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What follows are excerpts from my **Connotea** personal library. These excerpts are from the **tag** heading "podcasts."

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40-page listing of podcasts created by Gerry Bayne for ELI Conferences produced by EDUCAUSE

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[ELI Podcast: Technology and the Conative Learning Domain in Undergraduate Education](#)

www-cdn.educause.edu

In this podcast Reeves argues that "Although many instructors teach to higher-order cognitive, affective, and psychomotor outcomes and to specific objectives derived from their disciplines, they ignore critical conative outcomes. Fortunately, technology has potential to foster engaged learning and authentic assessment that address the full range of cognitive, conative, affective, and psychomotor outcomes in undergraduate education." He makes a distinction between "assessment" and "evaluation" by proposing that we use assessment when we talk about human qualities and we use evaluation when we speak of things being judged. "Assess People, Evaluate Things" How do you assess drive? He talks about an article by Moore "Decline by degrees: Higher Education at Risk" that argues that in Higher Education we are not challenging undergraduates to put much effort into their work. He argues against tenuring practices at Research One institutions because he claims teaching (therefore students) get short-changed because the emphasis is on research. He argues for a 5-year rolling contractual system.

Posted by **pellio** to [Eli Technology Meeting undergraduates Thomas C.](#)

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ELI Session: The World Is Open – Now, WE ALL LEARN with Web Technology | EDUCAUSE

www.educause.edu

This podcast was created by Gerry Bayne on 2/16/2010. Bayne describes it thusly, "n this session, Curtis J. Bonk, Professor for Instructional Systems Technology at Indiana University System, offers an intriguing look at 10 technology trends that he calls educational openers. When combined, the first letter of each opener spells the acronym WE ALL LEARN. This model helps make sense of the role of various technologies in open education and participatory environments, including e-books, podcasts, streamed videos, open courseware, online learning portals, social networking tools like Facebook and Ning, YouTube videos, wikis, and virtual worlds. Clearly, technology-based learning continues to open new learning pathways for all the connected learners of this planet. At the same time, thousands of organizations and individuals are sharing their course materials, expertise, and instructional ideas globally, thereby expanding learning opportunities and resources even further. As this occurs, members of the media, politicians, educators, students, parents, and others are asking important questions about the quality of such contents."

Posted by **pellio** to [Curtis J. Bonk podcast Web 2.0 learning](#) on [Mon Apr 12 2010](#) at 11:26 UTC | [quarantined private](#) | [info](#) | related



Podcast: How Web 2.0 Tools are Transforming Learning and Knowledge

edcommunity.apple.com

This podcast is part of the Apple Learning Interchange. In it, Chris Dede, a Professor at Harvard University, talks about the need to synthesize "classic" and Web 2.0 knowledge as we develop new approaches to curriculum, pedagogy, and assessment. Assessment, he feels, should be based on sophisticated performances and peer reviews.

Posted by **pellio** to [Web 2.0 knowledge learning Chris Dede reform curriculumpodcast Wikis folksonomies collaborative learning](#) on [Wed Mar 24 2010](#) at 04:59 UTC | [quarantined private](#) | [info](#) | related