### يه the media we hold

and behold

implications for learning



Jochen "Jeff" Rick

# tangibles

# media theory

embodiement

# the media we hold



collaborative learning







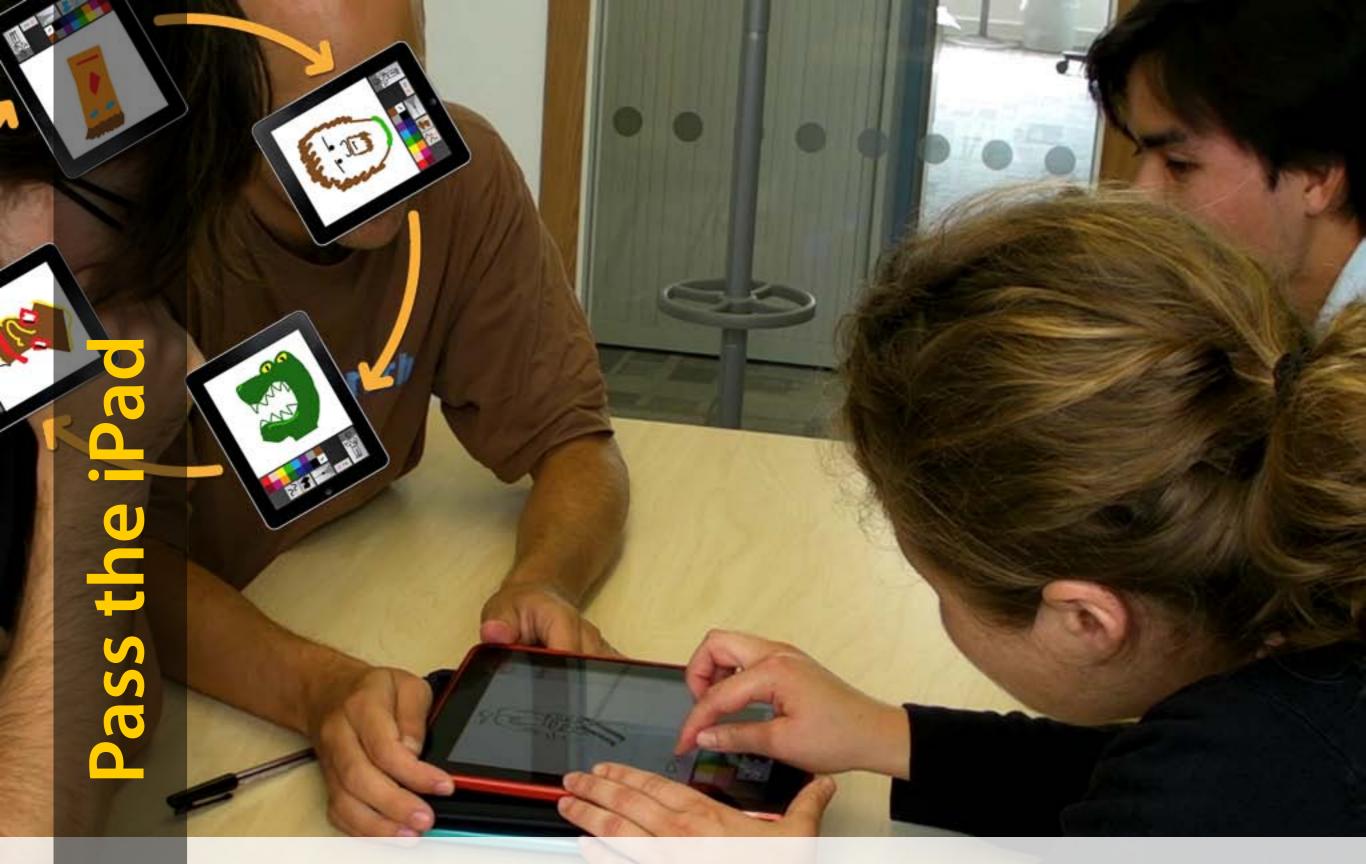
Collaborative learning task for two 8–9 year olds.
Learning about fractions through constructing colorful mosaic tiles.

Collaborative puzzle task for two 5–6 year olds.

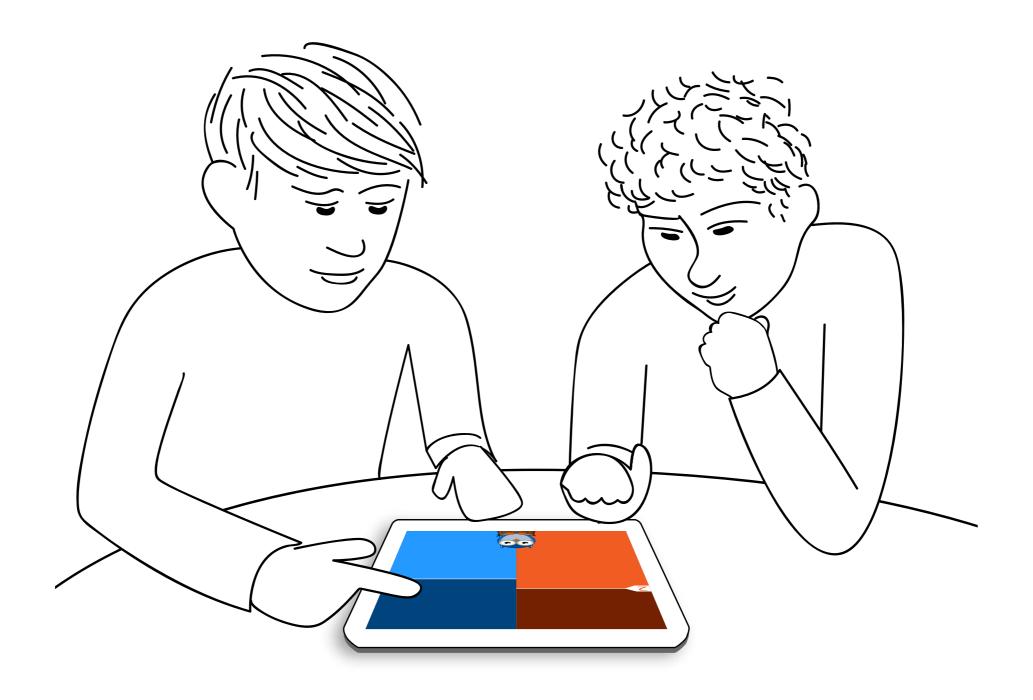
Learning about different notions of time progression (e.g., baking a cake).



Collaborative game for adults, gathering clues to solve a mystery. Ecology of devices (multiple personal handhelds, one shared tabletop).

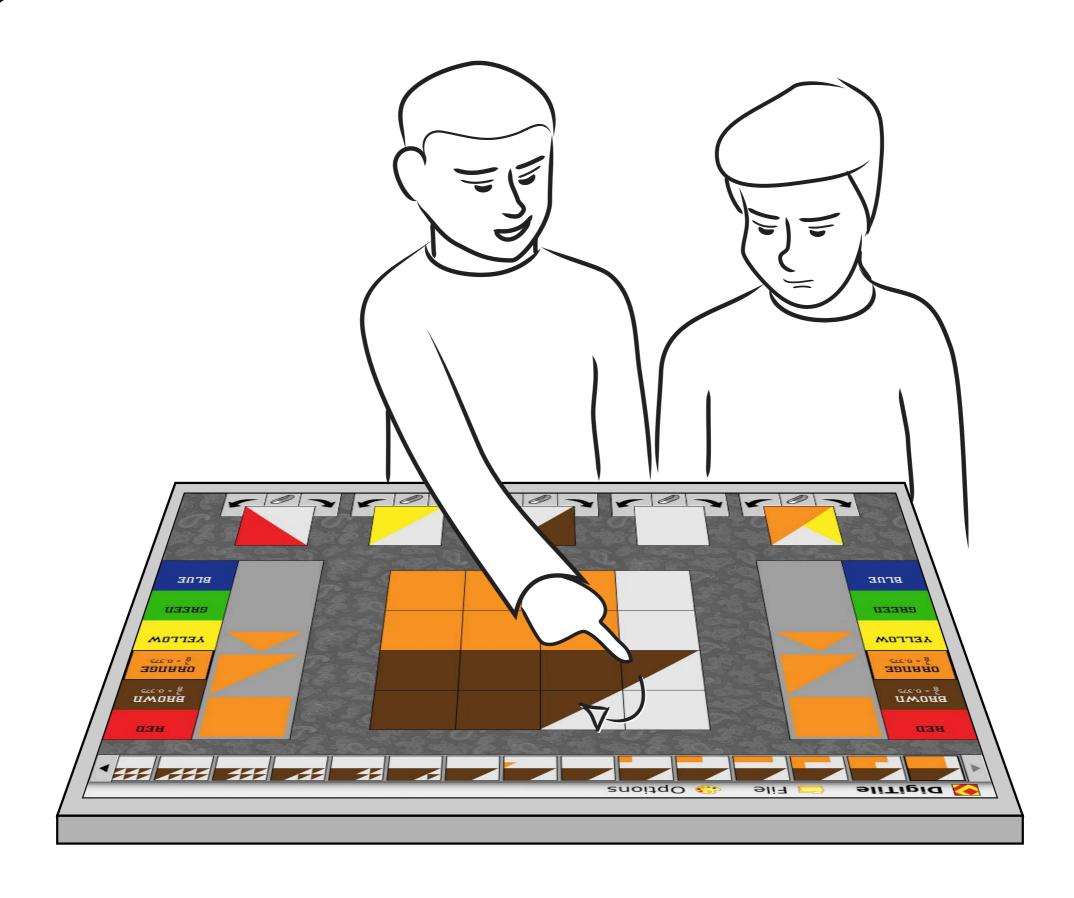


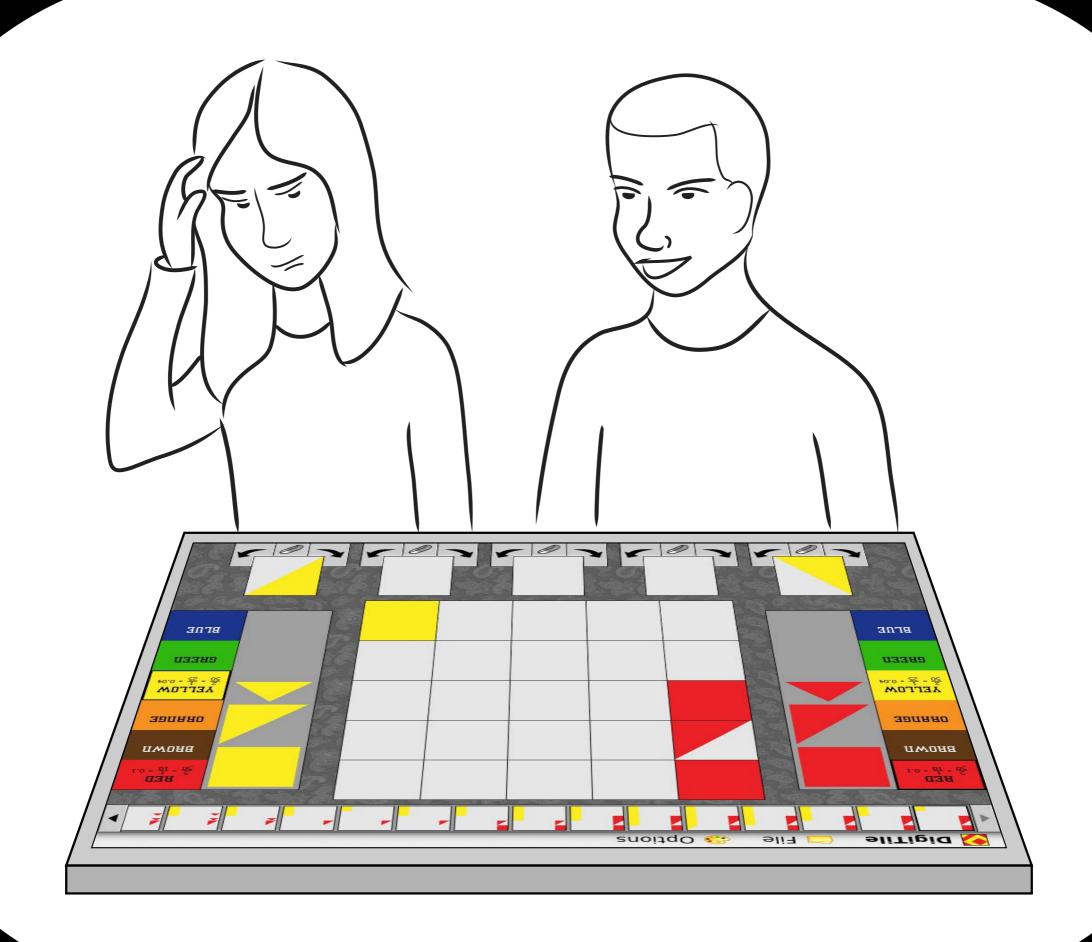
"Consequences" collaborative drawing task for groups / families.
Tablets as scrap computing: As both personal and group devices.



Collaborative learning task for two 8–9 year olds sharing one iPad. Engaging proportional reasoning through a sequence of problems.

Why Goos it works







Hornecker & Dünser (2009). Of pages and paddles: children's expectations and mistaken interactions with physical-digital tools. *Interacting with Computers*, 21(1–2):95–107.

# the media we behold



New media dramatically change society. Innis (1951). *The bias of communication*.

H. Marshall McLuhan

"The medium is the message." McLuhan (1964). *Understanding media*.

Constructionism: Learning by Constructing Personally Meaningful Public Artifacts Mhor is a medium.

media: extensions of man

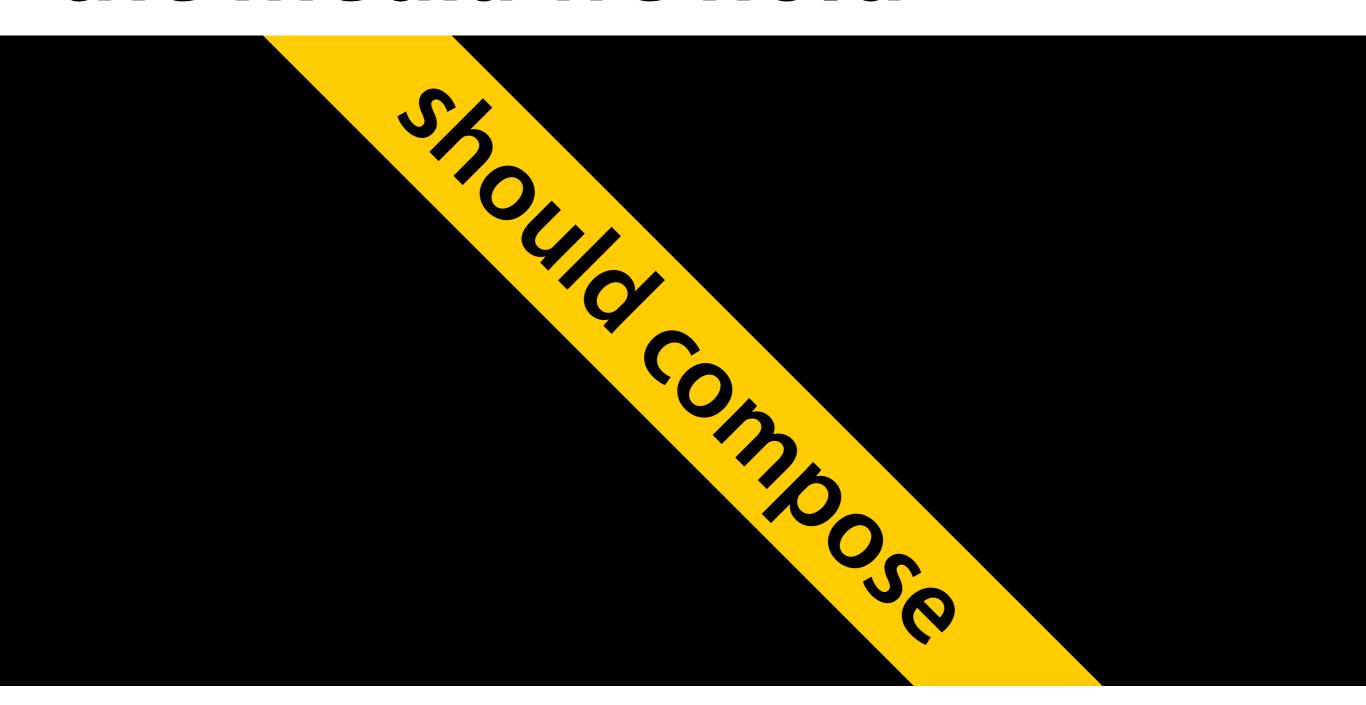
body syntonic movement

Bolter & Grusin (1999). *Remediation: understanding new media*. The MIT Press: Cambridge, MA.

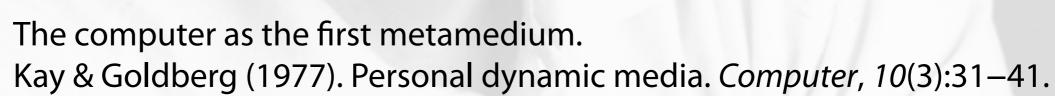
The more connections we make between an object and other objects, the more concrete it becomes for us. The richer the set of representations of the object, the more ways we have of interacting with it, the more concrete it is for us. Concreteness, then, is that property which measures the degree of our relatedness to the object, (the richness of our representations, interactions, connections with the object), how close we are to it, or, if you will, the quality of our relationship with the object.

Wilensky (1991). Abstract meditations on the concrete and concrete implications for mathematics education. In Harel & Papert, *Constructionism*.

## the media we hold



the media we behold

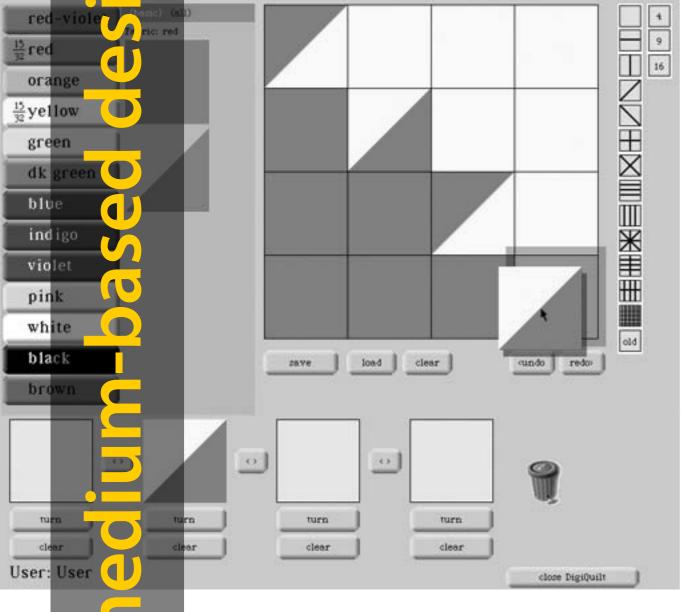


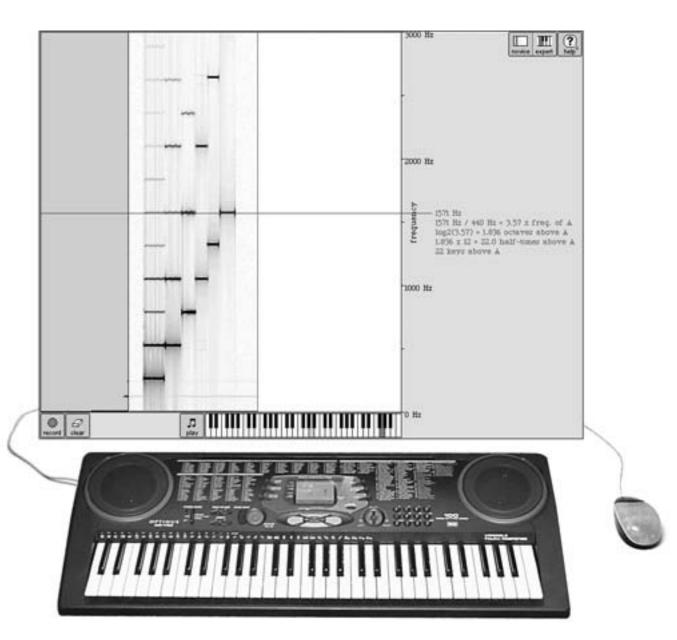




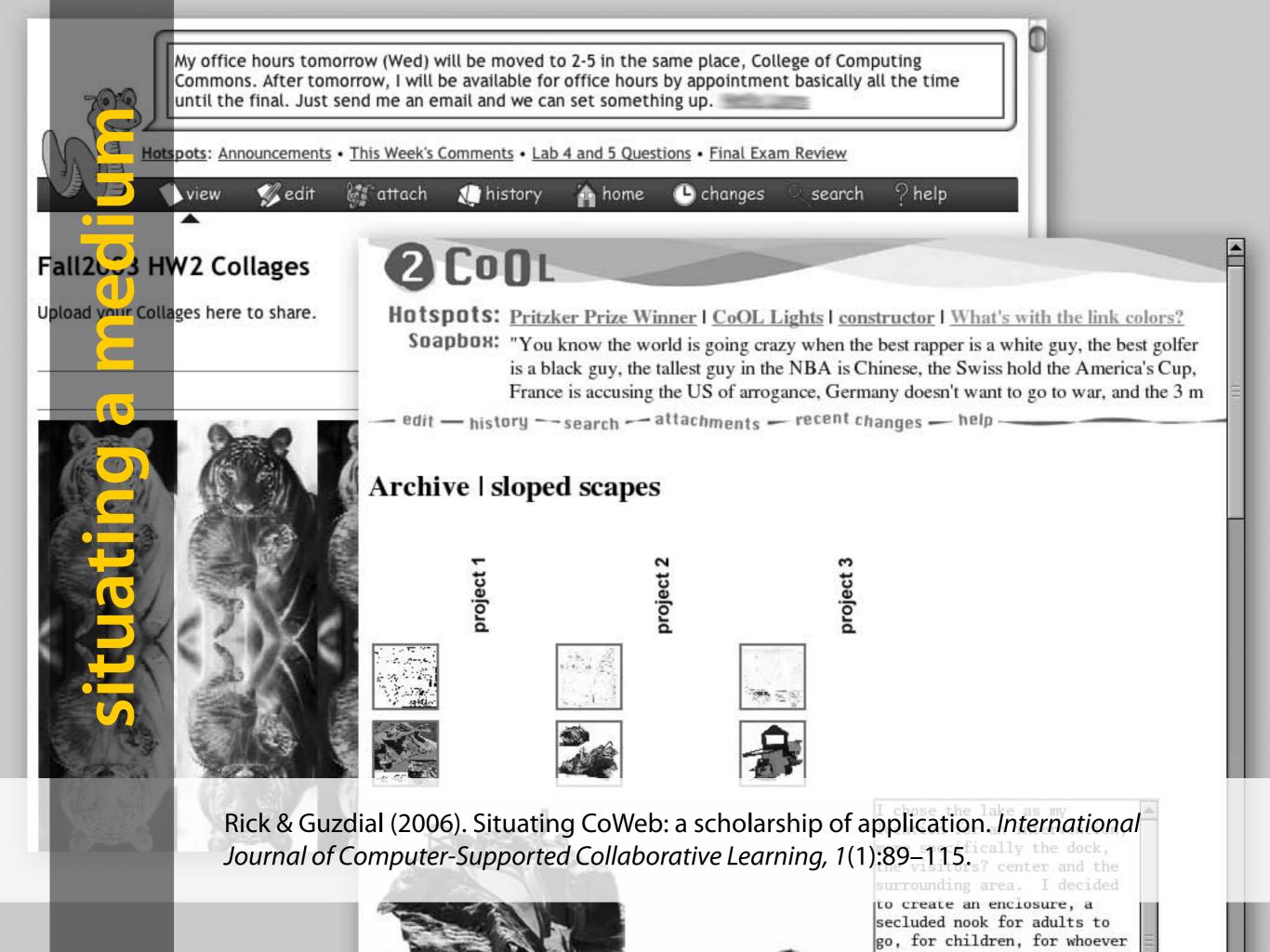
"Simple and interesting is much better than complex and interesting, because others can more easily adopt and use the former than the latter."







Rick & Lamberty (2005). Medium-based design: extending a medium to create an exploratory learning environment. *Interactive Learning Environments*, 13(3):179–212.





# a paper-based wiki