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Designing an Interactive Learning Environment to Support Children's Understanding in Complex Domains

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Background

Current and emerging technological advances in Information and Communication Technology (ICT) make it possible to develop interactive learning environments to support new ways of learning. Interactive learning environments (ILEs) are having an increasing role in teaching and learning and are likely to play an important role in the future (Wasson, 1997). In particular those tools that encourage and enhance discovery, creativity, thinking and expression are very much needed. The main point of our research focuses within the design of an ILE to support learning in complex domains for young learners. We argue that because children are learning for real life and preparing to solve real complex problems in the future, the complexity of the world should be taken into account much more and much earlier than usually happens.

Interactive Learning Environments and Learning Theories

Emerging trends in education are increasingly moving towards learner-centered approaches. In these, learning becomes an active process of discovery and participation based on self-motivation rather than on mere passive acquaintance of facts and rules (Sfard, 1998). The role of the teacher is coming more to be seen as mentor or guide, facilitating and playing an essential role in this process. From this perspective, learning can be considered as a dynamic process in which the learner actively "constructs" new knowledge as he or she is engaged and immersed in a learning activity (Papert, 1993). The theory of constructivism is at the core of the movement to shift the center of instruction away from delivery in order to allow the learner to actively direct and choose a personal learning path. Jonassen (1998) claims that designers committed to designing and implementing constructivist learning environments need an appropriate set of design tools and methods which are consistent with the fundamental assumptions of those environments for analyzing learning outcomes and designing constructivist learning environments.

Our approach to the design of ILEs is to strike a proper balance between the constructionist (Resnick, 1996) and the instructionism learning approaches. Moreover, we are attempting to explore the design implications of learning theories such as constructivism and socioculturalism (Nardi, 1996) that have heretofore received less attention than, say, behaviorism (upon which computer-assisted instruction (CAI) is built) and cognitive psychology (upon which intelligent tutoring systems are built). These two theoretical perspectives are consistent with each other; they just emphasize different themes: the former speaks to the individual's cognition, while the latter speaks to the contributions of the surroundings to that cognition. From socio-constructivism, then, guidelines for the design of learning environments and the supporting scaffolding can be developed.

Designing an Interactive Learning Environment to Support Children's Understanding of Complexity

One of the purposes with this research is to develop an interactive learning environment to support children's understanding in the domains of environmental sciences and ecology. The basic assumption is that environmental issues will become increasingly significant and much more complex in the next century. In

course for the teaching of English as a foreign language (TEFL) originated in International House London in 1962 and was run from the 1970s until 1988 by the Royal Society of Arts (RSA). The 100 hour course at International House led to the RSA Preparatory Certificate in Teaching English as a Foreign Language to Adults (RSA PCTELA). The term curriculum (/kə'rɪkjʊləm /; plural curricula /kə'rɪkjʊlə / or curriculums) is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's goals. Orders placed online can be delivered to the Hanford Center free of charge after the bookstore is closed for the semester. Tulare Bookstore. Hours of Operation: Open in Summer for the first three days of session 2. June 13 - 15. 10:00-3:00 (559) 688 ... Travel through time by exploring Hollywood.com's entertainment section. The site features over 30+ years of entertainment news content.

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