

## Technoscepticism

EdTech; ICT; CAL, tech.

- A] Clark's argument is that (modern technological) media are like delivery trucks for food: transport has no effect on nutrition.
- B] In all published work he reviewed, no effect except when the teaching method changed too.

How could technology make a difference to learning?

- Overcoming some fundamental human limitation
- Make something cheaper/easier, so that good practice is actually followed more.
- When does quantity become a qualitative change?

Education-led projects are the only successful EdTech projects?

Why has techno usually failed to improve learning?

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## Self-regulation

Black & Wiliam (1998) "Assessment and classroom learning" Assessment in Education vol.5 no1 pp.7-74  
[A big review]

Feedback promotes learning in a wide variety of cases

Sadler,D.R. (1989) "Formative assessment and the design of instructional systems" Instructional Science vol.18 pp.119-144

He argues that there are 3 conditions for feedback to help: the learner must know:

- a) What good performance is (the criteria)
- b) How their current performance compares to good
- c) What to do to reduce the gap.

Giving a mark often prevents learners from improving:

Butler,R. (1987) "Task-involving and ego-involving properties of evaluation: effects of different feedback conditions on motivational perceptions, interest and performance" J. of Educ. Psy vol.78 pp.210-216

## Dr. Fox effect

The underlying question is: does the skill ("expressiveness") of the lecturer at lecturing affect the learning of the audience?

Marsh's review: a statistical interaction between the prior extrinsic motivation of the learners and expressiveness of the speaker. I.e. either motivation or expressiveness (or both) gave high learning.

Coats & Smidchens reported motivation had no effect (but may not have manipulated it successfully)

Amanda Shaw got effects for both but no interaction.

But

- a) may depend on learner skill
- b) What about intrinsic interest?
- c) What does "expressiveness" mean?

- Eye contact, or not (eyes down on notes)
- Read script, or ad lib with meaning.
- Speaker enthusiasm
- Pictures or not.
- Specific examples or not. (Laurillard)