STRONG Origins!

www.listserv.uga.edu

The University of Georgia

Home | Browse | Manage | Request | Manuals | Register

jkl

jkl

Date: Tue, 3 Jun 2003 07:39:01 -0600
Reply-To: Instructional Technology Forum <ITFORUM@LISTSERV.UGA.EDU>
Sender: Instructional Technology Forum <ITFORUM@LISTSERV.UGA.EDU>
From: Nathan <nathan@INNATHANSWORLD.COM>
Subject: Re: Self-Reflection & Its Measurement...
Content-Type: multipart/alternative;

Hello Michelle:

Thanks much for your comments. Your tutorial link is really cool.

I'm currently working on my storyboard for developing an interactive
structured scenario online game called Trail Ahead, to help grade eight
students understand force and motion (using the *Benchmarks for Science
Literacy*, 1993, Project 2061). Despite limitations on resources, I hope to
empower the students, not just with choice making but will require them to
write a sentence in a pop-up box (to track their reflections) about why they
made that choice.

Cheers

Nathan Bala

----- Original Message -----
From: Michelle Strbich
To: ITFORUM@LISTSERV.UGA.EDU
Sent: Tuesday, June 03, 2003 6:41 AM
Subject: Self-Reflection & Its Measurement...

Nathan,

  I've enjoyed your paper. It is unique to what I've been exposed to so far.
I'm nearly finished with my Masters in Instructional Technology and my full-
time career is focused on designing and delivery effective eLearning courses.
I enjoy learning the psychology behind what works and what does not work as
far as creating interactive tutorials, for instance, and one of the things I
found interesting about your focus on self-reflection is how could we measure
this sort of assessment? In my case, I'd like to know if my tutorials make a
difference or if it's just another tool out there that is under-used because
of lack of time, lack of interest, lack of courage to attempt.

  For a sample of one tutorial go to:

After reading your paper, I realize that reflection really is not only a key component in understanding and learning, but can help a designer/programmer like myself design a more intuitive mouse trap. In your case, help the learner be more directed and find a sense of knowing which in turn would allow for all sorts of possible positive experiences.

I'd love to hear anyone else's feedback on my curiosity.

I hope this is something that does not take us off topic rather enhances Nathan's paper.

Michelle M. Strbich
Northern Illinois University
Customer Support Services - ITS
Instructional System Analyst
phone (815) 753-2404
fax   (815) 753-9252
email   mstrbich@niu.edu
http://www.pressany.com

>>> nathan@INNATHANSWORLD.COM 6/2/2003 10:23:56 PM >>>

Good evening Kathy:

Thanks so very much for your questions. Re including the description of how I developed my ideas, I would like to summarize it in some manner in the dissertation. I believe this historical approach is important in helping me with the self-reflection process. Different researchers have articulated its importance and one of my favorite researchers Herbert Simon had coined the term "bounded rationality," to refer to this practice of operationalizion in which individuals share their perceptions and understanding by clarifying the processes and situational background that led them to this understanding. Senge et al. (2000) refer to this idea by using the concept of inner scaffolding. In my view, by being aware of individuals' (students and adults) inner scaffolding, educators could help learners make the right connections. Furthermore, the importance of the concept of bounded rationality is important for effective functioning of groups or teams in organizations. Anderson (1940) observed that leaders must be able to bring out the differences of individuals out into the open to help them find a solid base for defining a common purpose. As a classroom teacher-manager, I cannot underscore enough the importance of acknowledging individual and group perceptions for clarifying meaning, developing confidence, and eventually enhancing the learning outcomes of students.

Re reflective thinking and career development, I like Dewey's definition that I articulated in the paper. Taking the trouble to search, enduring challenge and suspense seems acceptable for individuals in a sporting situation (they might enjoy this in a hiking journey, say!). It bothers me that somehow, that we've not been able to do this easily in our classrooms while teaching various academic subjects. While interviewing students to find out their perceptions on career development for my master's thesis (available at http://www.innathansworld.com/aboutme/thesispdf.pdf), one of the subjects said that the question "why" is too rarely asked. His suggestion was that schools should force students to complete certain tasks that promote introspection. I can't disagree with this brilliant insight of

this student, and I would definitely like us, instructional designers/technologists, to explore ways of facilitating such introspection.

   Thanks again Kathy for helping me continue with this self-reflection.

   Cheers

   Nathan

   ----- Original Message -----
   From: "Kathleen Ingram" <kingram@USOUTHAL.EDU>
   To: <ITFORUM@LISTSERV.UGA.EDU>
   Sent: Monday, June 02, 2003 8:08 PM
   Subject: Paper # 73

   > There are 2 ideas that emerged from Nathan's paper that I'd like to
"hear" others comment on. The first is the process that Nathan followed in
developing his research questions. I found Nathan's inclusion of how he
became interested in the three major ideas very interesting- you don't often
get to see 'behind the scenes' of the researcher's journey. Did anyone else
find this part of the paper interesting? And, Nathan, do you intend to
include the description of how you developed your ideas in your dissertation?
   >
   > The second idea, one that is a research interest of mine, is reflective
thinking (self-reflection). Nathan, do you intend to research this part of
career development further?

   > -Kathy
   > ************************************
   > Kathleen W. Ingram, Ph.D.
   > Assistant Professor
   > University of South Alabama
   > Instructional Design & Development Program
   > UCOM 3700
   > Mobile, AL 36688
   > Phone: 251-380-2861 Fax: 251-380-2713
   > kingram@usouthal.edu
   > http://www.southalabama.edu/coe/bset/idd/

[text/html]

Back to: Top of message | Previous page | Main ITFORUM page

---

listserv.uga.edu
Enterprise Information Technology Services
The University of Georgia
listhelp@uga.edu

Source: http://www.listserv.uga.edu/cgi-bin/wa?A2=ind0306&L=itforum&F=&S=&P=556/

SMART EDUCATION paper available at: http://it.coe.uga.edu/itforum/paper73/paper73.html