

Wednesday, July 7

Communities of Practice Online:
A view on learning, and design implications
John Smith

Smith, a former higher education technologist and now consultant and coach to communities of practice, believes learning communities can be the most effective way of generating new knowledge. He describes an online workshop, a community of practice surrounding it, and its comparison to other online courses. The workshop illustrates a perspective on situated learning, the design implications of this view of learning and how it extrapolates to other settings where these ideas could be influential.

Wednesday, August 4

For the People, By the People:
Environmental awareness and activism
Anne de Ridder

De Ridder, an environmental steward and technical communications specialist, considers computer-based technology a suitable medium for facilitating discussion of community-scale issues. She describes how contemporary theories of awareness, activism, and adult education can inform the design of a web-based information center through which community members can direct their involvement to improve water quality in their neighborhood.

Wednesday, September 1

SimCalc: Software for Teaching More Advanced Mathematics in Middle School
Jeremy Roschelle, PhD

The mathematics that people need to thrive in the 21st Century keeps advancing, but schools keep falling farther behind. The SimCalc Project tackles democratic access to more complex mathematics. SRI International researcher Roschelle will focus on the design theory behind SimCalc and present examples of how teachers and students use the software on the Palm Pilot.

Wednesday, October 6

Whose Line is It Anyway:
Innovation, Ethnography, and Improv
Steve Portigal

The theatrical activity of “improv” and participant-observer research are two approaches to direct experience that have many similarities. Both are in-the-moment processes. You learn upon reflection. There’s enormous unspoken collaboration. And both involve a great deal of listening. Customer researcher Portigal examines how we can use improv to learn from the contrast between what our respondents say and how they say it, what they are doing, and what we see in the immediate environment.

2004 Membership - \$20

MOST PROGRAMS

Admission - \$5 general/
free for members
5:30 PM No-host dinner
7:00 PM Networking and social time
7:30 PM Presentation
Next-Day Some speakers will be available for a next-day coffee, tutorial or workshop.

SPECIAL PROGRAM

Admission - \$25 general/
\$10 members, educators,
and advanced purchase
7:00 PM Presentation
Location - Marylhurst University Chapel

DETAILS

Check the CHIFOO web site - www.chifoo.org - for dinner and program locations, workshops, maps, parking information, fees, discounts, and other details as each date approaches.

Brochure designed and created by KCD Communication Design

2004 Speaker Series:



**Human Development
and
Technology
in the
Information
Age**



Series Overview

The adoption of all things Internet has raised America's love affair with technology to a fevered pitch. No area of our daily lives is untouched by the rapid changes in technologies, but few are as important to our long term financial and developmental health as education. In this 10-month series, CHIFOO invites psychologists, educators, researchers and technologists to provide insight into the rapidly changing landscape of technology and learning. This wide-ranging series examines technology in the classroom, in brain development, and in adult and community education.

Each talk showcases a technology in the context of the learning objectives for a defined audience. Speakers also present the methods they used to evaluate the effectiveness of the technology.

This series is a must for students, educators and professionals interested in specific technologies, and the role technology can play in creating effective and appropriate learning experiences.

Leo Frisberg, CHIFOO Program Chair



Computer-Human Interaction Forum of Oregon

The Oregon and SW Washington chapter of ACM SIGCHI facilitating the exchange of practical and theoretical ideas about human-computer interaction.



Wednesday, January 7

40-year-old Alphabet Soup: Curriculum Reform Projects of the 1960s

Dick Miller

A large number of projects attempted to “reform” the educational curriculum between the late 1950’s and the early 1970’s. Miller, a writer and former teacher, reviews the history and philosophy of the reform movement and presents his personal experience teaching under the Engineering Concepts Curriculum Project, along with a sampling of student activities.

Wednesday, February 4

10 Myths of Learning/Using Technology

Katherine Stevens & David Drake, PhD

Stevens, an instructional designer, and Drake, a specialist in change initiatives, strategic conversations, and coaching, uncover myths and assumptions about learning and using technology. When examined closely, these stories lead to a deeper discussion that can help us think more critically about technology and learning.

**SPECIAL PROGRAM
see back for details**

Wednesday, March 10

Connecting or Disconnecting: The Growing Brain and Digital Technologies

Jane Healy, PhD

Healy, author of *Endangered Minds: Why Our Children Don't Think*, explains current brain research in light of the following: skills important in the world of the future; “learning disabilities” that benefit creativity in a computer culture; preserving core skills of reading, communication, attention, and problem-solving while encouraging new forms of intelligence; the ages and stages of brain growth; and how parents and teachers can set positive media guidelines to maximize child development.

Wednesday, April 7

VizAbility: Establishing Visual Language Capability for the Digital Age

Kristina Woolsey, PhD

Emerging visual technologies provide the opportunity to develop pervasive visual languages. Seeing, drawing, diagramming and imagining can be established as basic literacies to be developed in schools and to be used widely in the society. Woolsey, former director of the Apple Multimedia Lab and current board member of the New Media Center, explores these issues in the context of Brooks Cole's VizAbility product.

Wednesday, May 5

Blocks of Wood: Leveraging Low Technology to Enrich the Growing Mind

Ginni Sackett & Cathy Newman

Can a simple block of wood promote a learning experience? Montessori lecturer, trainer, and AMI examiner Sackett joins Montessori lecturer and administrator Newman to show how this block can serve wildly variant ages and “learning styles.” The speakers raise the question: how can digital technology improve the experience?

Wednesday, June 2

The Web as a Tool for Understanding Politicoscientific Controversies

Michael Flower, PhD

New web mapping techniques may contribute to and facilitate significant participation in public debates of topics like global warming, genetic modification, and the use of human embryos in research. Flowers, an Associate Professor at Portland State University's Center for Science Education, outlines an approach to web mapping and its role in undergraduate education. He reports on a project to devise what he terms “technoscientific democracy.”