

Assignment: Technology Posters

"What is now known about learning provides important guidelines for uses of technology that can help students and teachers develop the competencies needed for the twenty-first century. The new technologies provide opportunities for creating learning environments that extend the possibilities of "old"--but still useful--technologies--books, blackboards, and linear, one-way communication media, such as radio and television shows--as well as offering new possibilities. (Chapter 9, How People Learn)

Technology-centered environments, although not explicitly labeled as one of the core learning environments in the book *How People Learn*, have drawn a great deal of attention in educational research and the learning sciences over the last couple of decades. However, as the above quote states, "technologies do not guarantee effective learning." In this assignment, you are asked to read both chapters 3 and 9 in addition to the article listed below in order to become familiar with the range of technology applications and their explicit goals for learning that currently exist in education.

[Roschelle, J.M., Pea, R.D., Hoadley, C.M., Gordin, D.N. & Means, B.M. \(2000\). Changing how and what children learning in school with computer-based technologies. *Children and Computer Technology*, 10\(2\), 76-101.](#)

Next, with one other person, you will select, do research on and compare two technology games, simulations or tools that are marketed as having an educational goal. These can either take the form of academic applications or more commercial ones such as *tamagochis*, *Civilization* or specific *Leapster* products. Try to select two that have similar educational foci. Based on the knowledge that you gain from your research, you will create a poster presentation anchoring your analysis on the affordances/drawbacks of your chosen applications in the four learning outcomes listed in the Roschelle article: 1. active engagement; 2. participation in groups; 3. frequent interaction and feedback; and 4. connections to real-world contexts. Other criteria you will need to include in the evaluation of the tools are age or grade-level appropriateness, what the company or research group claims are the learning affordances/drawbacks, what others say are the learning affordances/drawbacks and any reflections you may have if you have used them before. Also provide a final assessment of them in terms of appropriateness as a learning tool.

Posters will be presented in Week 9 in class. Posters will be instructor-assessed and given a holistic grade on the extent to which the poster criteria was met.

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