

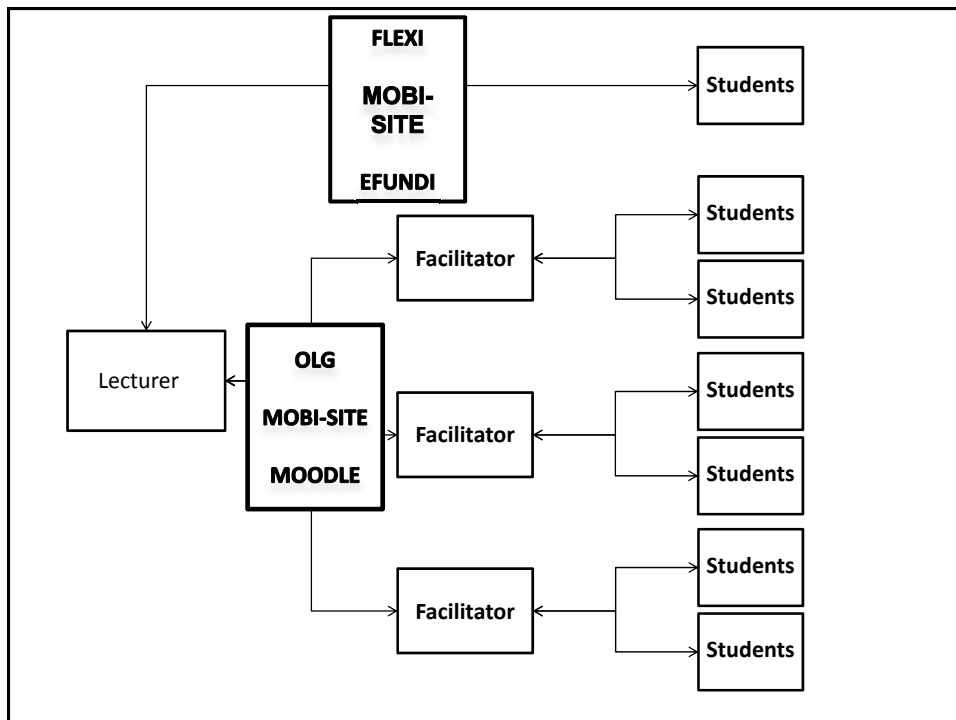
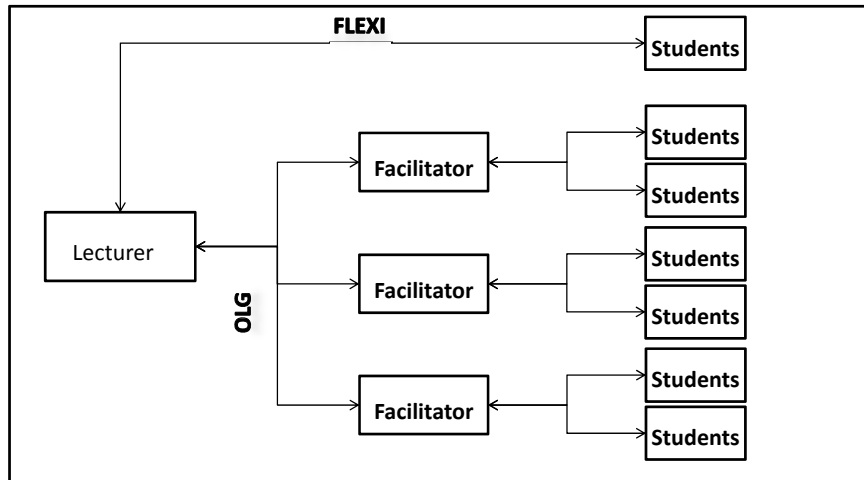
Using a Palette of Learning Tools for Developing Students in an ODL Environment

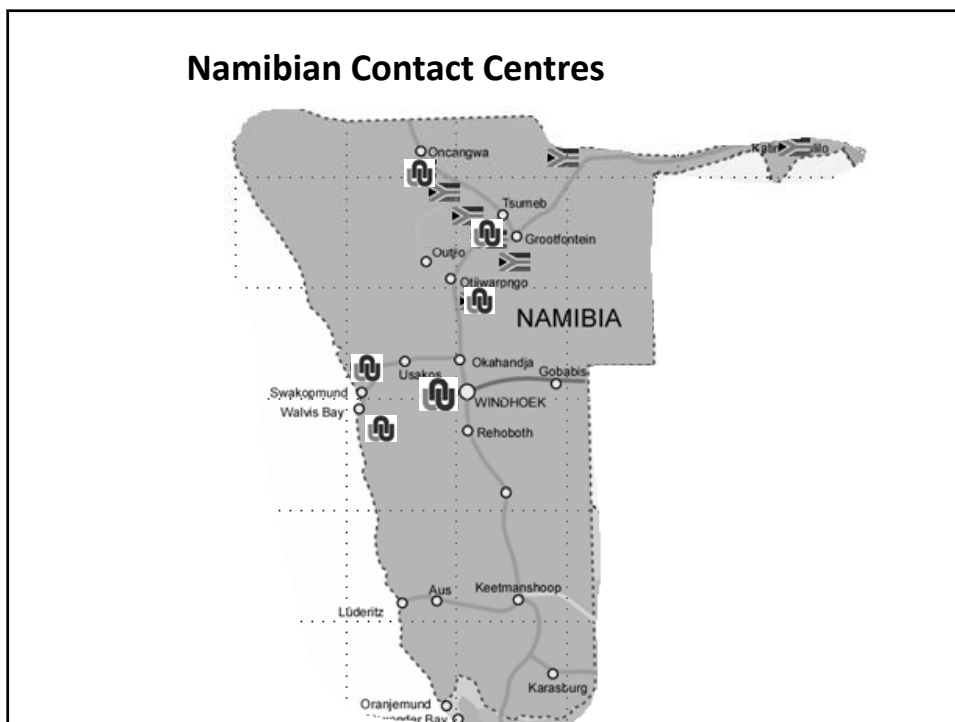
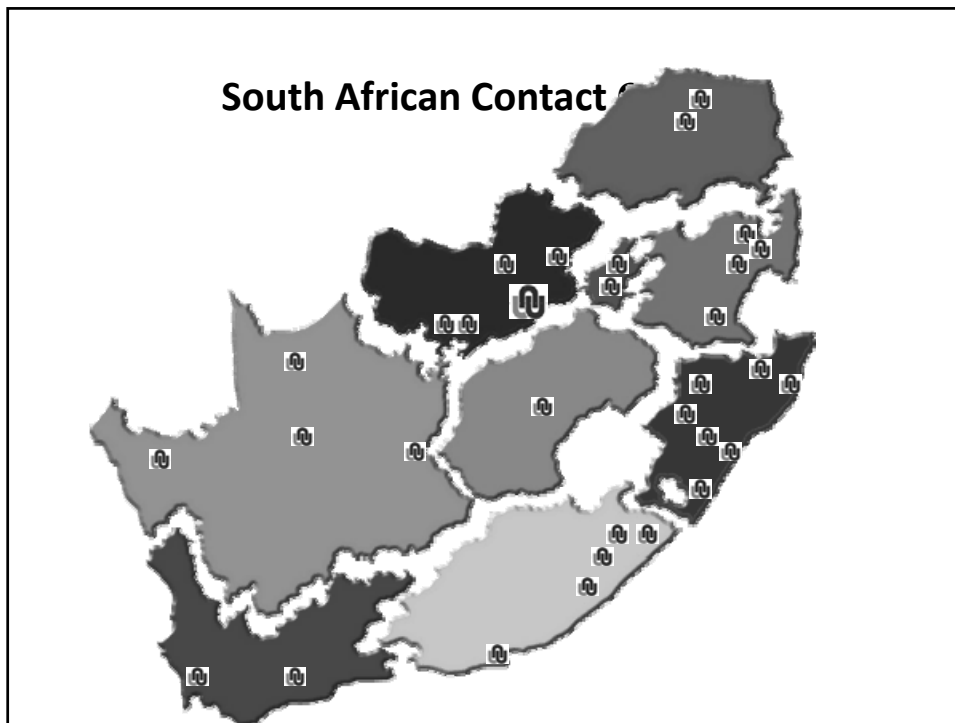
Janette Kruger
SCTE

SCTE



Study Background

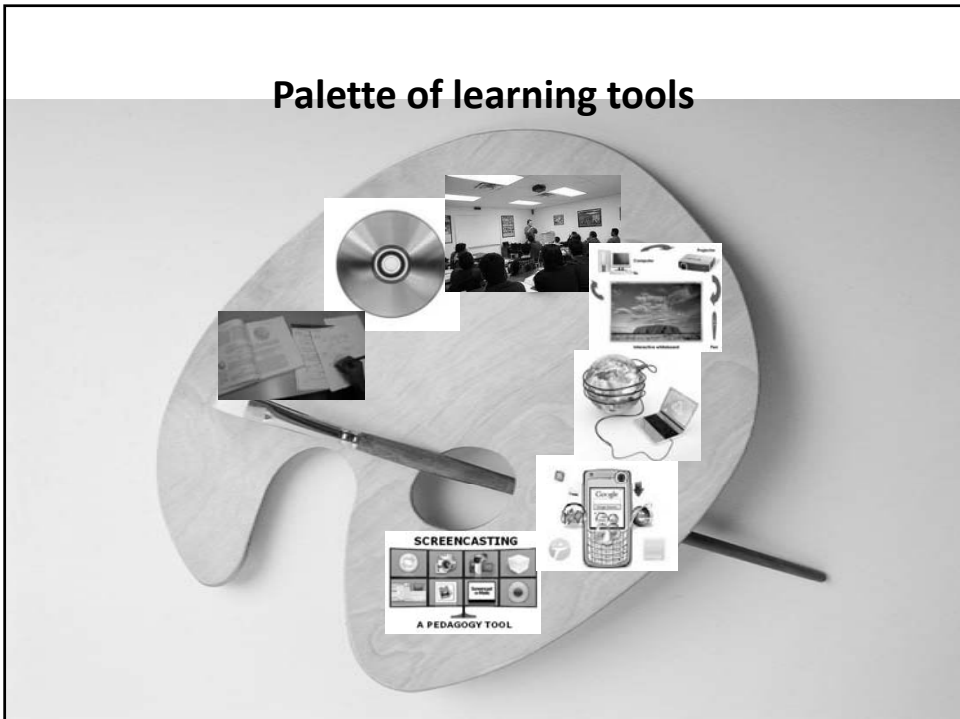




Palette of learning tools



Palette of learning tools



Criteria

An authentic context that reflects how the acquired knowledge will be used in real life



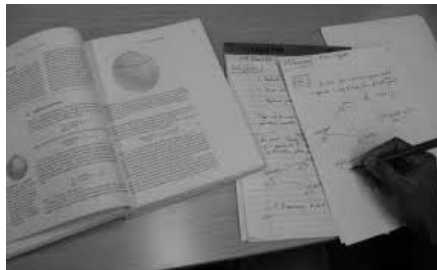
Criteria

Authentic learning activities



Criteria

Access to expert performances and the modeling of processes and examples of outstanding completed research projects, reports and documents



Criteria

Multiple roles and perspectives to enable students to gain perspectives on topics from various points of view



Criteria

Reflection opportunities for students to reflect on their learning, the program and the learning experience



Criteria

Collaborative construction of knowledge relating to opportunities for students to collaborate in small groups to problem-solve together



Criteria

Articulation of content specific language to encourage the students to discuss their newly acquired understanding of the research methodology



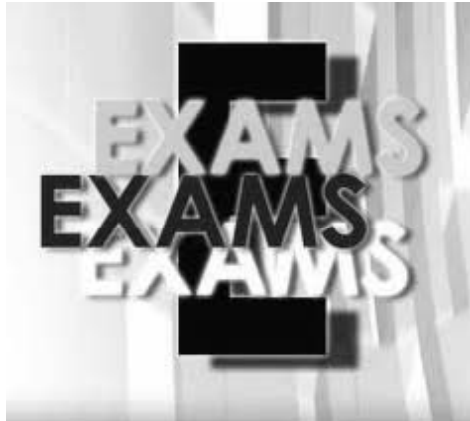
Criteria

Coaching and scaffolding for decreasing instructor involvement over time



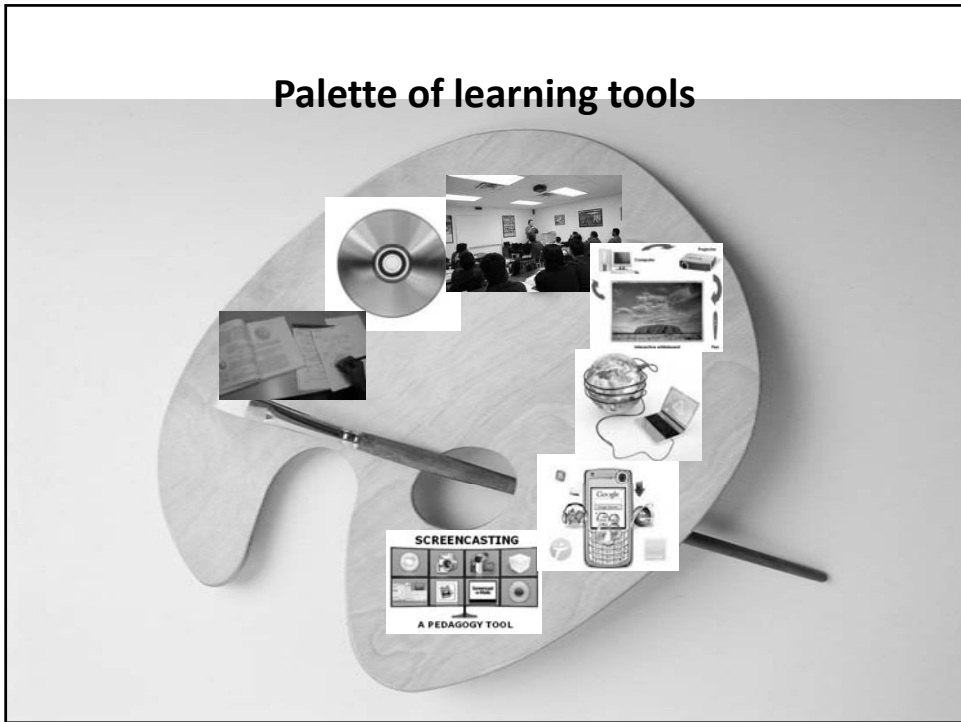
Criteria

Authentic assessment of real-life research scenarios



Palette of learning tools





Reference

Herrington, J., & Oliver, R. (1995). Critical characteristics of situated learning: Implications for the instructional design of multimedia. In J. Pearce & A. Ellis (Eds.), *Learning with technology* (pp. 235-262). Parkville, Vic: University of Melbourne.

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