

Case Study #1 for Unit 3

In his essay in *Wired* magazine ("*PowerPoint* Is Evil: Power Corrupts. *PowerPoint* Corrupts Absolutely"), Edward Tufte (2003) opines, "Alas, slideware often reduces the analytical quality of presentations. In particular, the popular *PowerPoint* templates (ready-made designs) usually weaken verbal and spatial reasoning, and almost always corrupt statistical analysis. . . . Particularly disturbing is the adoption of the *PowerPoint* cognitive style in our schools. Rather than learning to write a report using sentences, children are being taught how to formulate client pitches and infomercials." What do you think causes poor classroom use of *PowerPoint*? What would you recommend teachers do to make sure teachers and students are effectively using *PowerPoint*? Respond to statements about ineffective use of *PowerPoint* with information gained from the **lecture, readings and investigations** from Unit 3 **or** from other sources that you believe to be valid and reliable. Include at least **two supporting statements for either position** that you might agree with since it is necessary to consider all points of view.

Case Study #2 for Unit 3

Some schools and educators regard the use of tools such as test generators and worksheet generators as **cookbook** teaching and learning, saying instructional material generators promote and encourage teachers to use technology to maintain current methods, rather than using technology in more innovative ways. Also, keep in mind the use of workbooks supplied by textbook companies along with the traditional textbook. Workbooks are also considered as instructional materials generated by textbook companies. Do teachers have the time or expertise to create unique ways to use technology? Are these generators really promoting cookbook teaching and learning in our K-12 schools? Respond to these two questions about instructional material generators with information gained from the **lecture, readings and investigations** from Unit 3 **or** from other sources that you believe to be valid and reliable. Include at least **two supporting statements** for each of the two questions and/or opinions.

Case Study #3 for Unit 3

Integrated learning systems are hardware/software solutions designed to deliver instructional content. The effective delivery of that content is measured, monitored, and maintained with an array of assessment and management tools that may also be part of that system. Integrated learning systems are generally associated with educational and academic environments. As opposed to static online help or even animated tutorials, integrated learning systems are highly interactive and are designed to provide feedback as to progress and grasp of the subject matter at hand. Built-in tools further allow teachers and/or administrators to monitor and measure a student's progress. With all these capabilities integrated learning systems have had major critics; many compare ILS to nothing more than drill and practice or testing and practice which seems to present a better viewpoint of ILS. Respond to the two contrasting viewpoints of integrated learning systems with information gained from the **lecture, readings and investigations** from Unit 3 **or** from other sources that you believe to be valid and reliable. Include at least **two supporting statements** for either position that you agree with or deem to the better point of view.