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1. Introduction2. Context; 2.1 Background; 2.2 A model for a constructivist learning dialogue; 2.3 Case study: MCQs for trade test knowledge check on high voltage cable jointing skills; 3. Investigations of Manual MCQ-Creation using the constructivist learning dialogue model; 4. Products from constructivist learning dialogue; 4.1 The CAREGen methodology for MCQ-Creation; 4.2.1 Step 1 - Define Objective of the MCQ routine in a CSLO; 4.2.2 Step 2 - Identify the most appropriate source documents; 4.2 Applying CAREGen to create MCQs in the HV Cable Jointing domain

4.2.3 Step 3 - Explicate (and if necessary Add) Coherence Relations for sentences that meet the selection criteria and then re-workthem into CRST-compliant CSLOs4.2.4 Step 4 - Extract candidate antonym pairs for each of the identified sentences; 4.2.5 Step 5 - Apply construal operations in the context of identified antonym pairs; 4.2.6 Step 6 - Generate AC item sets by inserting generated components into a MAC template; 5. Recommendations; 6. Conclusions; References; Author's address; Appendix; Programme

Exploring the opportunities of social media to build knowledge in learner-centered Indigenous learning spaces

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Sommario/riassunto

In this paper, I develop a view of teaching and learning as explorative actiongames (TaLEAG). The concept of the action game is borrowed from Weigand's(2010) Theory of Dialogic Action Games or Mixed Game Model (MGM). TheMGM rests on two basic assumptions: communication is dialogic and languageis action. These two assumptions are adapted to teaching and learning in generaland to what I call explorative action games in particular. The ensuing discussionrevolves around the question of how educational technology should be designedin order to facilitate learning in the context of explorative action