Group Cognition:

A Construct for Managing Change

Defense Language Institute Foreign Language Center

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Flagship RESULT 2012

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Overview

• Introduction

• Theoretical Concept:
  - Community of Practice (CoP)
  - Computer Supported Collaborative Learning (CSCL)
  - Appreciative Inquiry (AI)

• Group Cognition Projects - Initiatives
  - Technology Integration and Professional Development
  - Arabic Reading Working Group (ARWG)
  - eSessions (Special Assistance, Study Hall, Speaking, etc.)

• Goal: Help teachers improve their English presentation and writing skills and their technology skills by building an online community of practice and understanding in which participants construct and share knowledge.
Rapid Change & Organizational Learning

• Technology is constantly changing
• People find varying ways to use it
• Learning occurs at different points and different rates
• Learning occurs faster than it can be transmitted and turned into practice
• How and why do we have to develop ways to keep up?
Theoretical View of the Emergence of Collaborative Knowledge and Group Sense-Making

- Community of Practice
  - Group sense-making
  - Creativity and new solutions
- Grounding
- Distributed cognition
  - Changing levels of participation
  - Common belief
- Activities and resources
  - Situated learning
  - Network for sharing
  - Environment for interactions and relationships
Group Cognition Projects

• Delivering the Best
  - Technology support for proficiency acquisition, sustainment and growth; and using technology support for positive motivation, collaboration, and developing a Community of Practice for faculty, students, and alumni construction.

• The Group Cognition Project
  - Using the Dr. Garry Stahl group cognition model to inform and learn about the use of technology to support language acquisition, proficiency sustainment, and proficiency growth.
Technology Integration and Professional Development Experiment

- Technology competence and ownership
- Presentation and speaking skills
- Teaching and learning improvement
- Situated
- Collaborative
- Model the use of technology
- 18 Faculty: nine adopters, nine new to needing experience

Can We Grow?
Wisdom Community Model

A Possible Working Model

Issues/ Challenges/ Problems Identification

Initial Exploration
Various stages of engagement; Discovery, Interactions, Relations, Activities, etc.

Mentor/ Facilitator/ Technology Support Center

Preservation
Group Community of Practice, Group Creativity, Group Innovation, New Perspectives/cases

Reflection/Reorganization
Strategic Change, Distributed Cognition, Collaboration, Transformation

Resources/ Mentor/Facilitator/ Technology Support Center
Group accountability, Common belief, Communities of Practice (Environmental, emotional, social aspects, etc. group activities.)
<table>
<thead>
<tr>
<th>Application/System</th>
<th>Used for Teaching</th>
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<th>Used for Teaching</th>
<th>Application/System</th>
<th>Used for Teaching</th>
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</thead>
<tbody>
<tr>
<td>1. VTT/BLTS</td>
<td></td>
<td>21. (Microsoft Office)</td>
<td>Word, Excel</td>
<td>41. (Transparent Languages Inc. programs) Rapid Rote</td>
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<td>2. Blackboard</td>
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<td>22. OneNote</td>
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<td>25. InfoPath</td>
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<td>45. QuickTime</td>
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<td>7. BLTS</td>
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<td>27. Ulead/Corel VideoStudio</td>
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<td>47. Adobe Acrobat Pro</td>
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<td>9. Headstart2</td>
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<td>29. Camtasia</td>
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<td>49. SPSS</td>
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<td>11. GLOSS</td>
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<td>31. DLIFLC LSKs</td>
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<td>51. CutePDF</td>
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<td>12. WTE</td>
<td></td>
<td>32. (Adobe suites)</td>
<td>design and/or web, with Dreamweaver</td>
<td>52. ALELO tactical scenarios (3D games)</td>
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<td>13. DLPT Readiness</td>
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<td>33. (Adobe suites)</td>
<td>Flash</td>
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<td>35. (Adobe suites)</td>
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<td>55. SCOLA</td>
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<td>16. SANAKO</td>
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<td>18. Jabber Moment IM</td>
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<td>59. iPAD</td>
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<td>20. Countries in Perspectives</td>
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<td>40. YouTube</td>
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<td>60. Other</td>
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</table>
Elluminate/Sakai

Elluminate Link

Options

Session Name: DLI Cognition Project
Session Access Type: This Site

Click to launch Main Session

Breakout Rooms

Click to launch Team 1 Elluminate Link
Click to launch Team 2 Elluminate Link
Click to launch Team 3 Elluminate Link
Click to launch Team 4 Elluminate Link
Click to launch Team 5 Elluminate Link

Session Recording
Click to launch 8-18-2011 session recording
Click to launch 8-25-2011 Session recording
Learning Process and Progress

- Learning Outcome Group
  - Presentation with Individual Participation

- Individual Presentation on TI to Classroom

- Personal Reflection on Tech Source

- TI Source Exploration Group Report
Sample Presentation from Group Cognition Project

Elluminate Project - Team 3 Presentation

SPECIAL ASSISTANCE LESSON
APPLYING CRITICAL THINKING SKILLS IN
A
VIRTUAL SETTING

Team 3 Members:
Kevin Song, Sumbal Ayaz, Fredy León, Brenda Rodríguez
Special Assistance Lesson via Elluminate

Class Location & Time:
Title of Lesson: Weather

Week of Instruction: 7

Objectives: By the end of this Special Assistant lesson
1. Ss will reinforce all vocabulary related to the weather.
2. Ss will be able to apply the correct definitive and indefinite
3. Ss will be able to write original sentences using the proper vocabulary and articles

<table>
<thead>
<tr>
<th>Time (Est.)</th>
<th>Action</th>
<th>Materials</th>
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<tbody>
<tr>
<td>10</td>
<td>Lead in</td>
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<td></td>
<td>The teacher will an authentic video, related to the weather, from an International Weather Channel and will ask the students to describe how is the weather in their city.</td>
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<td></td>
<td>Presentation</td>
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<td>10</td>
<td>Teacher will use Elluminate Program to address the lesson, using the vocabulary depicted in the audio/video.</td>
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<tr>
<td>15</td>
<td>Practice</td>
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<td></td>
<td>AUDIO #1: The students will listen an audio about the weather and have to write down the vocabulary using the correct article.</td>
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Outcome of Group Projects

Faculty participants

- Shared knowledge, gained confidence, enhanced technology proficiency, and promoted their speaking skills thru interaction in group collaborative activities.

- Appreciated the opportunity to learn personally and collectively and shared their positive and best practices with their department and school division. (e.g. requested more Group workshop and elected to pursue their advanced studies in the field of FLED.)

- A unique opportunity for interaction among faculty leading to increased mutual understanding, collegiality, and professionalism.
For more information...

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