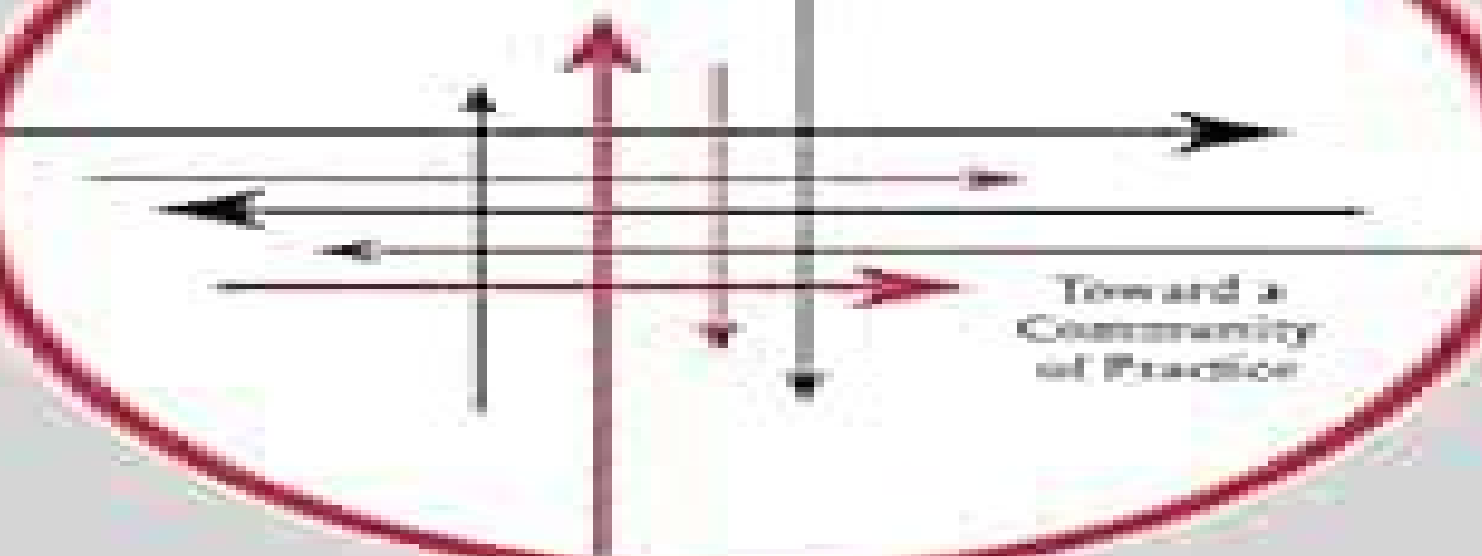# LabNet

Toward a Community of Practice

Edited by
Richard Ruopp

Shahaf Gal, Brian Drayton, and Meghan Pfister

Labnet Toward A Community Of Practice

Rogers Hall,Naomi Miyake,Noel Enyedy

Labnet Toward A Community Of Practice:

   Labnet Richard Ruopp,Shahaf Gal,Brian Drayton,Meghan Pfister,2012-10-12 Connected by a computer telecommunications network ninth graders from eight high schools scattered thousands of miles across Alaska work together building a robot submarine to gather samples from the floor of Prince William Sound This is high school science as some teachers and educational reformers today envision it centered on student projects that encourage learning by doing supported by modern technology enriched by collaboration among students and teachers both face to face and far apart This example is drawn from LabNet a three year effort funded by the National Science Foundation The project was conducted by Technical Education Research Centers TERC a nonprofit educational organization dedicated to improving mathematics and science education Eventually reaching 562 teachers in 37 states Puerto Rico and American Samoa LabNet had a direct impact on their classroom practice In a follow up evaluation the majority said they had assigned their students more projects and had used LabNet s telecommunications network to exchange project ideas with other teachers This book is the story of LabNet as told by its editors with 14 additional essays on science projects both theoretical and practical by LabNet teachers and TERC staff   *LabNet--toward a Community of Practice* Richard Ruopp,1993 First Published in 1992 Routledge is an imprint of Taylor Francis an informa company   *Electronic Collaborators* Curtis Jay Bonk,Kira S. King,2012-12-06 Two developments in recent years have converged to dramatically alter most conceptions of the teaching and learning process First technology has become increasingly interactive and distributed such that individual learners have available the means to participate in incredibly complex networks of information resources and instruction As these technological advancements facilitate interaction across classroom university and worldwide learning communities in both real time and delayed formats various instructional design and implementation problems spring forth Second the conventional teacher centered model wherein knowledge is transmitted from the teacher to the learner is being replaced by social constructivist and learner centered models of instruction These new learner centered models place emphasis on guiding and supporting students as they meaningfully construct their understanding of various cultures and communities As a consequence of these developments teachers need guidelines from educational researchers about integrating collaboration and communication tools into their classrooms This volume presents research on such collaborative technology as it facilitates augments and redefines academic learning environments The studies illustrate how schools teachers and students are discovering employing and modifying the numerous new computer conferencing and collaborating writing tasks and tools and their effects on social interaction and resulting student learning Documentation is given that will help teachers to make decisions that productively transform learning environments Three key objectives underlie this volume to discover some of the electronic collaboration tools and formats currently employed by teachers in schools and universities and to situate these within a five level taxonomy of computer conferencing and collaborative writing tools and approaches to examine some of the

sociocultural learning variables embedded in the use of electronic collaborative tools and approaches and to participate in a dialogue about the importance of student electronic social interaction and dialogue from a sociocultural perspective This is a must read volume for all researchers scholars graduate students and practitioners interested in such fields as sociocultural theory process writing cooperative learning learner centeredness distance education peer conferencing and tutoring mentoring electronic collaboration problem and project based learning collaborative writing and educational reform

Literacy Leader Fellowship Program Reports: no.1. Learning to think, learning to learn: what the science of thinking and learning has to offer adult education Eunice Nicholson Askov,2000 **Literacy Leader Fellowship Program Reports** ,1996 Resources in Education ,1997 *Creating and Sustaining Online Professional Learning Communities* Joni K. Falk,Brian Drayton,2015-04-25 This volume presents the work of trailblazing researchers and developers of electronic communities for professional learning It illuminates the essential work behind the scenes in building successful online communities and scaffolding site interactions including content selection creation and management administrative structures tools and interactive functionalities the facilitation of discourse and emergent subcommunities and the development of online leadership While each of the authors is well versed in Web site design new technologies and collaborative Web tools their work is deeply influenced and informed by scholarship which has unfolded over the last three decades about how professional learning takes place particularly for math and science educators The communities and authors featured provide different forms of online professional development for university professors K 12 teachers and administrators among others Their insights will be of interest to anyone designing sustaining or studying electronic learning environments regardless of the specific subject matter Contributors Sasha A Barab Bertram Chip Bruce Susan J Doubler Soo Young Lee Flora McMartin Jon Obuchowski Andee Rubin Rebecca K Scheckler and Wesley Shumar Creating and Sustaining Online Professional Learning Communities explores the varied conflicting productive and unexpected ways that online communities can contribute to teacher professional development and offers concrete solutions From the Foreword by Marcia C Linn University of California Berkeley There s a lot to be learned from these insightful reflections from pioneers about designing and operating online learning communities for mathematics and science educators as they look behind the scenes at the human intuitions decisions social actions and re designs that have kept these communities in productive motion Roy Pea Stanford University **Designing for Virtual Communities in the Service of Learning** Sasha Barab,Rob Kling,James H. Gray,2004-03-29 Publisher Description *Portable Technologies* Robert Tinker,Joseph Krajcik,2012-12-06 Education has traditionally studied the world by bringing it into the classroom This can result in situated learning that appears to students to have no relevance outside the classroom Students acquire inert decontextualized knowledge that they cannot apply to real problems The obvious solution to this shortcoming is to reverse the situation and bring the classroom to the phenomena to learn in a rich real world context The problem with the real world is that it is complex and filled with

interactions that are hard to sort out The editors and authors believe that the right tools might help students with this sorting process and result in learning in rich contexts This book is an account of a series of experiments designed to explore the validity of this insight   *Cscl* Timothy Koschmann,2012-10-12 This book about a newly emerging area of research in instructional technology has as its title the acronym CSCL Initially CSCL was chosen as an acronym for Computer Supported Collaborative Learning However some would argue that collaborative is often not a descriptive term for what learners do in instructional settings further as the field develops the technology used to support collaboration may not always involve computers at least not in the direct ways they have been used to support instruction in the past To avoid getting bogged down in this terminological debate this book uses CSCL as a designation in its own right leaving open to interpretation precisely what words it stands for The authors talk a great deal about the theory underlying their work In part this is because that is what they were asked to do but it is also an indication of the state of the field In an established paradigm in which the theories and methods are well agreed upon such discussion is less central CSCL however has not yet reached the stage of normal science There is much to be worked out yet This book is offered with the hope that it will help to define a direction for future work in this field The chapters appear in alphabetical order except for the introductory chapter and the afterword not for lack of a better way to organize the chapters but rather because the organizational possibilities are too numerous and this order does not privilege one over another By not imposing a topical organizing structure on this collection it is hoped that readers will feel freer to explore the chapters in a way that best suits their needs COPY FOR BIND CARD CD ROM info There is an accompanying CD Rom for this proceedings that will become available September 1998 Purchasers of the proceedings may obtain a copy of this CD ROM at no cost by contacting Lawrence Erlbaum Associates Inc phone 201 236 9500 toll free 1 800 9 BOOKS 9 1 800 926 6579 9am 5pm EST fax 201 236 0072 e mail orders erlbaum com Web site www erlbaum com address 10 Industrial Avenue Mahwah NJ 07430 2262 The CD ROM was funded through a grant from the National Science Foundation   **Examining Pedagogical Content Knowledge** Julie Gess-Newsome,Norman G. Lederman,2006-04-11 Since its emergence over two decades ago the construct of pedagogical content knowledge PCK has significantly impacted preservice and inservice teacher education educational policy and educational research PCK has served to re focus educators attention on the important role of subject matter in educational practice and away from the more generic approach to teacher education that dominated the field prior to 1975 This ambitious text is the first of its kind to summarize the theory research and practice related to pedagogical content knowledge The audience is provided with a functional understanding of the basic tenets of the construct as well as its applications to research on science teacher education and the development of science teacher education programs The authors are prominent educators representing a variety of subject matter areas and K 12 grade levels Although the focus of the text is science education it should provide valuable reading for any individuals with interests in professional teacher education   <u>Cscl 2</u> Timothy Koschmann,Rogers P. Hall,Naomi Miyake,2013-05-13

CSCL 2 Carrying Forward the Conversation is a thorough and up to date survey of recent developments in Computer Supported Collaborative Learning one of the fastest growing areas of research in the learning sciences A follow up to CSCL Theory and Practice of an Emerging Paradigm 1996 this volume both documents how the field has grown and fosters a meaningful discussion of how the research program might be advanced in substantive ways Recognizing the long standing traditions of CSCL work in Europe and Japan the editors sought to broaden and expand the conversation both geographically and topically The 45 participating authors represent a range of disciplinary backgrounds including anthropology communication studies computer science education psychology and philosophy and offer international perspectives on the field For each chapter the goal was not only to show how it connects to past and future work in CSCL but also how it contributes to the interests of other research communities Toward this end the volume features a conversational structure consisting of target chapters invited commentaries and author responses The commentaries on each chapter were solicited from a diverse collection of writers including prominent scholars in anthropology of education social studies of science CSCW argumentation activity theory language and social interaction ecological psychology and other areas The volume is divided into three sections Part I explores four case studies of technology transfer involving CSILE one of the most prominent CSCL projects Part II focuses on empirical studies of learning in collaborative settings Part III describes novel CSCL technologies and the theories underlying their design Historically there has been a certain amount of controversy as to what the second C in CSCL should represent The conventional meaning is collaborative but there are many C words that can be seen as relevant With the publication of this volume conversational might be added to the list and in this spirit the book might be viewed as an invitation to join a conversation in progress and to carry it forward *Science As Inquiry* Jack Hassard,2011-03 Aligns to Common Core state standards Cover *How People Learn* National Research Council,Division of Behavioral and Social Sciences and Education,Board on Behavioral, Cognitive, and Sensory Sciences,Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice,2000-09-11 First released in the Spring of 1999 How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice now making a real connection between classroom activities and learning behavior This edition includes far reaching suggestions for research that could increase the impact that classroom teaching has on actual learning Like the original edition this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions When do infants begin to learn How do experts learn and how is this different from non experts What can teachers and schools do with curricula classroom settings and teaching methods to help children learn most effectively New evidence from many branches of science has significantly added to our understanding of what it means to know from the neural processes that occur during learning to the influence of culture on what people see and absorb How People Learn examines these findings and their implications for what we teach how we teach it and how we

assess what our children learn The book uses exemplary teaching to illustrate how approaches based on what we now know result in in depth learning This new knowledge calls into question concepts and practices firmly entrenched in our current education system Topics include How learning actually changes the physical structure of the brain How existing knowledge affects what people notice and how they learn What the thought processes of experts tell us about how to teach The amazing learning potential of infants The relationship of classroom learning and everyday settings of community and workplace Learning needs and opportunities for teachers A realistic look at the role of technology in education **Proceedings of Computer Support for Collaborative Learning '97 (cscl '97)** Rogers Hall,Naomi Miyake,Noel Enyedy,1998-07-01

Handbook of Research on Educational Communications and Technology David Jonassen,Michael J. Spector,Marcy Driscoll,M. David Merrill,Jeroen van Merrienboer,Marcy P. Driscoll,2008-09-25 First Published in 2008 Routledge is an imprint of Taylor Francis an informa company *Constructionism in Practice* Yasmin B. Kafai,Mitchel Resnick,2012-11-12 The digital revolution necessitates but also makes possible radical changes in how and what we learn This book describes a set of innovative educational research projects at the MIT Media Laboratory illustrating how new computational technologies can transform our conceptions of learning education and knowledge The book draws on real world education experiments conducted in formal and informal contexts from inner city schools and university labs to neighborhoods and after school clubhouses The papers in this book are divided in four interrelated sections as follows Perspectives in Constructionism further develops the intellectual underpinnings of constructionist theory This section looks closely at the role of perspective taking in learning and discusses how both cognitive and affective processes play a central role in building connections between old and new knowledge Learning through Design analyzes the relationship between designing and learning and discusses ways that design activities can provide personally meaningful contexts for learning This section investigates how and why children can learn through the processes of constructing artifacts such as games textile patterns robots and interactive devices Learning in Communities focuses on the social aspects of constructionist learning recognizing that how people learn is deeply influenced by the communities and cultures with which they interact It examines the nature of learning in classroom inner city and virtual communities Learning about Systems examines how students make sense of biological technological and mathematical systems This section explores the conceptual and epistemological barriers to learning about feedback self organization and probability and it discusses new technological tools and activities that can help people develop new ways of thinking about these phenomena *International Conference of the Learning Sciences* Barry J. Fishman,Samuel F. O'Connor-Divelbiss,2013-04-15 The field of the learning sciences is concerned with educational research from the dual perspectives of human cognition and computing technologies and the application of this research in three integrated areas Design Design of learning and teaching environments tools or media including innovative curricula multimedia artificial intelligence telecommunications technologies visualization modeling and design theories and activity

structures for supporting learning and teaching Cognition Models of the structures and processes of learning and teaching by which knowledge skills and understanding are developed including the psychological foundations of the field learning in content areas professional learning and the study of learning enabled by tools or social structures Social Context The social organizational and cultural dynamics of learning and teaching across the range of formal and informal settings including schools museums homes families and professional settings Investigations in the learning sciences approach these issues from an interdisciplinary stance combining the traditional disciplines of computer science cognitive science and education This book documents the proceedings of the Fourth International Conference on the Learning Sciences ICLS 2000 which brought together experts from academia industry and education to discuss the application of theoretical and empirical knowledge from learning sciences research to practice in K 12 or higher education corporate training and learning in the home or other informal settings   *Integrating Information Technology into Education* Donald Watson,David Tinsley,2013-11-11 Deryn Watson and David Tinsley The topic of the conference integrating infonnation technology into education is both broad and multi facetted In order to help focus the papers and discussion we identified 7 themes Current developments in society and education influencing integration Teachers their roles and concerns Learners their expectations of and behaviour in an integrated environment Developments and concerns in the curriculum Successes and failures in existing practice Organisation and management of integrated environments Identification of social and political influences Each author was invited to focus on one theme and these remained strands throughout as can be seen from the short papers and focus group reports The first and most significant concern therefore was to be clear about our notions of integration what do we mean and how is this relevant Our keynote paper from Cornu clearly marked out this debate by examining the notion of integration and alerting us to the fact that as long as the use of IT is still added to the curriculum then integration has not yet begun

Web-based Instruction Badrul Huda Khan,1997 A cutting edge collection of 59 essays solicited from Web based instructors offering a variety of perspectives notions and experiences in the practice of virtual teaching The compendium introduces the evolution and status of distance learning critical issues in Web based learning environments such as the similarities and differences between Web based and traditional classrooms specific discussions on designing learning activities and electronic textbooks an evaluation of delivery systems for instruction and case studies of Web based courses from kindergarten and beyond to the instruction of literature astronomy and foreign languages Includes illustrations Annotation copyrighted by Book News Inc Portland OR

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