montessori's ideas work but not for all

Jan_NS: Maria probably had a different take on that than I do.

BJB2: do we also need to include the social and emotional aspects of learning?

DianneA: My reading of Maria's work is that mastery is one of the key motivational factors in learning

Jan_NS: works for some tasks or content but not as well for others

DianneA: it encourages a child to be prepared to take on something new

Jan_NS: I use mastery in my instructional technology applications class.

RobinBe: but not all children are able to cope to changes

Jan_NS: Lots of repetition of tasks

DianneA: the question there Robin is what prevents some children from coping with change?

Jan_NS: true, Robin. some need more processing time or have a different learning style preference

DianneA: I see the mastery as the development in the child of the 'security' of the known

RobinBe: certain medical conditions prevent children from coping to changes

DianneA: Maria's work initially as with the intellectually disabled

Jan_NS: The repetition builds confidence.

Jan_NS: and the opportunity for trusting the body/mind connection to carry on without much monitoring (attention)

DianneA: it is then, that if we are pushing change (learning new things) too quickly, then we set children up for more and more failure

Jan_NS: same goes for preservice teachers, or adults confronted with an innovation when that same adult is not prone to be an early adopter.

RobinBe: yes, especially if they are not acquiring the concepts being taught. everything being taught is built on top of each like a spiral staircase. it is all connected together.

Jan_NS: right, Robin.

DianneA: Robin and Jan, I have enjoyed the discussion

DianneA: I am not sure how it might relate to planning the expo

DianneA: or my possible involvement before and/or after, with technical TI support

BJB2: I'll review the transcript and see if I can pull out some ideas for discussion topics

Jan_NS: maybe not at the moment but it has given me food for thought.

DianneA: and I need to wrap here in the next 10 or so minutes

Jan_NS: Thanks for your offer of support, Dianne.

DianneA: and you have read over them successfully, so can I

BJB2: wonders if Robin has any last comments about the discussion?

RobinBe: no comments

Jan_NS: do we have an idea of classes, instructors who might be participating in the mini-expo

Jan_NS: ?

BJB2: I know Sedat and LynneW are planning on being involved

Jan_NS: Yes, anyone else?

BJB2: and Debra Sprague will work with the asynch part

Jan_NS: ok, that helps.

Jan_NS: if I were teaching this semester, I would have my students participating.

Jan_NS: however...

BJB2: we'll just have to see

Jan_NS: true, nothing ventured, nothing gained.

BJB2: right!

BJB2 hugs Jan and Dianne goodnight

Jan_NS: well, this was a great chat!

DianneA: goodnight BJ

DianneA: yes Jan, I enjoyed it thoroughly

Jan_NS hugs back.

BJB2 waves goodnight to Robin

Jan_NS: Night all, I will make sure I keep my nose in the works.

RobinBe: goodnight

BJB2 smiles. We'll appreciate that, Jan