

# *communicating for* **LEARNERS**

FALL  
No. 2

*The Center for Teaching, Learning, and Technology  
Fall 2007*

## **Explore the “New World” Learning Paradigm**

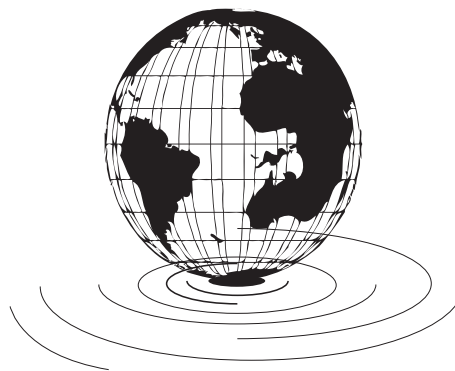
The change of seasons can be a small reminder of the myriad of changes going on all around us—at BGSU, in Ohio, nationally, and globally. These large-scale, institutional, and even global changes necessitate a journey of discovery with new directions and paradigms.

The research-based concept of a “new” paradigm for learning in higher education was originally proposed over a decade ago. In 1995, when the term “paradigm shift” was all the rage, Barr and Tagg described a shift from an instructional paradigm to a learning paradigm. Then in 1997, Smith and Waller set forth over a dozen examples of changing paradigms for learning. More recently, Fink (2003) echoed the need for moving from a content-centered to a learner-centered paradigm, while Bain (2004) uncovered the effectiveness of challenging students’ existing models or paradigms, helping them transform existing understandings into better, more accurate models of truth.

Semantics aside, the change involves a clear shift from one-dimensional, unidirectional teaching to multi-dimensional, multidirectional learning. So why now? Primarily because we live in a changing, connected world, with increasingly complex problems to solve.

### **What is the Learning Paradigm?**

The student-centered learning paradigm is not a new concept, but the implementation of these revised pedagogical strategies has yet to become mainstream in higher education. At the core of the learning paradigm is a foundation of reciprocity between students and



faculty. Essentially, it requires active, problem-based, collaborative strategies for both student and faculty learners. The learning paradigm is based on a community of continuous learners—both students and faculty. This change from higher education to continual learning has “learning how to learn” as its valuable product.

Just as early explorers set out to discover new places of potential riches, educators too can set out on their own journey of discovery in learning. Christopher Columbus, who was looking for a new world, certainly found something that resembled a “new” place—unfamiliar people, plants, foods, and treasures. But what he really did was bridge two unconnected land masses already sharing the same water and sky. Similarly, faculty “explorers” of the new learning paradigm can help students connect seemingly distant concepts, creating bridges to deeper, synthesized, and meaningful learning.

### **Beginning and Continuing the Journey**

When working toward changing a paradigm, especially one that may have worked well for us as students, it is important to consider the future—what will our students’ emerging careers be, what skills and knowledge are essential for them to be engaged in their professional worlds, and what paradigms might they face? Our teaching behaviors, our expectations we set for our students, and our students’ learning behaviors must evolve to fit our students’ futures.

*Continued inside*



## visionary STATUS

Dr. Diane F. Halpern is a Professor of Psychology and Director of the Berger Institute for Work, Family, and Children at Claremont McKenna College. She has published over 350 articles and several books mainly focusing on the application of learning principles in classrooms and in enhancing critical thinking skills. She has also presented testimony about motivational, psychological, and cognitive applications in applied learning settings to the U.S. House of Representatives Committee on Science and the Whitehouse Office of Science and Technology.

Dr. Halpern strongly believes that students' critical thinking skills can and should be improved in college classrooms and has developed assessment techniques for determining the effectiveness of reaching these goals. Dr. Halpern will be the keynote speaker at the BGSU Teaching and Learning Fair on March 14, 2008. Her dedication to educating our future leaders has earned her the title of visionary.

To learn more about Diane F. Halpern and her work, go to: <http://www.claremontmckenna.edu/berger/dhalperninfo/cv.asp>

*Halpern, D.F. (2002). Thought and knowledge: An introduction to critical thinking (4th ed.) Mahwah, NJ: Erlbaum*

*Halpern, D.F. and Hakel, M.D. (Eds.). (2002). Applying the science of learning to university teaching and beyond. New Directions for Teaching and Learning, No. 89.*

## Learning Paradigm continued

Tagg (2003) reminds us that to change our paradigm from teaching to learning is to view education through a new lens—"seeing" our work in a different light and having diverse experiences as we and our students interact to learn. As we peer through the telescope to chart our course toward a new horizon of a learning paradigm, what do we see? Where will BGSU students and faculty travel in their journey toward a learning paradigm?

For more information and discussion about this topic, leave a comment or question on the Interact at the Center website, <http://www.bgsu.edu/ctlr> (click the Interact logo).

An additional BGSU resource is "Premier Learning: A Scenario for BGSU in 2020." Convened by President Ribeau in May 2007, the Strategic Positioning Group prepared this report that conveys a vision for our University. You can read the report at the Office of the Provost & Vice President for Academic Affairs website, <http://www.bgsu.edu/offices/provost/StrategicPositioning/index.html>

### References

Bain, K. (2004). What the best college teachers do. Cambridge, MA: Harvard University Press.

Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change* (27) 6, 12-25.

Fink, L. D. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.

Smith, K. A., & Waller, A. A. (1997). New paradigms for college teaching. In Campbell, W. E., & Smith, K. A. (Eds.), *Paradigms for college teaching* (pp.269-281). Edina, MN: Interaction.

Tagg, J. (2003). The learning college paradigm. Bolton, MA: Anker.



## The Hot Five

The Center presents its top five list of our hottest online resources.

1

**Daily It**  
dailyit.com

Small book excerpts sent daily or by request

2

**Slide Share**  
slideshare.net

Share presentations on the web; with or without audio

3

**Fora**  
fora.tv

Discourse discussions and debates on various issues

4

**Blog Scholar**  
blogsolar.com

Non-profit academic blog portal

5

**Pando**  
pando.com

Send/receive large files via email

# Did you know?

In the late 1990s, e-book reader devices burst onto the scene, promising a cheaper and easier way for everyone to enjoy a book. In 2001, the big news was that several well-known publishers of higher education textbooks were making their titles available as e-books. Now it is 2007 and what ever happened to e-books? The possibilities seemed endless; students and faculty alike could download entire books directly to their computers or e-book readers. For students this would mean instant, free access to textbooks and research materials. For faculty, this would mean easy searching of long books, no rushing to the library with a cart full of books to return at the end of the year, and no collapsing shelves and carpet covered canyons surrounded by mountains of text. What a wonderful world it would be!

E-books are stored as digital files, meaning that as many as 500 books can be stored on a single CD and about 2,500 can fit on a DVD. E-books also have the added benefit of being fully compatible with screen reading devices for the visually impaired. Additionally, changes in text or even the newest edition of an e-book can simply be downloaded as a patch to make the corrections. E-books are also incredibly convenient when searching for specific words or phrases in a document. With all these benefits, e-books present a viable and convenient alternative to textbooks.

## **Did you know that you have access to thousands of free e-books?**

The University Libraries website is the portal to current e-book technology that looked so promising a half-decade ago. In addition to subject-specialized e-book libraries, general libraries such as ebrary, SafariTech, and NetLibrary are available. The newest addition to the collection is OhioLINK's Electronic Book Center (EBC).

While the EBC is still in its beta release and some listed books are not yet available, a full release is expected in late November. University Libraries plan to have access to the EBC titles, as they do for other major e-book libraries from the BGSU Libraries Catalog, providing one-stop downloading for all your e-book needs.

With the price and weight of books getting higher and higher every year and laptop use expanding on campus, e-books make more sense now than ever before. Save some money, save your back, and save a tree at the same time! Log-on to the University Libraries website and "check-out," or rather "download," an e-book today!

The University Libraries e-book collections can be accessed from the "Research Databases" page on the University Libraries @ BGSU webpage: <http://www.bgsu.edu/colleges/library/>

Additionally, the OhioLINK EBC can be found on the OhioLINK home page at <http://www.ohiolink.edu>, or by navigating to <http://ebooks.ohiolink.edu>.

## BGSU virtual campus

In April, Bowling Green State University purchased an island in Second Life. It is essentially a tool that enables people from all over the world to collaborate, think creatively, gain a sense of community, and network in various ways. Another more recent use for Second Life is in the classroom, where students and faculty interact in new ways to learn.

Anthony Fontana, a full-time instructor in the School of Art, and Bonnie Mitchell, Associate Professor of Digital Arts, are the co-facilitators of the BGSU presence. Anthony and Bonnie obtained funding from the Ohio Learning Network through the Northwest Regional Center and from the Office of the CIO to develop the BGSU island in Second Life for educational and creative purposes.

There are many places to visit on the BGSU island. Among them are educational spaces, which are scattered throughout the island and include PowerPoint presentation areas, lecture areas, faculty offices, and other interactive areas.

Aside from educational content and spaces, there are various attractions on the island, including two art exhibitions (Arcade V: International Exhibition of Electronic Prints and BGSU Digital Arts Student Art Exhibit), as well as a dance area where people can enjoy live music, show off their dancing skills, and network with people from around the world.

The "grand opening" of the BGSU island took place on November 9th, on the BGSU Second Life Virtual Campus, titled "Bowling Green State." More information on the Bowling Green State island is available at [www.bgsu.edu/secondlife](http://www.bgsu.edu/secondlife).

The Center for Teaching, Learning, and Technology will be conducting workshops and open labs in November and December. If you are interested in learning more about the BGSU island or Second Life in general, visit our website for the full list of dates and times for workshops and open labs. <http://www.bgsu.edu/ctl/page39018.html>

# *scheduled* workshops

## Tools Workshops

### **Film to Finish**

Thursday, November 29, 1:30pm–3:15pm

### **PDFs in the Classroom**

Thursday, November 29, 9:00am–10:00am

### **Audio Files with Audacity**

Wednesday, November 14, 9:00am–10:00am

Monday, December 3, 1:00pm–2:00pm

### **Extending the Classroom Experience with Podcasting**

Friday, November 16, 9:00am–10:00am

Monday, November 26, 12:00pm–1:00pm

### **Document Security**

Tuesday, November 27, 1:30pm–2:15pm

### **RefWorks**

Friday, November 16, 1:30pm–2:45pm

Thursday, November 29, 10:00am–11:15am

Jerome Library, Room 142

### **Learn about Second Life and Visit the BGSU "Island"**

Thursday, November 15, 10:00am–11:00am

Tuesday, November 27, 10:00am–11:00am

Friday, December 7, 2007 12:00pm–1:00pm

### **Second Life Open Lab**

Thursday, November 15, 2:30pm–4:30pm

Monday, November 19, 1:00pm–3:00pm

Wednesday, November 21, 11:00am–2:00pm

Friday, November 30, 10:30am–12:30pm

Tuesday, December 4, 2:30pm–4:00pm

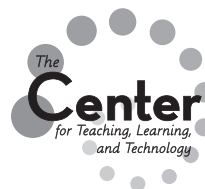
### **Introduction to Web 2.0: Applications That Run in Your Internet Browser**

Wednesday, November 14, 2:00pm–3:00pm

### **Advanced Web 2.0: Tools and Multimedia**

Monday, November 19, 10:30am–11:30am

*To register for one or more of our workshops, contact the Center at [ctlc@bgsu.edu](mailto:ctlc@bgsu.edu) or 419.372.6898*



**For more information  
about the Center**

419.372.6898

[www.bgsu.edu/ctlc](http://www.bgsu.edu/ctlc)

[ctlc@bgsu.edu](mailto:ctlc@bgsu.edu)