Comprehensive Learning Interactive and Group Activities as New Ways of Learning

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Responsible Assignment Study as Group Project for Learning

- Finding and setting a problem
- Awareness, consciousness and meanings
- Contrive appropriate strategies/tactics to solve the problem
- Formalization
- Corresponding the problem with an actual event
- Processing and handling
- Analysis, testing and verification
- Judgment
- Summarizing and report/presentation
Core-Competency

- The skill to analyze the problem and build any artifact to achieve the goal
- The skill to build/implement any artifact appropriate to a given specification
- The skill and attitude to evaluate one’s own artifact or others’ objectively
- The skill to describe what should be reported with correctness
- The attitude to probe the problem and to manage to solve it
Social Constructivism Approach

- Group modeling and collaborative role-activities based on situated context
- Exploration-minded experimental learning
- Learning by asking, explaining, teaching and building to acquire a new insight-wisdom
- Interactive diagnosis and open learning model
Comprehensive Approach

- Topic oriented structure
- Scenario oriented structure
- Minimum essentials
- Integration by synthesis
The Practice of E-Learning Based on ROPSODY

The Visualization of the Topic Transition LM

LM for Simultaneous Learning

Dialogue history Structured LM

LM for Distance Seminars

Collaborative Learning LM

LM for Lecture Searching

RAPSODY Server

Internet

Web教材

自グループの過去の問

他グループの問題解決過程

自グループの現在の問題解決過程

個別学習

一斉学習

グループ学習(協調学習)
# Model of the Thinking Logic

<table>
<thead>
<tr>
<th>Type of dm.</th>
<th>Style of Thinking</th>
<th>Well-structured</th>
<th>Ill-structured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Inside a textbook</td>
<td>No assumption</td>
</tr>
<tr>
<td><strong>1. Rational</strong></td>
<td>(Conservative)</td>
<td>Traditional competency for legacy</td>
<td>New competency</td>
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<tr>
<td><strong>2. Pragmatic</strong></td>
<td></td>
<td></td>
<td>+ to think out scientific ways</td>
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<tr>
<td><strong>3. Critical</strong></td>
<td></td>
<td></td>
<td>+ to explore the unknown</td>
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<tr>
<td><strong>4. Radical</strong></td>
<td></td>
<td></td>
<td>+ to do nonmonotonous one</td>
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