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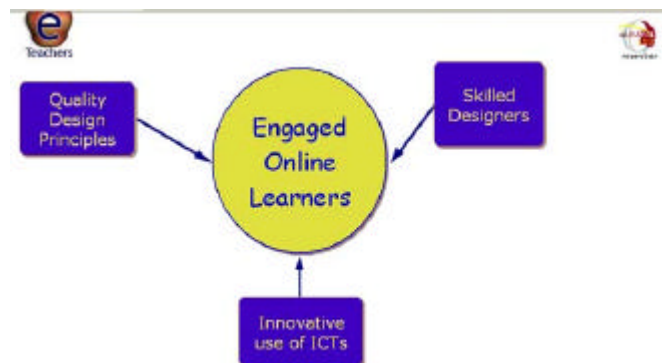
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Creating Higher Level Thinking Online Presentation Notes

1.



2.



All three elements need to work together for effective and satisfying eLearning to be experienced by learners – example of ability to meet needs of visual learners.

3.



– combination of instructional design and innovative ICTs can encourage real learning in *Web based learning* – technologies moving on eg wireless. *Variety of ICTs* available – but need to be linked to good instructional design principles for effective learning to happen.

4. **Instructional Design Theories**

– Choose appropriate pedagogical strategy - De Bono, Blooms' Taxonomy, Gardner's Multiple Intelligences, Productive Pedagogies, Constructivism, Constructionism, Dimensions of Learning.

5. **Engaged eLearning Samples**

a. *Active eLearning*

http://www.eteachers.com.au/Samples/int/Sec/BEAQ/quizzes/working_crossword.htm

– Requires active completion of answers

b. *Cognitive Challenge*

<http://www.eteachers.com.au/Samples/int/Sec/ABS/index.htm>

– moves students from simple recall to interpretation and evaluation of evidence.

c. *Authentic setting* – ANTA Toolboxes – all learning tasks integrated into realistic scenarios. Lots of scaffolding.

d. *Strategic Responses* – Business Success

http://www.eteachers.com.au/Samples/int/Sec/BEAQ/Business_Success.htm

– Requires consideration of BIG question – What is success? No set answer – students to create own response based on web based inquiry project – designed by the educator – limited web sites – but also conflicting evidence.

e. *Collaborative Processes* – China WebQuest

<http://www.eteachers.com.au/Samples/int/Sec/China/Studyroom/6cultrev/webcultural.htm>

- ultimate in extending inquiry and synthesis – roles need to be synthesized to group response – not just a slide for each role. Many online tasks are more knowledge hunts than WebQuests which require higher order thinking and collaborative learning.

f. *Responsibility for own learning*

http://www.eteachers.com.au/ResearchSkills/learning_styles_mapping.htm

– Identifying Learning Style + Concept Mapping – identifying personal skills and weaknesses – and following guides to maximize/minimize these – self-responsibility.

g. *Interdisciplinary tasks* – PDAs – integration of hand held devices with online resources and face to face tasks – blended learning with links to Art, Literacy, Mathematics, SOSE etc.

h. *Community of learners* Emphasis needs also to be place on the supportive role of community of learners and/or mentor in the eLearning process – the **social aspect** of learning.

6. **Thinking Levels and Types of Links**

Typical/Info Rich

a. **Knowing** – <http://www.eteachers.com.au/Samples/int/Pri/TheSun.htm>

b. **Comprehending** <http://www.eteachers.com.au/Samples/Quizzes/History/1920.htm>

c. **Applying** – Quandary –

http://www.eteachers.com.au/Blooms/Quandary/vietnam_quandary2.htm

Emotive (affective connection), Conflicting evidence

d. **Analysing** –

http://www.eteachers.com.au/Blooms/Russian_collapse/russian_collapse1.htm

- e. **Synthesising – Water WebQuest** – different situations to be synthesized –
Links appropriate to age/grade level –
<http://www.eteachers.com.au/Samples/int/Pri/WaterWebquest/WaterSafety.htm>

Perturbing links – cognitive dissonance

- f. **Evaluating – Support for Hitler** — support – drawing on sources provided and previous knowledge.
http://www.eteachers.com.au/Samples/int/Sec/Hitler/week11/support_analysis1.htm

7. **What else????** is needed to create effective higher level thinking in online learning?

Rubrics –

Statement of Learning Outcomes desired and Standards including assessment of Thinking where appropriate.

Innovative ICTs -

integrated- Multimedia to meet different learning styles, Simulations, PDAs, WWW

Scaffolds –

Exemplars, Skill Guides, Personal Reflection guides, Checklists, FAQ

8. **Formulae** for Engaging Online Learners

Innovative Designers

+ Quality Instructional Design

+ Adaptive ICTs

+ WWW

= Active Engaged Learning Online