

# Connectivity

Tawni Hunt Ferrarini, PhD

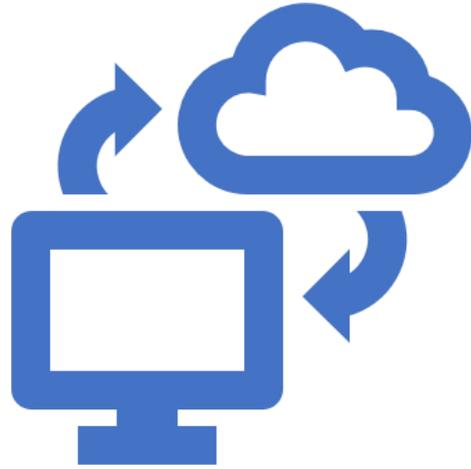
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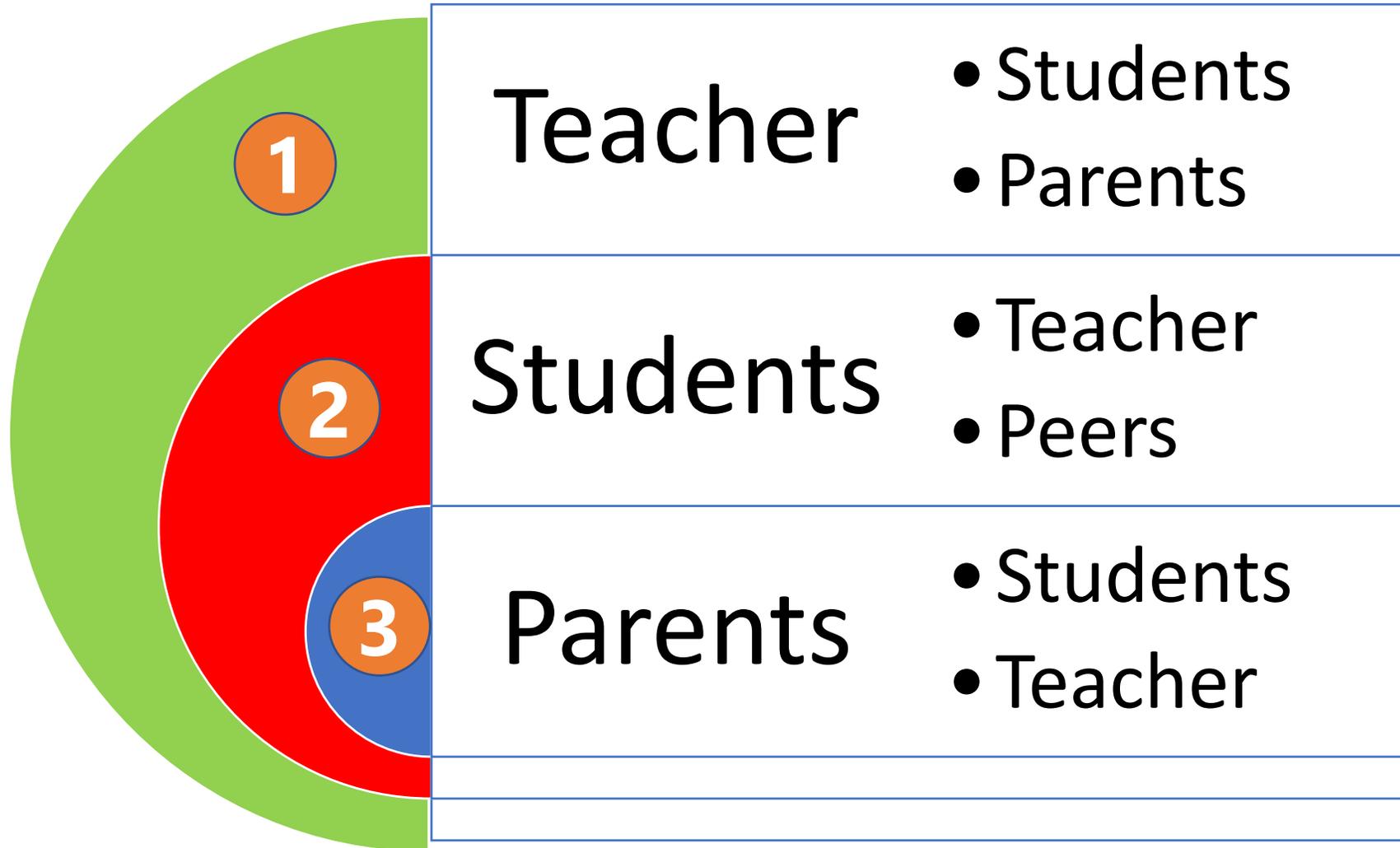


# Instructional Strategies and Classroom Resources

A model to build connectivity in the classroom



# Building Meaningful Connections



# Connectivity: Why?

Teaching and Learning Research is combined with Cognitive Science to:

1. Advance student learning
2. Motivate students to learn
3. Bring students into a larger community of learners



# Which is MOST Important?

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1. **Advance** student learning
2. **Motivate** students to learn
3. **Bring** students into a larger community of learners



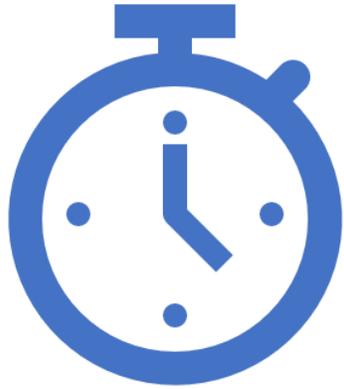
**LET'S GO!**

# Balance all three

Balance all three using

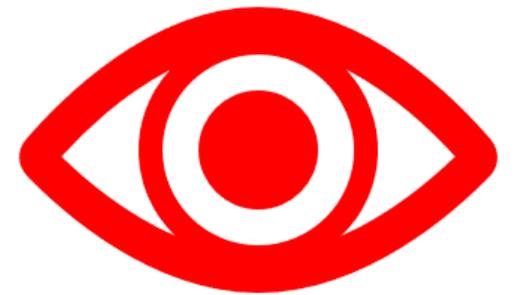
- past practices and classroom experiences
- research on the scholarship on teaching and learning





## Content Does NOT Change.

- Content delivery mechanisms change.
- Communication paths are different.
- Coordination tools expand.
- Diversity of student backgrounds, school experiences, academic strengths, learning proclivities, and more are included in our choices.



# Entrepreneurs in Your Backyard

## FOUNDATIONAL VALUES

- > Responsibility
- > Be Principled
- > Knowledge
- > Freedom
- > Passion
- > Opportunity
- > Sound Judgment
- > Win-Win Focus



# “Entrepreneurs in Your Backyard”

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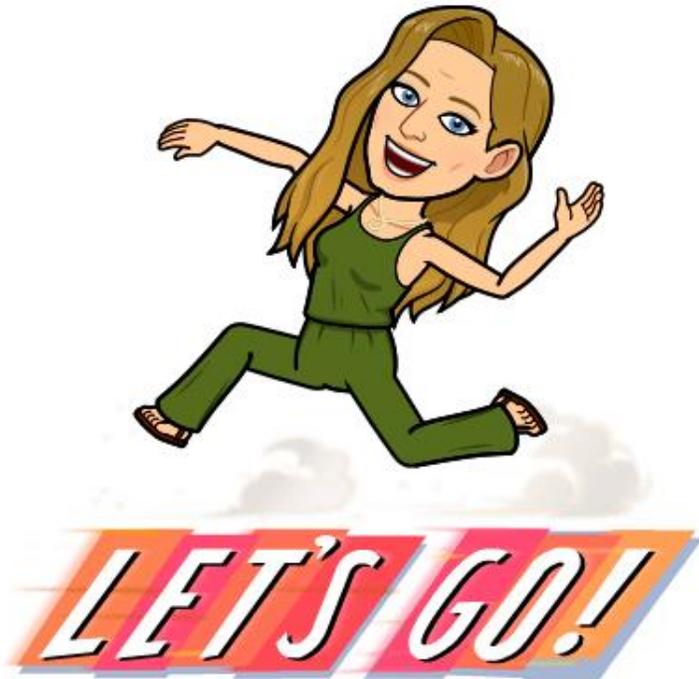
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Thelma and David Steward, Worldwide Technology  
(Established 1990)



Connect: Visual \* Audio \* Read/Write \* Do



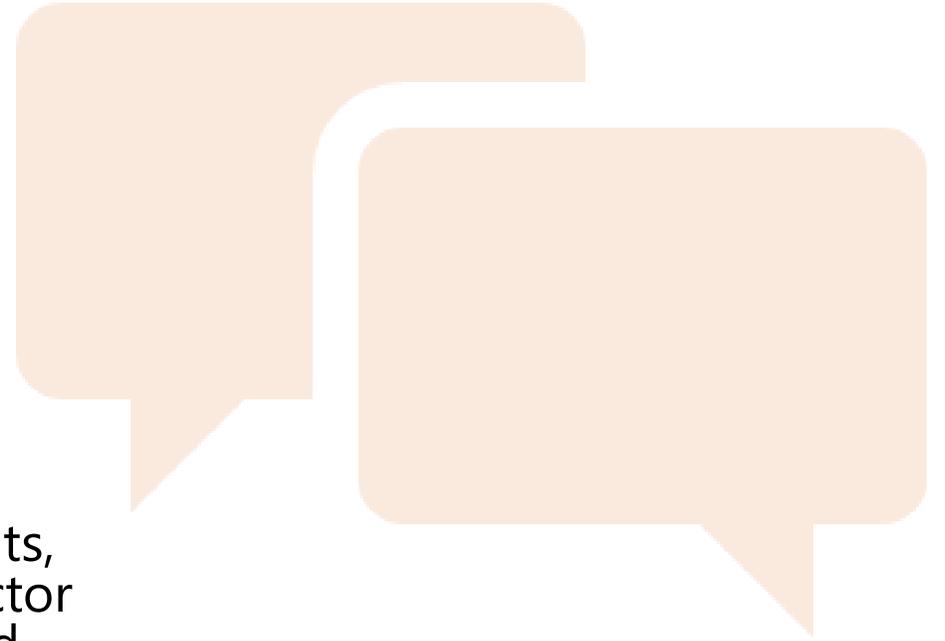
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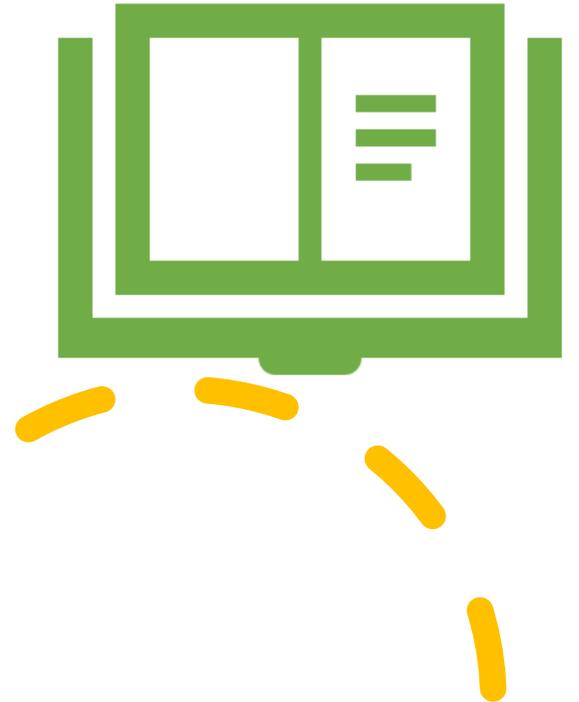
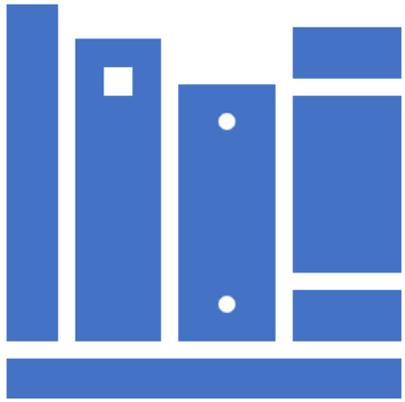
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# Measure Activity

- Connections between instructor-students, students-students, and students-instructor can be measured through formative and summative assessments.
- Do so. Use results to communicate with students, their parents, and others about student progress, accessibility, and resources.





# References

Chickering and Gamson, 1987

York and Richardson, 2012

# Remain Connected

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