

What Would Gagne and the Boys Have to Say

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Topic outline



One of the things you've already learned from experience is that when you mix technology with teaching and learning it becomes a complex process that defies simple explanations. Your instructional design textbooks are jammed with theories and models, but the take-home lesson is that no one view of what goes on in classrooms and heads is sufficient to capture it all.

Designed by: JoAnn Gonzalez-Major

Learning about each model and philosophy of learning gives you different windows through which to observe this interesting scene. In this exercise you'll take on a little of the viewpoint and persona of four educational thinkers and try to picture what they would say about specific web-based lessons.

Accessibility

A-	A	A+	
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Teaching Resources

- Add/Edit Feeds
- Innovative Educators
- Podcasts
- Interview with Cheryl Darrup-Boychuck
- Interview with Don Fraser - Part 2
- Interview with Don Fraser - Part 1
- Interview with Brad Ward
- Interview with Kris Clarkson
- Quality Teaching District Honored for Raising Achievement
- School Improvement Effort Pays Off for Students
- SummerSALT Sparks Teachers' Creativity
- Five Surefire Ways to Engage Students, Part 3: Cooperative Learning
- Supporting Teachers: NSDC Report Makes Case for Job-Embedded, Collaborative Professional Development

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1 The Scenario



Years ago on public television there was a program hosted by Steve Allen called "Meeting of Minds". Each week, actors portraying a number of characters from history would sit around a table and discuss a topic from each of their point of view. On a

given show, you might find Socrates, Mark Twain, Churchill and Madame Curie discussing curiosity or poverty. It was an interesting show, one that deserves to be replicated.

2 The Task

Between the start of the term and your team presentation date you'll create a small-scale version of the same thing, with four of the following luminaries sitting around the table: **B. F. Skinner, Jean Piaget, Jerome Bruner, John Dewey, Seymour Papert, Lev Vygotsky, Robert Gagne, Edward Thorndike and Howard Gardner.** The topic of discussion: a particular lesson that uses technology. The choice of which four theoreticians that you will channel will be up to your group.

Upcoming Events

3

The Process

First, you will divide up into groups of 4. Within that group, you'll each bone up on one of the guest star theoreticians. To get up to speed you'll do some reading from the Web and selected articles.

To assist you in selecting a theoretician a short biography has been noted next to each of their pictures, and some general online resources have been provided.

-  [Benjamin Bloom](#)
-  [Jerome Bruner](#)
-  [John Dewey](#)
-  [Robert Gagne](#)
-  [Howard Gardner](#)
-  [Jean Piaget](#)
-  [B. F. Skinner](#)
-  [Edward Thorndike](#)
-  [Lev Vygotsky](#)

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Next Steps

Next, each team will examine one of the following technology-based units:

- [Baruch College Interactive Guide](#) - This free interactive guide helps faculty determine the appropriate copyright guidelines they must follow to use different types of copyright protected media in their courses.
- [An Adventure in Stereochemistry: Alice in Mirror Image Land](#) - This case study is based on an article that considered the problems that would arise if a person were to cross over into a mirror-image environment.
- [To Test or Not to Test the Software: A Case Study on Ethics in Computing](#) - Developed as part of the ethics module for a computer science course for non-majors, this case emphasizes good software development techniques including full compliance with the rules.
- [The Case of Eric, Lou Gehrig's Disease, and Stem Cell Research](#) - Thirty-one-year-old Eric has begun to show signs of the debilitating and fatal neuromuscular disease, amyotrophic lateral sclerosis, also known as Lou Gehrig's disease. Students follow Eric as he is examined by his physician and then a specialist, undergoes a series of tests, and eventually is given the devastating prognosis.
- [ePsych](#) - On this site, students travel through four worlds. Each represents a different aspect of the human brain -- its biological functions, its skills of perception and description, its propensity for learning, and its methods of deliberation. Students complete a



 Timelines for Critical Thinking
Today, 12:00 PM
» 01:30 PM

 Using the Qualtrics Survey & Polling Tools
Tomorrow, 10:00 AM
» 11:30 AM

 Using Second Life in Education
Sunday, 22 November

 Designing Online & Hybrid Courses
Wednesday, 25 November

 Blended Learning in Higher Education - Reading Group
Wednesday, 2 December, 11:30 AM
» 01:00 PM

Go to calendar...
New Event...



series of interactive experiments and watch videos that demonstrate psychological phenomena like preconditioning and optical illusions.

Next, download the **PowerPoint template** listed below for creating your Meeting of Minds. (You are not limited to using this template, all teams are encouraged to design their own.)

For each of the four theorists, ask yourself ...

- What would they say they liked about the lesson?
- What would they question about it?
- What suggestions might they have to improve it?
- When would they interrupt one of the other guests to agree or disagree?

In making your simulated Meeting of Minds, you'll duplicate each slide as many times as you need it to create a cartoon-ish representation of give and take.

Each team will also act as the discussion moderators for their assigned week. Please post your shows as early as possible, so that your peers have an opportunity to view the show and engage in a dialog with your team (remember to stay in character) .

Each team will facilitate their show segments by presenting their assessment to the group, posing questions, addressing peer comments, and providing a recap at the end of the session.

 [Powerpoint Template](#)

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Evaluation

Your assessment will be based on:

1. Understanding and utilization of the assigned theoretical framework
2. Presentation of findings
3. Depth of presentation
4. References
5. Ability to generate an interactive class discussion
6. Ability to field audience questions in character

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