



Digital Learning and Teaching
Victoria

TRANSMEDIA IS THE FUTURE: A MODEL FOR INCORPORATING BOTH DIGITAL AND NON-DIGITAL RESOURCES IN A LESSON

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Slides at: <http://www.clarkburt.com/conferences>



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THE PRESENTER:

Clark Burt:

- is a teacher at Ashwood School
- is working with the department in the area of Digital Technologies
- is also a committee member of the Australian Association of Special Education Victorian Chapter
- is undertaking his PhD in games-based learning for students with intellectual difficulties
- is contactable at <http://www.clarkburt.com> and you can follow him via twitter @clarkburt

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OUR VOCABULARY WORDS FOR TODAY

- **Transmedia**
- **Experiential Learning**
- **Game-Based Learning**
- **Dual Coding Theory**

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WHAT IS TRANSMEDIA?

- Transmedia learning is the use of multiple forms of medium to teach a topic (similar to multisensory learning)
- Forms include: videos, video games, classroom games, movies as a well as traditional worksheets, books and lectures
- Important: the content in each of these mediums must be designed to work together as part of a unit of work (lesson plan)

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THE ELECTRIC COMPANY

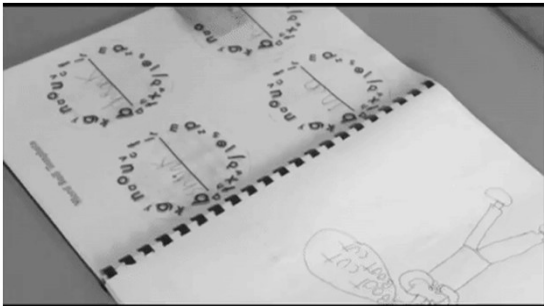
A HYBRID MODEL CALLED TRANSMEDIA: BOTH DIGITAL AND NON-DIGITAL RESOURCES MADE TOGETHER TO TEACH A COMMON THEME



YouTube: The Electric Company Summer Learning Program

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TRANSMEDIA ACTIVITIES



Workbook Tasks

Classroom activities



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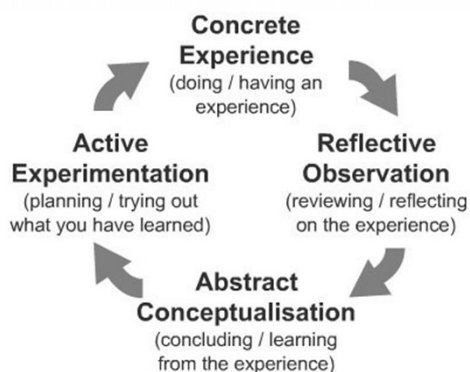
NOW THINK ABOUT YOUR CLASSROOM

- Do you have lessons that (could) have these components:
 - Direct Instruction (teacher talking)
 - Visuals (diagrams, videos)
 - Handwriting tasks (worksheets, drawing)
 - Classroom activities (hands-on experimentation, cutting/folding, building)
 - Interactive ICT-based activities (iPad apps, games, drills, online assessments)

With a partner or small group, discuss a lesson where you could include all of the above things.

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EXPERIENTIAL LEARNING (KOLB)

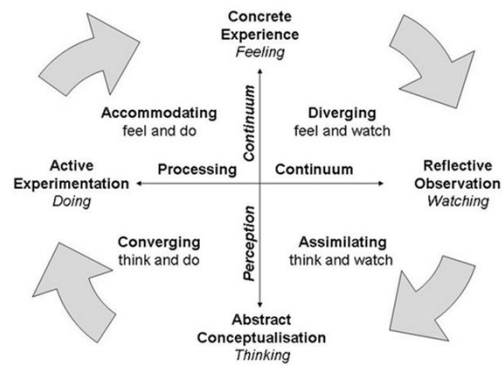


How I structured the first activity:

1. Abstract Conceptualization – direct instruction of new terms
(but wait.. How is that 'concluding'??)
2. Active Experimentation – workbook activities
3. Concrete Experience – playing a game, requires movement/input, physical doing a task, interacting, collaborating
4. Reflective Observation – what can you do with the new knowledge you have learned?

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EXPERIENTIAL LEARNING (KOLB)



What are all the different ways students can learn vocabulary?

Where does each way belong on the chart?

http://www.nwlink.com/~donclark/hrd/styles/learning_cycle_2.jpg

http://www.simplypsychology.org/learning_styles.jpg

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VIDEO GAMES

- Actually, let's call it Games-Based Learning (GBL)
- GBL is using a game to provide context to a learning activity
- GBL uses games' characteristics like competition, strategy, rewards, and goals to create engagement in the learning process
- But it is not a reward-system like Gamification

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ASSESSMENT EXAMPLE





TEC Vocabulary Quiz 1 Your Name: _____ Date: _____

1. What does **concentrate** mean?

A. to think really hard

B. to write neatly

C. to help others



2. What does **direction** mean?

A. the place where something is

B. the way that something is going

C. the last place you were at

3. What does **straight** mean?

A. something that doesn't curve or bend

B. something that looks correct

C. the way to go

4. What does **target** mean?

A. doing good work

B. a place you are going to

C. something that you aim for

Whatdoes **concentrate** mean?

15

0 Answers

to think really hard

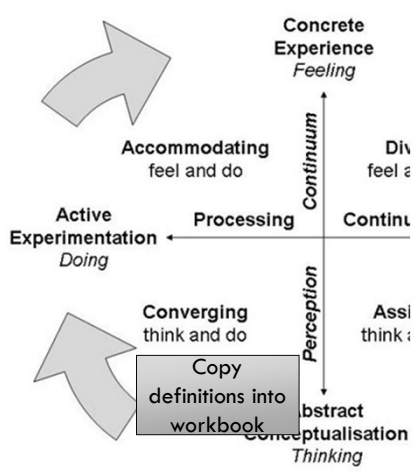
to write neatly

to help others

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YOUR TURN

- You are going to plan (part of) a lesson where you are explicitly teaching new vocabulary
- At the top of your paper, write down the topic, grade level, and two – three vocabulary words
- Draw the Experiential Learning model and start writing tasks & activities in the appropriate quadrant



Concrete Experience
Feeling

Processing

Active Experimentation
Doing

Abstract Conceptualisation
Thinking

Continuum

Copy definitions into workbook

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WHY DO GAMES ENGAGE SO WELL?

Provides a context

Good game design scaffolds player so game is neither too difficulty nor too easy

Provides rewards & “Leveling up”

Students can demonstrate progress

Interactive

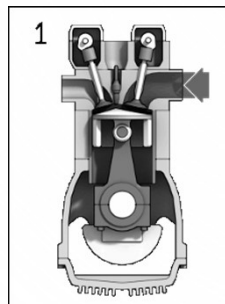
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DUAL CODING THEORY (PAIVIO)

The brain processes information in two ways:

- Images (Imagens) – Visual system
- Language (Logogens) – Verbal system (includes written text)

Add a picture, image, sound, video along with traditional written text



Video games use: pictures, sounds, text, movement to provide the right amount of information to the player

https://en.wikipedia.org/wiki/Four-stroke_engine

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DUAL CODING THEORY (PAIVIO)

“[Teachers] can ‘off-load’ meaningful information from one channel to the other, by using fewer words and more pictures when verbal working memory would be otherwise overloaded...This ‘off-loading’ only works if the pictures and words directly support each other.” (Mayer and Moreno, 2003, as cited in Chambers et. al, 2008).

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Which of these principles excites you about games in the classroom??

GAME-LIKE LEARNING PRINCIPLES

- 1
- Everyone is a Participant
- 2
- Learning Feels Like Play
- 3
- Everything is Interconnected
- 4
- Learning Happens By Doing
- 5
- Failure is Reframed as Iteration
- 6
- Feedback is Immediate and Ongoing
- 7
- Challenge is Constant

© Institute of Play 2015




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IN TWO WEEKS:

Workshop Wednesday August 3rd @ DLTV
9.30-1.30

- the new Digital Technologies Curriculum
- levels A – D
- modifying the curriculum for students with special needs
- classroom examples

16F2F302 Modifying Digital Technologies for students with special needs

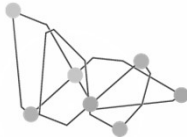


Wednesday, 3 August 2016 - 9:30am to 1:30pm
Statewide Resources Centre, L2,
150 Palmerston StCarlton

The new expectation for PDs, as stated by the VIT, will need to include developing your knowledge and practice to teach learners with disabilities.

This workshop is intended for mainstream primary and special educators who are looking for resources and ways to modify the curriculum to meet students with special needs. Please bring lesson plans and resources of your own as there will also be time to practise adapting units of work for your cohort. If you have any questions, please contact DLTV or Clark directly at clarkburt@gmail.com.

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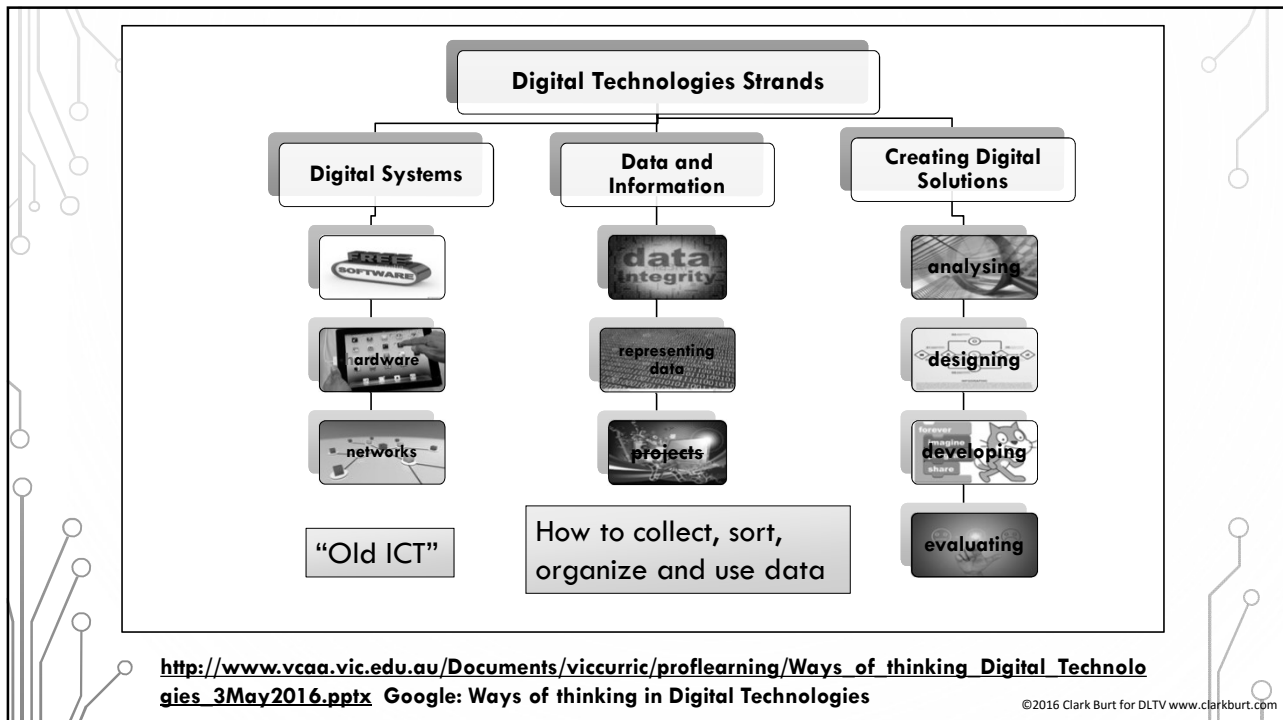


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DIGITAL TECHNOLOGIES CURRICULUM:

- The Victorian Curriculum: Digital Technologies will need to be implemented into all Victorian schools by 2017
- The new Technologies curriculum is focused on digital thinking and solutions
- Up to 50 per cent of the curriculum can be learned 'unplugged' (no digital device)

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NEXT YEAR...

I will be starting data collection for my PhD research project: Using interactive games to teach vocabulary to students with intellectual disabilities.

If you have one or more students with a diagnosed intellectual disability in your class, I would love to talk to you 🧐

Please email clarkburt@gmail.com

SOME OTHER GAMES

Grammatikus – World of Warcraft style gameplay for upper primary

StudyLadder – a free resource for teachers to set up classes with individual student logins

Project Spark – Windows 10 or xBox one – game creator but with storytelling elements

Reading Raven – A paid app that is great for learning phonics.

Sight Words 2 – Designed for Grades 1 & 2, this app reads out common site words and the student needs to pick the right one.

ClaroSpeak Plus – Students speak and this app converts it into text.

Toontastic – A storytelling/animation app that every student seems to enjoy.

Dino-Store – for iPad, a simple but cute story with some interactivity

Grandpa in Space (part of a series) - practice math, sorting, and rhyming

EdShelf.com – a search engine for apps/software for teachers

<http://www.clarkburt.com/literacy-games-apps/>

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