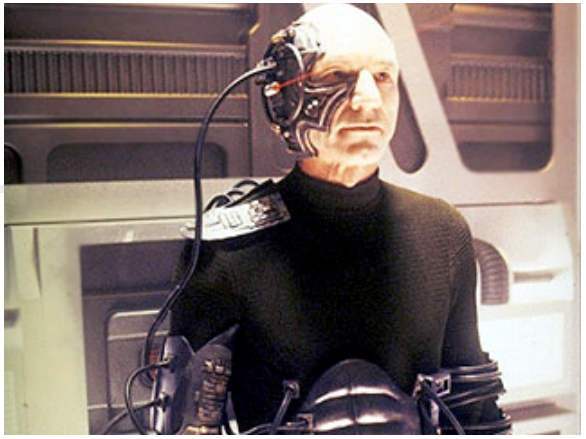
Group A – Lecture 1



- Future suite of learning resources
  - Portable – electronically based.
  - User-friendly interface – no steep learning curve.
  - Adaptive to & Customizable by learner & teacher.
  - Layered guide – indexed and searchable connected to Web.
  - Integrated workspace with built in assessment & management.
  - Multiple Meta-structures guide learning over different grades.
  - Archived – some parts updated for lifetime, others static.
  - Linked to meta tools & hands-on suppliers for individual learners.
- How will these be created?
  - Collaboratively built – vetted by reviewers for content & pedagogy.
  - Evolves over time.

Pathways to Future Learning Resources: Group B

- Text use varies by discipline, level
  - Non-majors courses more flexible
  - K-12 courses need to meet standards
- Textbook of the future: portal designed by the teacher, customized by the individual student
  - Create life-long learners
- What is the impact on students of resources?
  - Focus on fewer things that work
- Are students in the future comfortable without a text?

- Q1: The suite of learning resources should expand to include multimedia, simulations, hands-on minds-on activities, links, etc., but the appropriateness of traditional textbooks is highly discipline- and level-dependent. Textbooks will remain necessary, particularly for classes with inexpert teachers.

- Q2: Future textbooks should shrink to concentrate on the services that they provide best: defining the curriculum and delineating foundational concepts and their dependencies. They should be designed on the assumption that they will be bundled with additional materials.

- Q3: What we'd like to see, although it will require thought and work on setting up the right incentives and mechanisms for editorial control: Contributed, revised, and organized collaboratively by faculty through WIKI-like mechanisms. [We're excited about WIKI!]

- Researchable Question: Can incentives and editorial control mechanisms be developed that will drive the creation of a new generation of more effective collaboratively constructed "textbooks"?

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New WikiBooks

MIPS Assembly (2006-05-25) - Crystallography

- Research question: Can the average educator assemble a quality customized book using a source of learning modules. Dependencies of this research include competency in pedagogical methods, understanding of how we learn, what students know, how to assess, and having time to do it.
- Use of textbooks. We all use books at one level but not as a bible. Use as a good baseline. Supplement with video, readings, etc. We use them in a context to support learning.
- Future textbooks? Digital, with the ability to mark up and annotate as in e-reader.com, search, find definitions, visualizations, etc. We want to be able to assemble information from many sources but assemble it into some logical package.
- How to create? Textbooks would be assembled from small units of information/knowledge and include information on assumed prior knowledge, pretests of prior knowledge, learning goals and measures of achievement of those learning goals built around a learning cycle pedagogy.

1. What suite of learning resources?
    a. Resources that promote collaboration.
    b. Textbook should integrate with a suite of learning resources and available with multiple formats and platform
    c. Learning goals and embedded assessments

2. What will the future textbook look like?
    a. Slim, guidebook
    b. Show overall logical structure of subject. Suggestions re: various pathways depending on the learning goals – different branching
    c. Guide to other resources
    d. Authorable at many different levels.

3. How will these new textbooks be created?
    a. Mixed economy of open source and proprietary.
    b. Created by experts in discipline.

Researchable question: What is the activation energy to effectively use these materials at a large scale? Internal and external validity.

Can a really good textbook make someone excited to learn a subject?