

Apprenticeship, Community, and Technology for Learning

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Improving Teaching and Learning with Technology

- Images of the learner
- Integrating students into learning communities
- Technology, community, and learning

Images of the Learner

- The learner as customer or client
 - Separation of student and teacher roles
 - Improving “customer service”
- The learner as member of a community
 - Supporting lifelong development
 - Inviting students to be partners in the core mission of the university

Improvements in Service to Students

- Improvements in teaching and academic programs
 - First-year seminars, research experiences, capstone courses, etc.
 - Improvements to advising and mentoring
 - Cooperative, problem-based, inquiry learning
- Online services and learning tools
 - Registration, accounts, etc.
 - Course websites, study materials, and digital libraries
 - Conferencing and inquiry environments
 - Self-paced and adaptive instruction

Building Communities of Learners

- Lifelong membership in a community
 - Pre-college
 - College
 - Post-baccalaureate
 - Other affiliations
- Case study: The School of Speech

Supporting a Networked Community

- Developing an integrated model of the learner
- Passing through stages of membership
- Capturing the learner's experience and achievements
- Creating effective support for navigation, growth, and movement

Inviting Students to Partner in the Core Mission

- Guiding students to appropriate roles
 - Teaching
 - Research
 - Service and communication
 - Governance
- Technology support for apprentice learning

Inviting Alumni to Partner in the Core Mission

- Enhanced roles for alumni
 - Teaching and learning
 - Research
 - Service and communication
 - Governance
- Technology support for alumni involvement

Summary: Re-envisioning the college community

- Re-envisioning the role of students
- Re-envisioning the role of alumni and friends
- Re-envisioning the role of alumni
- Re-envisioning the role of technology