“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
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

Object

Expert

Novice  Novice  Novice  Novice

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
Guide to Learning Objects

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

• User to publisher connection
• TV
• Web 1.0

Active Users/Learners

• User to user connection
• Interactive Media
• 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
Increased interactivity

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

Welcome to the course wiki. Here you can create articles related to the content of the course. You can also edit the articles created by other students. If you are interested in a particular article, you may request to receive a notification when it is edited or changed.

- Create new article
- Browse wiki categories
- Edit wiki articles
- Wiki help
# Moodle: Discussion Forums

**General forums**

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Discussions</th>
<th>Subscribed</th>
<th>RSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo Course Discussion</td>
<td>This forum is for the discussion of improvements to this course. It is not a place to experiment with posting. Please use the other forums in forums section of this course.</td>
<td>24</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>News forum</td>
<td>This forum is for general news and announcements. It is an example of a &quot;No discussions, no replies&quot; forum.</td>
<td>1</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Learning forums**

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Discussions</th>
<th>Subscribed</th>
<th>RSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Standard forum for</td>
<td>This is a standard forum without</td>
<td>111</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Moodle: Discussion Forums

This forum is for the discussion of improvements to this course. It is not a place to experiment with posting. Please use the other forums in forums section of this course.

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Started by</th>
<th>Replies</th>
<th>Last post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Quiz: Howto</td>
<td>Mike velez</td>
<td>0</td>
<td>Tue, 1 Aug 2006, 10:55 PM</td>
</tr>
<tr>
<td>Windows Media Video not showing in FireFox</td>
<td>Joseph Rézeau</td>
<td>0</td>
<td>Thu, 20 Jul 2006, 04:44 AM</td>
</tr>
<tr>
<td>Should this forum be on the Forum List?</td>
<td>chris collman</td>
<td>2</td>
<td>Mon, 17 Jul 2006, 09:28 PM</td>
</tr>
<tr>
<td>Should FRSHS use Moodle in its courses?</td>
<td>Roger Crider</td>
<td>0</td>
<td>Thu, 13 Jul 2006, 12:33 AM</td>
</tr>
<tr>
<td>Whiteboard features</td>
<td>Nathalie Vu-Van-Toan</td>
<td>4</td>
<td>Fri, 30 Jun 2006, 10:26 PM</td>
</tr>
<tr>
<td>Workshop</td>
<td>Wissam Nahas</td>
<td>2</td>
<td>Fri, 23 Jun 2006, 12:02 AM</td>
</tr>
<tr>
<td>How could this course be improved?</td>
<td>Darren Smith</td>
<td>14</td>
<td>Wed, 14 Jun 2006, 04:07 PM</td>
</tr>
<tr>
<td>Unable to restore Features Demo course to my moodle</td>
<td>Eddie McAffrey</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
We’re hiring Why sayers

People who want to make things better. Make things more fun. More clever. People who aren't restricted by convention, but challenged by it. People who fit perfectly at Ikea. Because it's the why that makes us successful.

Just give us a call and submit a voice application. We'll be in touch with you as soon as possible.

Call (866) 831-8611 or visit www.IKEA.com.
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 Scientists
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

Scene
- Main lobby facing South. Elevators behind you.

Log
- 10:22 AM - Arrived on Scene
- 10:24 AM - Entered Building Main Entrance

Actions Panel

faslayout.psd
Modified Instructor Role
Increased Interactivity
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

- **Teaching Outside the Box**
- University Learning Summit

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**Biology 101**

**Description:** An introductory biology course for non-science majors

- **Be prepared to label for mid-terms**

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**Image Description:**

- **Nucleus**
- **Chromosomes**
- **Cytoplasm**
- **Chloroplasts**
- **Mitochondria**
Thoughts
“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