

Isaac Best EDCI 335 Community Contributions:

Comment on Christian's Blog Post 1:

Re- Blog Post 1 Learning, Motivation, and Theory

Hi Christian,

It's great to hear about your experiences with behaviorism and constructivism.

For the behaviorism, I think this method of it's application is a right way of going about it because it is a quick way to review content before a lesson. The bonus mark incentive encourages further engagement with the activity, and the lack of punishment for scoring below 80% fits well because this activity only seems like a review and not an assessment.

For the constructivism, I think work experience provides the context that a learner misses in university to the real world application of their studies. I'm glad to hear you had such a positive co-op experience at BC Cancer.

Thanks for sharing!

Comment on Anna's Blog Post 2:

Hi Anna,

Great description of direct instruction! I liked the video you included as well.

I think using direct instruction in an introduction to poetry is a great way of starting off a topic. Diving into something new for a learner can be challenging, especially for something like poetry which can require specific structuring. Having an instructor to help guide them initially through the topic and prepare them with the necessary tool to approach poetry is an effective way to teach something new, which appears to be the approach you are taking for your learning resource. Direct instruction can hinder individual creativity, so I appreciate that you acknowledge this and allow students to explore their view on poetry in a more open-ended approach later on.

Thanks again for sharing!

Comment on Hanne's Blog Post 3.5:

Hi Hanne,

Great post! I admire how you have delved deep into the topic and reflected how the different principles of CAST UDL Guidelines could apply to your teaching in the future.

I agree that the traditional system of teaching is definitely a barrier that needs to be confronted, but can't be changed over night. I think the approach of using Universal Design Principles to prepare and deal with traditional systems is important as many students struggle because the rigid exam structure of traditional systems fails to reflect their learning.

Learning about these concepts of universal design have me wondering "why weren't these taught to me earlier?" I think there is strong reason to teach these topics of learning design to students in grade school to help them understand injustice of traditional systems. I think a lot of students inherently find these systems unfair, but may not be aware of universal design principles because they only experiences one style of teaching throughout their learning journey. With some sort of grasp of teaching, maybe a learner has a better chance of succeeding when the traditional system does not provide them the proper support? Although, I don't think the onus should be on the learner to make up for the failure of a system.

Thanks again for sharing!

Comment on Mady's Blog Post 4:

Hi Mady,

Thank you for sharing! I like that you provided context for the post and your pod's topic before diving into the prompts. It helps readers a lot and is something I often forget, so this is a great reminder to do so in the future.

I can tell you clearly have an understanding of your audience and I appreciate that you apply that knowledge in your learning design (for example, not expecting a fourth grader to take notes). Knowing your audience is something that applies to all fields, whether it engineering, social media, or teaching.

The HP5 technology is really cool! I think videos aren't inherently interactive and a learner can easily zone out the information. Having those pauses for reflection/assessment can activate more critical thinking from the students, which is great. I have even used a similar technology in university courses and it has worked well to keep me engaged.

Thanks again!
