Aged and Disability Care training: A CD-ROM based project

Mark Laidler, RMIT UNIVERSITY, Australia

This demonstration has been developed to highlight one solution for delivering high quality work-based training in a multimedia environment.

Civilization in the 21st Century

David F. Lancy, Utah State University, USA; David DeBry, Utah State University, USA; Megan Andrew-Hobbs, Utah State University, USA

We will report on the evolution of an on-line course. The Civilization/Humanities course had its origins in the reform of the university's General Education curriculum in 1994-95. It was one of several classes created to replace existing requirements. The reform effort was designed to create interdisciplinary classes that would put the emphasis on universal aspects of inquiry rather than the narrow focus of typical introductory classes. Other expected features of these new courses were an emphasis on writing and the integration of technology. The initial Civilization/Humanities class met these criteria and was, by several measures, quite successful. In developing his version of the class, Dr. Lancy digitized his very large slide library and students were thus able to more readily access the collection for study and review. Another milestone occurred in 1998 when the library adopted an Electronic Reserve policy. Forced to incorporate this system into his class, Lancy went further and adopted many of the built-in features of ERes" such as the "Bulletin Board." Civilization/ Humanities was moving towards the new millennium as it were. It became clear in the second year of implementing the new Gen Ed program (referred to as University Studies) that not enough faculty were signing on to teach the new courses. A bottleneck emerged which provided further incentives to adapt the few classes that had been developed to meet the new criteria for delivery to a larger audience. The most recent stage in this evolutionary process we will report on is the transformation of the Civilization course from a (primarily) classroom to (primarily) on-line delivery. In concluding we will generalize about this evolutionary process from cases gathered across the curriculum on our campus.

Wired for Learning

Donna Landin, West Virginia Deaprtment of Education, United States; Roberta Taylor, IBM, United States; Lynn Blaney, Wheeling Park High School, United States; Susan Alkire, Romney Junior HIgh School, United States

The Reinventing Education project was established under a $2 million dollar grant from IBM to the West Virginia Department of Education. Its purpose is to define and validate criteria for creating instructional plans that use the power of the Internet to address the West Virginia Instructional Goals and Objectives and improve student achievement and learning. A Criteria for Excellence was created, then employed by a group of pilot teachers to develop lesson plans that would be peer reviewed, validated by field testing, observed during classroom implementation, and repeatedly revised. The resulting lesson plans have resulted in significant learning improvement and have been placed in the Best Practices database and shared with all teachers in West Virginia. Instructional plans have been developed for K-12 classrooms in the areas of math, language arts, social studies and science by teams of teachers, pre-service teachers and college instructors. On line professional development facilitates implementation of the instructional-collaborative environment.

Redesigning An Individualized Paper-Based Course

Stéphane Lavoie, SOFAD, Canada; Jo-Ann Stanton, SOFAD, Canada

Web-based courses that are an adaptation of a paper-based version rarely take full advantage of the Internet and related technologies. Taking this into account, we developed a successful interactive web version of a French grammar course. This poster session will show how "Du français sans fautes" was reengineered to avoid the pitfalls of shovelware using an Oracle database created with Visual Basic applications. We will offer an insight into the most challenging aspect of the process: the development of interactive exercices. We will focus on how we worked around technical constraints in order to maintain our pedagogical goals. More than 1500 students have enrolled in the course since it went online in September 1998. You may access "Du français sans fautes" at http://www.dfsf.com.

Team-paced versus Self-paced: The Effects of Educational Game Design on Collaboration, Learning and Attitude towards Information Technology

Edith Law, University of British Columbia, Canada; Maria Klawe, University of British Columbia, Canada; Cristina Conati, University of British Columbia, Canada; John Meech, National Research Council, Canada

Avalanche is a multi-player game where players must cooperate to achieve a common goal. Using Avalanche, a pilot study was conducted to investigate (a) the effects of cooperative (team-paced) and independent (self-paced) learning on communication patterns, performance, learning and attitude of the players, and (b) whether there exists any gender differences in how boys and girls interact with the computer and their teammates in a cooperative gaming environment. 16 elementary school children, in same-gender groups of four, played Avalanche for two-hour