

Participatory, Active Learning: Historical Antecedents

Dr. Marshall Jones
Winthrop University

PAL: Historical Antecedents

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Some ideas to help ground your study

- Old school
- Communications Theory
- Events of Instruction
- The cone of experience



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But First

- “If teaching was telling we’d all be so smart we wouldn’t know what to do.”
 - Robert Mager



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Learning from technology

- Behaviorist
- Effective
- Learning is standardized



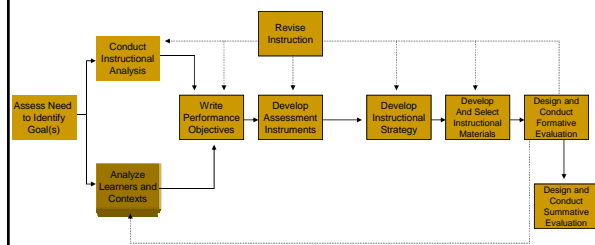
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The ADDIE Model

- **Analysis**
 - Is there a need for instruction?
 - What is the context?
 - Who are the learners?
- **Design**
 - “Blueprints” for courses, units, and lessons
- **Development**
 - Building something real from the blueprints
- **Implementation**
 - Trying out your materials
- **Evaluation**
 - Evaluating your design and making revisions

An Instructional Development Model



Walt Dick & Lou Carey's, *The Systematic Design of Instruction*

Learning With Technology

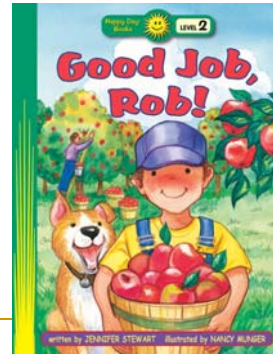


- Constructivist
- Effective
- Learning is relative to the experience

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Some theories to help you do both better



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Basic Communications

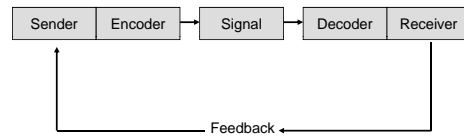


Schramm, W. (1954). Procedures and Effects of Mass Communication, in *Mass Media and Education*, ed. Nelson G. Henry (Chicago: University of Chicago Press).

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How you know it is successful

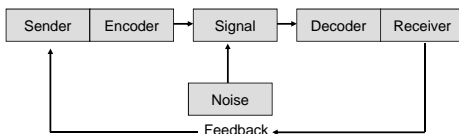


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Interference

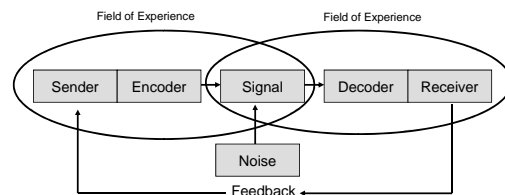


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Fields of Experience

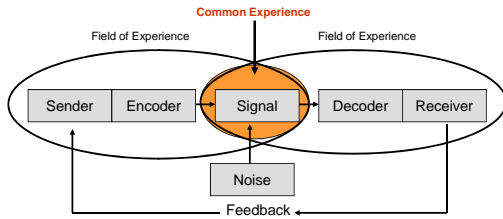


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Overlapping fields of experience



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Why is this important

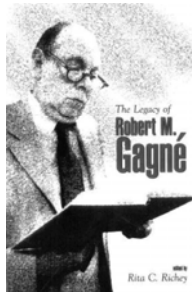
- Applying communication to Educational Communication
- Being able to identify noise
- Helping create overlapping fields of experience

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The Events of Instruction

- Robert Gagne
- 9 things that have to happen in successful instruction
 - Sometimes explicitly, sometimes implicitly
 - Don't have to follow this order



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The 9 Events

- (1) gaining attention (reception)
- (2) informing learners of the objective (expectancy)
- (3) stimulating recall of prior learning (retrieval)
- (4) presenting the stimulus (selective perception)
- (5) providing learning guidance (semantic encoding)
- (6) eliciting performance (responding)
- (7) providing feedback (reinforcement)
- (8) assessing performance (retrieval)
- (9) enhancing retention and transfer (generalization).

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An Example: Equilateral Triangles

1. Gain attention - show variety of computer generated triangles
2. Identify objective - pose question: "What is an equilateral triangle?"
3. Recall prior learning - review definitions of triangles
4. Present stimulus - give definition of equilateral triangle
5. Guide learning- show example of how to create equilateral
6. Elicit performance - ask students to create 5 different examples
7. Provide feedback - check all examples as correct/incorrect
8. Assess performance- provide scores and remediation
9. Enhance retention/transfer - show pictures of objects and ask students to identify equilaterals

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Why is this important?

- Helps in planning instruction
- Helps in offering instruction
- Provides a blue print for designing instructional environments

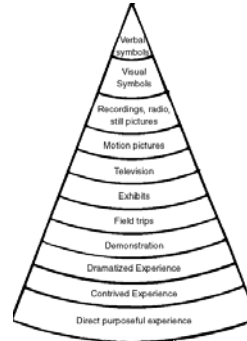
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The Cone of Experience

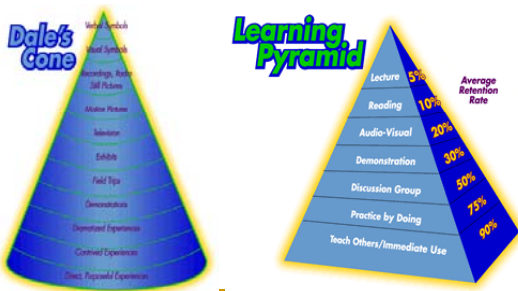


The Real Cone



- Verbal symbols means a lecture
- You can probably figure out the rest of them

What some have said



Dale and Bruner

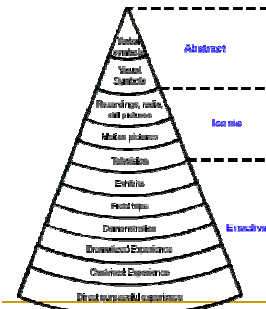


Figure 1. Edgar Dale's cone of experience overlaid with Bruner's concepts for instruction. Image from: http://www.ori.org/~keni/courses/uo/immw/docs/ima/cone_plain.pdf

Why is this important

- Technology can help direct purposeful experiences
- Learning with technology
- Learning from technology