

Learning with Scientific Simulations: THE AFFORDANCES OF TECHNOLOGY FOR STUDYING AND SCAFFOLDING STUDENTS' LEARNING PROCESSES AND PROPOSED DIRECTION FOR LEARNING SCIENCES RESEARCH



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WHERE:

242 EDUCATION BUILDING

WHEN:

WEDNESDAY, FEBRUARY 16th

10:30 a.m. - 12:00 p.m.

BIOGRAPHY:

Dr. Gobert's Ph.D. is in Cognitive Science from the University of Toronto and her Masters is from the Department of Educational Psychology, McGill University. Her specialty is in technology-based learning.

PRESENTATION:

Dr. Gobert will describe new learning technologies that permit data regarding students' learning processes based on log files as well as methods for leveraging technology in order to scaffold student's learning in real time. Current projects will be described as exemplars of research that integrate theories about scientific literacy and cognitive affordances. In turn, the integrated theories can serve to: 1) inform the development of materials for science learning, 2) orient learners toward deep understanding, and 3) scaffold learners on specific skills required for scientific inquiry. Data will be discussed that illustrate how these new technologies and methods have changed what we know about students' learning.