

Title of Session: SIGTC - How People Learn: Brain, Mind, Experience, and School

Moderator: Karen Connaghan

Guest Speaker: John Bransford

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KarenConna: I want to welcome everyone to tonight's session

BJB2: A reminder that if you are new to Tapped In, please go to the Actions menu in the top right of the chat window and click on DETACH

KarenConna: Our guest tonight is Dr. John Bransford from the University of Washington

KarenConna: he is one of the authors of...

KarenConna: How People Learn: Brain, Mind, Experience and School.

KarenConna: this session will focus on how we learn and how technology can enhance and support learning. Participants are encouraged to read the technology section, Chapter 9n of Dr. Bransford book--available online at <http://www.nap.edu/html/howpeople1/>. Dr. Bransford is the Director of the Center of Learning in Informal and Formal Environments (LIFE). Additionally, he was one of the developers of the Microsoft's Partners in Learning program and has worked with the Gates Foundation to develop technology-enhanced workshops that link learning and leadership.

KarenConna: Our format tonight will be a question and answer format

KarenConna: but before we begin let's introduce ourselves to Dr. Bransford by telling where we are from and how we are connected to education

JulieMo: Hello my name is Julie Moore and I am from New Jersey. I teach third grade

KarenConna: I'm Karen Connaghan -- a Pepperdine Alum from central Pennsylvania working as an educational technology specialist

JulieMo: I am also a student at Pepperdine Univ,

MikeFl: is from Pepperdine OMET Cadre 8 and a 6th grade teacher of English and History in Los Angeles

JayWy: Hello I am Jay and I am from New Jersey too I also teach Third grade with Julie also a Pep student

BarbaraF: Hi I'm Barbara Foyil and I teach English 9, 10 as well as Art History at a private Christian school in California

JaredLW: I'm Jared Witzer from Los Angeles; I am a OMET student at Pepperdine

SusanKT: Hey - I'm Susan Tiss - also a Pepperdine Alum (OMET). I'm an Instructional Designer and Developer of "eLearning" for a healthcare software corporation and former HS/MS alternative education instructor.

ScottEH: I am Scott Hildebrand from North Carolina - I work at Elon University and am a Pepperdine OMET student

MarthaTW: Hi, my name is Martha Wilcox from Denver. I am a middle school technology teacher

CynthiaRC: Hi, I'm Cynthia R.Copeland and I'm a student at Pepperdine, and an education curator and tech person at the New-York Historical Society

ChristineC: Hi, I'm Christine Chon from CA, 1st grade teacher and enrolled in Pepperdine OMET program as well

SueTal: Dr. Sue Talley -- I teach at Pepperdine in the OMET program and once worked for Apple

DavidWe: I'm David Weksler. I'm a volunteer for the TappedIn HelpDesk and I help teachers learn more about technology for math and science education. I'm in New Jersey, near New York City

BarbaraF: I'm also a member of OMET at Pepperdine

SusanKT: oh... and I'm from (and currently in) Tucson AZ

HelenK: I am Helen from Quesnel, BC, Canada and I work with adults in ABE and help people learn how to transfer their skills online

BillCon: K-12 S.D. Network Admin Central PA

JohnBr: It is a pleasure to meet all of you. I'm happy to answer questions and have all of you chime in too.

EmilyW: I am Emily from TX, a web designer also interested in instructional technology/e-learning (took a few courses in college). I am a recent college grad trying to break into online learning, I am also on helpdesk at Tapped In

SusanR joined the room.

KarenConna: Any other introductions?

SusanR: K to 8 Occasional Teacher from Ontario, Canada

KarenConna: I will open the floor to questions

KarenConna: please feel free to ask questions related to the issues and concerns that we face as educators integrating tech into education in meaningful ways

KarenConna: In your book...

KarenConna: you talk about epistemological authority

KarenConna: and how that defines social authority and personal responsibility

KarenConna: what advantages do you feel that turn in situation creates for learners?

JohnBr: Maybe we can begin by asking people in this program how they feel about your question. Do some of us have more power/authority than others---are we all somehow more equalized? It would be fun to hear our opinions

MichaelDu: tradition gives me more power, but I like to think of myself as a teacher-learner (dual role)

BillCon: LOL network admins are referred to....

SueTal: or maybe we should ask....has technology turned the tables...so that those who used to have the power, don't necessarily have it?

BillCon: or perceived as the gods

MikeFl: an example is when students tell the teacher how to use a program or..

SusanKT nods to MF

SueTal: or a child tells a parent how to use their iPod

ScottEH: or cell phone

JulieMo: or teaches a peer how

JohnBr: One of the things in the book is how students often know things about tech that teachers do not. This bothers some teachers. For others it is terrific. Personally, I like the equalization factor

CynthiaRC: or teachers a buddy how to advance a level on a game

SusanKT: yes... or... students research online and find information that the instructor did not provide.

MikeFl: it can be fun to have students teach or even run a class...

JohnBr: Having students find new things is a great example of empowering them.

SueTal: In some ways hasn't it become unequal tho?

KarenConna: it's a great opportunity for teachers to model the process of "how to learn" because the students get to "watch" them learn something new

JulieMo: they often speak the same language

JulieMo: students I mean

BarbaraF: technology has opened up a new dialogue between my students and me

SueTal: meaning....students are more able to use tech and access info than the teachers?

SusanKT: hmmm.... what do you mean by unequal, ST?

SusanKT: ah

CynthiaRC: and those students who normally do not participate in the physical classroom

JohnBr: I've talked with teachers who feel it is bad for them to admit they don't know something. Has anyone seen that kind of thing turn out bad?

BarbaraF: sometimes this is true

SusanR . o O (students feel a sense of empowerment when they can assist a teacher with a technology component)

CynthiaRC: suddenly become super people online!

MichaelDu: but who defines the outcome of the learning? the purpose of the discoveries?

JulieMo: oh, I often admit to not knowing something and it teaches them that I am always learning

JayWy: The students become the MKO ie Vygotsky

CynthiaRC: most of them feel a sense of relief

CynthiaRC: relief

ScottEH: how do we help teachers/faculty reluctant to use technology because they may appear ignorant in front of their digital native students?

SueTal: perhaps not bad, John.....but teachers are definitely not using tech to its best advantage then are they?

ScottEH: that is a problem I struggle with

BarbaraF: we all had to begin somewhere and it is time we gave others the confidence to jump in

SusankT: good question..... maybe we have to rethink what the teacher's role is in the classroom

JohnBr: I find it helpful for teachers to be able to see other teachers act as learners and see that they are still respected.

JulieMo: more of a guide maybe

CynthiaRC: relaxed facilitator . . .

BarbaraF: facilitator and guide

KarenConna: Scott, there are three suggestions offered in the book [that] may help address that problem

CynthiaRC: a learner

JulieMo: good idea Cyn

ScottEH: thanks Karen

KarenConna: one is that teachers need collegial advisers -- partners

SusankT nods

KarenConna: often technology is part of the "teacher observation" that a principal conducts and that can inhibit their willingness to try and experiment with technology

JohnBr: P 215 discusses these

ScottEH: that is starting to happen through some of the younger faculty hired

KarenConna: learning in community definitely helps teachers adjust

JohnBr: Some schools have instituted private sessions where students teach teachers and professors to use certain technologies. Anyone try this?

CynthiaRC: teachers can learn to adapt their learning/instructional expertise by fooling around w/ the tech

BillCon: I've found an indicator for me is the technology that a person bought or owns to be a good indicator of a digital native

CynthiaRC: to reach a level of comfort

SusankT nods to Scott and wonders if the technology gap (gap in knowledge/skill between the teachers and the students) will narrow or widen as technology evolves faster and faster.

ScottEH: I created a program where students mentor faculty in technology

KarenConna: John, I haven't tried that, but have heard of it

JeffC: do you have a url for that Scott?

ScottEH: it's been successful for those willing to learn from a student

JohnBr: Scott, how did the program work?

BarbaraF: Many times I ask my students what is it that I am supposed to do

KarenConna: Scott, what kind of results are you seeing?

ScottEH: www.elon.edu/elite

ScottEH: the program has been very successful

SueTal: John....for those here from Pepperdine...that is what Gary Stager's significant other, Sylvia, is working on, GenYes...

JohnBr: A great URL Scott. Thanks

ScottEH: we have grown from 1 student 4 years ago to 30-35

ChristineC: hmmm...is there a tech gap between students and teachers?

KarenConna: Wow! that's terrific Scott

ScottEH: the students are very proactive and seen as techno experts by their peers and faculty

JohnBr: Margaret Mead talks about traditional, transitional and transformational societies--in the latter youth always know some things that the adults do not.

ScottEH: there is quite a gap, but most embrace it

CynthiaRC: that type of transfer of expertise affords respect

CynthiaRC: and appreciation for teacher as learner and student as teacher\

JohnBr: Craig Mundie has talked with us about the new technology out there in the hands of millions of programmers that has not yet come on line. So there will always be a gap.

JohnBr: (Craig is one of the top three in Microsoft, by the way)

BillCon: Targeting educators that own or have their own personal gadgets usually helps as a good starting point

JohnBr: Yes, gadgets are great

JohnBr: I think one of the big issues is helping people rethink what it means to be competent as a professional. To be a learner and not simply a "know it all".

KarenConna: One of the hurdles that I constantly face when working with teachers is....

JeffC: exactly john

SusanKT: True - but one of the skills that I see developing is the ability to adapt to and work with rapidly changing (evolving) technology... so as the generations that have developed this skill mature and become the teachers... what will happen to the "gap".

JeffC: to be willing to step outside of their realm of personal expertise... and willingness to be mentored/supported by others.

SueTal: What happens when there is too big a gap between what kids know you can do with tech..and how you can access info...and what they are told in school they can do?

BillCon: If they don't use or operate a cell phone they probably aren't a good candidate

MichaelDu: to be a learner is only one part of adaptive expertise

MichaelDu: or one aspect, I should say

SusankT nods to Sue T

KarenConna: I think the gap will always remain

JohnBr: In work AFTER How People Learn, the concept of adaptive expertise is being discussed as a new way to define competence

MikeFl: there is also the aspect of being able to find many answers quickly - particularly in a classroom that is online

KarenConna: as we move forward so does the gap

JohnBr: Agreed Karen

CynthiaRC: I wonder what happens as the world majority becomes more and more dependent on the technology

CynthiaRC: that is comfortable with using the tech.

JohnBr: Have you read the Earth is Flat?

KarenConna: yes

JaredLW: How about the gap between all this information from technology to student actually constructing useful knowledge?

CynthiaRC: but leaving the programming and development to a very small few . . .

BillCon: Cynthia I think we're already there

MichaelDu: yes

SusankT nods

KarenConna: really helped me to view things differently and look at things differently

CynthiaRC: what kind of impact will that make?

JohnBr: Technology is indeed changing the world and how people compete

JeffC: I don't think it's the tech gap that's critical. In 1994 I got my kids published internationally using nothing more than a 386 with a shell connection (<http://snurl.com/netc1>) ... in fact... tech can be a hindrance... teachers in a recent

professional development meeting spent over an hour trying to figure out how to use text messaging in the classroom.

ChristineC: people like that give teachers a bad name

JeffC: more to the point is getting educators up to speed with what can be done on a shoestring... focusing on student-centered learning... more of a pedagogical shift than a tech issue.

DonnaD: our kids - my last profession asked for kids to be part of prof. development (to the teachers take a long time to learn the)

JohnBr: Another issue is the kinds of social sensitivities people need in a connected global world

KarenConna nods

JeffC: "Plugging In" by NCREL addresses this issue:
<http://www.ncrel.org/sdrs/edtalk/toc.htm>

SusankT: true

KarenConna: I think of that as part of contemporary literacy -- the need to be globally aware

BillCon: Jeff If someone cant operate their cell phone efficiently then tech will be a hindrance

JohnBr: Another great url. Thanks

JaredLW: What type of sensitivities?

JeffC doesn't own a cellphone.

MikeFl: kids at school blogging

SueTal: Aren't we really saying that there are really 21st century literacies?

JohnBr: One is how easy it is to misunderstand people from other cultures if we just use text.

JeffC: John... they were trying to *use text messaging in the classroom* because they knew that students were into text messaging... the discussion led nowhere.

MichaelDu: multimedia literacy

BarbaraF: Ah but virtual visits help tremendously

SueTal: Perhaps, Jeff C...

SueTal: but the problem could be posed as...

CynthiaRC: good point Barb

JaredLW: How does one go about teaching sensitivities?

SueTal: how best should you communicate with someone...given the technologies available to us globally today?

JohnBr: The "contact hypotheses" assumed that putting people of different cultures together will help; understanding. It takes more than that

KarenConna: Depends on your goals and outcomes

CynthiaRC: we seem to be more visually oriented and we are communicating more . . .

CynthiaRC: possibly better

BarbaraF: here is where you start with the youngest to introduce them to tech as well as the world

CynthiaRC: techs that allow us to "see" each other

CynthiaRC: to read expressions

JohnBr: One thing we do to teach sensitivities is have events that people react to. Then we give them the "story behind the story" and they experience 5their misperceptions.

CynthiaRC: hear from one another

SueTal: and yet....in some parts of the world..they are communicating more with text...and SMS..

CynthiaRC: all that might help

SueTal: the material from Smart Mobs

JeffC: Good question Sue... obviously there are a number of answers.

JohnBr: There is work now on "people knowledge" that looks at the kind of information that binds people to one another rather than separates

KarenConna: Open Space Technology is sometimes used for dealing with sensitivities

JohnBr: Karen, can you clarify?

SueTal: also research that shows that those who have done multi-player gaming for years...

SueTal: may know more about how to communicate with others:-)

JohnBr: I have not seen that research Sue. Have references?

SusanKT: lol...

KarenConna: Bringing together a group of people to deal with an issue or problem where each is open to discussion and the rule is to really listen

SueWW joined the room.

KarenConna: it's set up as a market place and people post what they'd like to talk about and you go where you are interested

SueTal: One book from biz world is Got Game

SusanKT: I do find that in certain situations text messaging works better than "talking"

JohnBr: Susan KT--can you clarify when text message works best?

ThereseBo: My daughter will talk to me much more openly and for long periods of time when we im

SusanKT: When my colleagues are dispersed and I want to have an impromptu conversation / discussion... or when in a busy environment where the noise is an issue

KarenConna nods to Therese

SusanKT: also when I want to arrange a multi person chat w/ people in different locations but all online

JohnBr: How about in this situation? Is text better than a group videoconference, etc?

SusanKT: the text gives us the opportunity to reflect on what others "say" and what we are about to say before we say it.

MichaelDu: ironically, paralanguage can get in the way of communication

BillCon: Gen WHY text while driving without looking at phone buttons

BillCon: shortens comm time

JeffC: I think so John... imagine this conversation in *audio*.

MichaelDu: so IMing helps

SusankT: sometime... because w/ text... people can all "talk at once" but still all be heard.

KarenConna: IMHO - I think the text can sometimes offer a better learning environment....

KarenConna: many of the webinars that I've attended lacked the interaction and back and forth between the attendees and the presenter...

BarbaraF: it can be printed for future reference

MichaelDu: and you can read transcripts... which are far more accurate than memory

JeffC: Furthermore text is logged and archived... and can be read much quicker than an audio archive... which needs real time listening.

SusankT: That too Barbara

KarenConna: we have lots of interaction in Tapped In and I think part of that is due to the text

JohnBr: I see lots of good reasons for the text. How about the interleaved conversations that get mixed up?

SusankT nods to KC

CynthiaRC: we're relying on our traditional methods of communication/instruction, while integrating new

CynthiaRC: dvlpng new competencies

JeffC: Well... with text chat such as this... you have to multitask your mind John.

CynthiaRC: right

ChristineC: Okay, Julia Fallon who cannot be here today asked me to say this "Every tool has a pro and con...it's up to us to help teachers understand the purposefulness of the tool."

JohnBr: Some of the SRI developers told me that people need to get used to this format and most don't like it at first

JeffC: What's your feeling John?

JohnBr: So expertise in the medium seems important

JeffC: Everything has a learning curve... I do assume you have your chat "detached" so you can read full screen?

MichaelDu: yes, but it must be acquired

SusankT: hmmm... again... I think that depends on prior experiences...

KarenConna: I think I would probably agree with that John -- at first I wasn't too "keen" on it, but now it's second nature

JulieMo: schema, background knowledge

KarenConna: and to be honest -- I rarely "speak" during webinar -- I'm often very passive

BarbaraF: exactly Julie

JohnBr: Ed leaders like Fullan talk about "implementation dips" where adopting new things makes things worse at first. Teachers need to understand this so they don't quit too soon

SusankT: I liked it from the first time... but I'd already participated in MUDs and multi-player games w/ chat... and text messaging.

SueWW: and that in itself can be a point of conversation in practice.

JohnBr: Has anyone done research on learning from this format versus an audio call, for example>

KarenConna: Not sure, but I know that there are some educators looking at how skype conference calls might be used in educational learning environments

SueWW: Has anyone seen any good research on using IM with HS kids?

MikeFl: not official by any means but our learning circle of r meet weekly on conf. calls on Skype

JeffC: There are a number of papers written on environments like this John.

MikeFl: we also keep a running journal on TI

BillCon: emerging tech is always changing the playing field

MikeFl: there are 5 in the group and we seem to like it

SusanKT: I don't know about IM, but one of our classmates last year (in OMET) did research on using TI in the HS classroom.

KarenConna: disruptive technologies

BarbaraF: that is a great idea Mike

JohnBr: There are lots of papers but often little real research. I'll bet different people like different things

KarenConna: That's right SKT

JeffC: Here you go John: <http://tappedin.org/tappedin/web/papers/>

JohnBr: Thanks Jeff. Are there learning studies?

JeffC: Of course... as with professors/K-12 teachers/students... there are different learning styles.

JeffC: I wouldn't say that Tapped In is the end all... but this is a community of practice that contains hundreds of other communities of practice. This live chat is but one element of Tapped In.

JohnBr: So a big opportunity is to help learners try out different tech styles and see which ones fit them best?

SusanKT nods

SueTal: John....not entirely sure it's a matter of preference tho...

KarenConna: Yes, similar to multiple intelligences

ThereseBo agrees

JeffC: Right... and it is important that as educators we branch out and offer different approaches for our students.

JohnBr: This is a great community of practice. I'm interested in helping people learn to get into it. Lots don't because they don't have a good introduction or group

KarenConna: some tech "fits" some better than others

SueTal: it may be more like the multiple intelligences work...we need some of many modes

MikeFl: a good teacher uses many modes..

JayWy: yes Mike

DonnaD: I just came back in, I have a paper on IM, but yes, I'd agree that it is not systemic research.

SueTal: most who use TI or text well...use it in a way that makes you hear "voices"

DonnaD: there were some people at the Ed Media conference doing research on IM

JulieMo: that is why project based learning is so great, you can incorporate many modes

KarenConna: I have been approached about moving these sessions to illuminate rather than here....

SusankT nods to Sue T!

SueWW to Donna D, would love to look at it.

CynthiaRC agrees w/ Doc Sue

KarenConna: I have declined because I think it would be disruptive to the community that is growing

SueTal: and kids use IM in ways that have a language all of their own

SusankT: I agree, Karen

DonnaD: let me know how to get it to you Sue WW

JohnBr: One lesson I get from all of this is that success in the 21st Century is going to require adapting to changing technologies so we need to help teachers and students learn to take chances with new things

JaredLW: Do you feel students are truly better off?

KarenConna: hmmm and that means helping them learn to accept and embrace change

SueTal: and no one tech will ever be perfect:-)

DonnaD: John, back to your statement on expertise in the medium. can we achieve expertise if tech change is continuous

JeffC: My feeling is the issue is not so much adapting to new technologies, but supporting educators and students with what is available... sustained online support.

SusankT: which, Sue T, is one of the advantages and disadvantages of IM... it's like a secret language (which I'll bet many of us used some form of at some time in our life w/ our friends).

KarenConna: the sustained support is important

JeffC: I can still do more with a 386 and a shell connect than what most educators are doing out there regardless of the technology.

KarenConna: and must be more of a mentoring support

JohnBr: Adaptive expertise is about continued learning which often requires letting go of old ways and taking the fall to learn the new

SusankT smiles

DonnaD: I like this idea of adaptive learning - this is how I defined technology fluency.

JulieMo: becoming a better

JulieMo: "version of ourselves"

KarenConna: and for many educators, "taking the fall" is very risky and they are uncomfortable with that

JohnBr: Taking the fall is indeed risky and why we need strong communities

DonnaD: But the fluency of adaptive requires more than just with technology as you said.

KarenConna: and so often we become focused on the technology rather than on the human aspect of the change

SueTal: one concern....how long will the US stay competitive...if we just wait for current teachers to become adaptive learners?

SusankT agrees with KC

ThereseBo agrees

KarenConna: hmmm -- how do you help teachers become adaptive learners?

SueWW super question Sue T

JohnBr: We need to help the students become a force for positive change who work with the teachers

SueTal: ah....that would seem to be the big question...hmmm:-)

JohnBr: The people in agriculture helped students change practice through 4H and county fairs. We could do similarly

DonnaD: student tech leader programs are a great way to help facilitate positive change

SueTal: but John....do the students understand enough about the greater goals??

SueTal: they know the tech....but in a community of practice..

SueTal: don't there have to be some knowledgeable "guides"?

DonnaD: I think that is where teachers still come into play...

JohnBr: the greater goals are where the teachers need to play a role. We can do that even if they know more about tech

SueTal: maybe we can as teachers....but don't we tend to integrate tech into the curriculum we have today??

CynthiaRC: but do they really know the tech?

JohnBr: Giving teachers a vision of the twenty first century is probably hugely important for success. Again, they need the vision and the kids can help with the tech

SueTal: rather than changing to 21st century literacies that we need because of the changing world?

SusanKT: Maybe the tech can also help bring other "guides" in... not just those defined as the "teachers" (the ones in the classroom that is).

BarbaraF: Ah we try but we are not always successful

CynthiaRC: I was at a conference and was told that a kid was asked "what's our name?"

CynthiaRC: He proudly responded, "John space Chin"

CynthiaRC: the child was about 8-10 years

CynthiaRC: this says a lot about kids are dealing with and understanding technology

CynthiaRC: and as I tried to state before

CynthiaRC: as more and more people are dependent on the tech that is created by a minor few

KarenConna: Our time is just about finished. Any other questions?

CynthiaRC: built upon software and layers of hardware

JohnBr: Cynthia, can you finish your line?

CynthiaRC: can the minor few ultimately hold us all ransom?

SusanKT is still amazed at how fast an hour is in here

BillCon: John is it about expertise or knowledge

JohnBr: Cannot open source help us here?

KarenConna: yes it can, and it is certainly making in roads into education

JohnBr: Knowledge is part of expertise, but so is tolerance for ambiguity, courage spans, etc.

SusanKT: Yes... in many ways... because it is about collective knowledge and a community that creates something together.

JohnBr: You all have great questions and thoughts!!

SusanKT was referring to open source.

JulieEv: This was very interesting - thanks

MikeFl: many thanks for taking the time to join us

SusanKT: Thanks John!

KarenConna: I'd like to Thank Dr. Bransford for sharing this hour with us, and his own expertise

ThereseBo: thanks

JaredLW: Thank you

BarbaraF: Thanks Dr. Bransford

BillCon: Thank you sir

JohnBr: Thank YOU all. I'm sure I learned the most of all of us. Best

MeredithN: thank you all

CynthiaRC: thanks, it flew!

SueWW: Thanks so much John.

JayWy: thanks

JulieMo: Thank you

KarenConna: It was a great session and you've expanded my mind!

SusanKT misses regular TI discussions.

KarenConna nods to SKT

MikeFl presses the applause sign

BJB2: Thanks, Karen, for arranging this session

SusanKT: That was a good session, KC

KarenConna: you are welcome BJ

JulieMo: thanks for inviting the OMET crew!

KarenConna: Thanks Susan

SusanKT: I'm glad I made it home in time to attend.