An Effect of interactive media in a social awareness ubiquitous learning community

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UBIQUITOUS LEARNING COMMUNITY

Learning community: a group of people who share common emotions, values and beliefs are actively engaged in learning together.

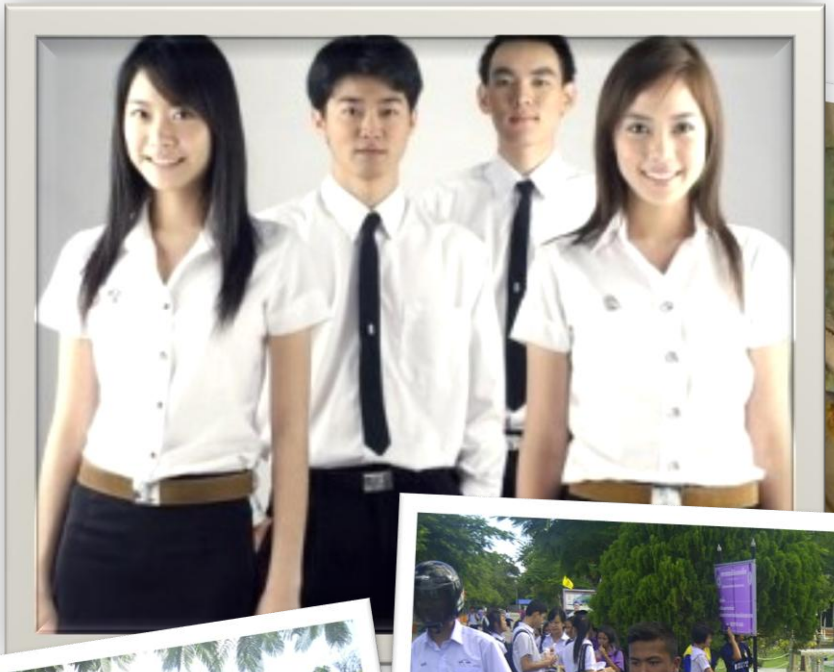
Ubiquitous learning: settings that can be accessed, in which learners (students and people in community) become totally immerse without conscious in a learning process, and yet surrounded by various authentic contexts and situations.

SOCIAL AWARENESS

One type of a social value:

Values can be defined as broad preferences concerning appropriate courses of action or outcomes.

Personal Values generate behaviors, providing an internal reference in favor of good, beneficial, or important,



INTERACTIVE MEDIA

Interactive media, in technological term, is associated with primarily human–machine relations, pertaining to or being a computer or other electronic device that allows a two-way flow of information between it and a user, responding immediately to the user's inputs.

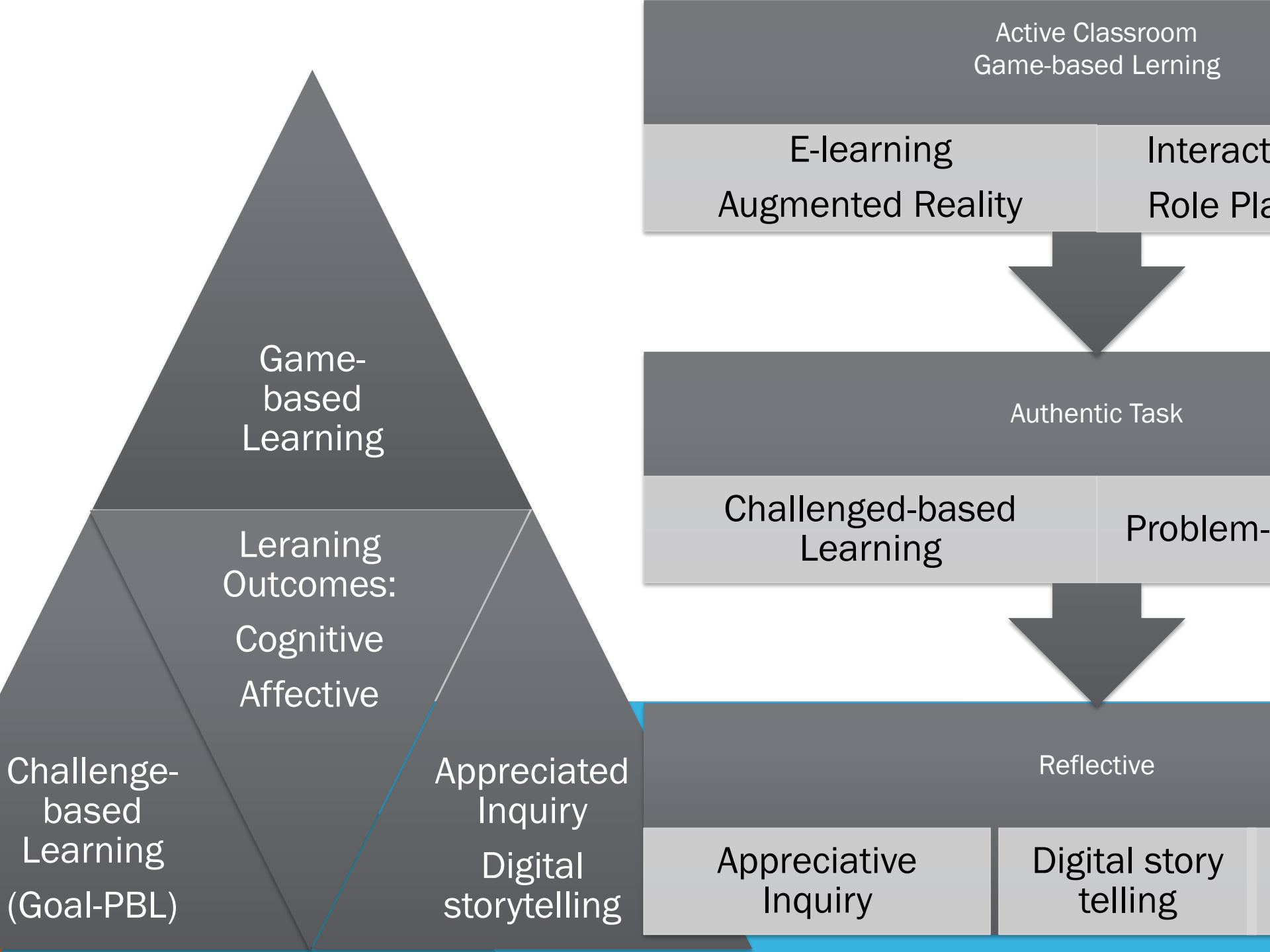
INTERACTIVE MEDIA

In Social science interactive media, it was referred to an ability of computer devices and software especially in a network environment, that encourage an interaction between users at the end of the computer terminals.

GROUND WORK

- make the instruction realistic, relevant, and technically stimulating
- present persuasive messages in a credible manner
- elicit purposeful emotional involvement
- involve the learner in planning, production or delivery of the message
- provide post-instruction discussion or critique opportunities

White-Road Social Awareness Toolkit".


Active Classroom
Game-based Lerning
E-learning
Augmented Reality
Interact
Role Pla
Game-based Learning
Authentic Task
Leraning Outcomes:
Cognitive
Affective
Challenged-based Learning
Problem-
Challenge-based Learning (Goal-PBL)
Appreciated Inquiry
Digital storytelling
Reflective
Appreciative Inquiry
Digital story telling

Game-based Learning

Learning Outcomes:

Cognitive

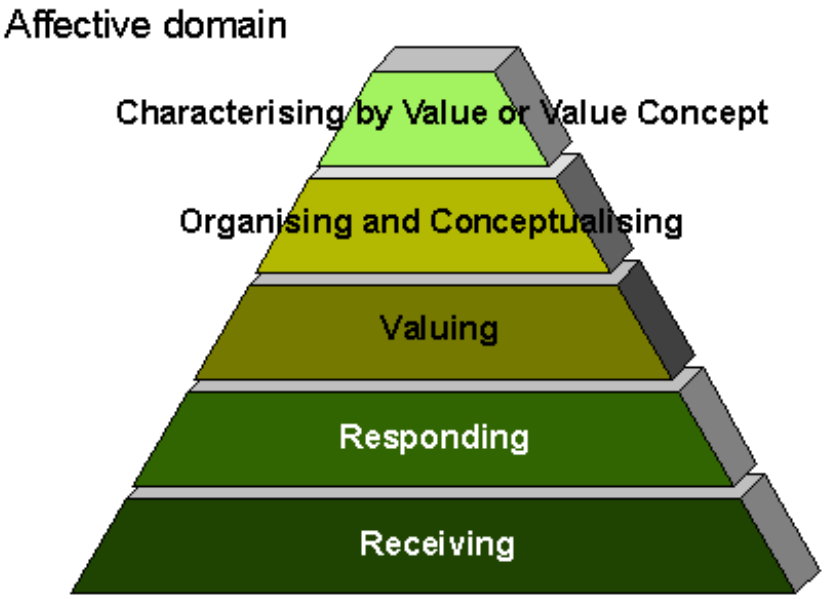
Affective

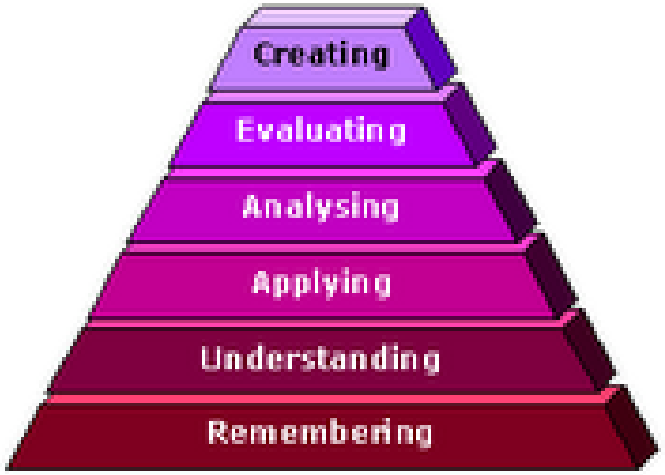
Challenge-based Learning

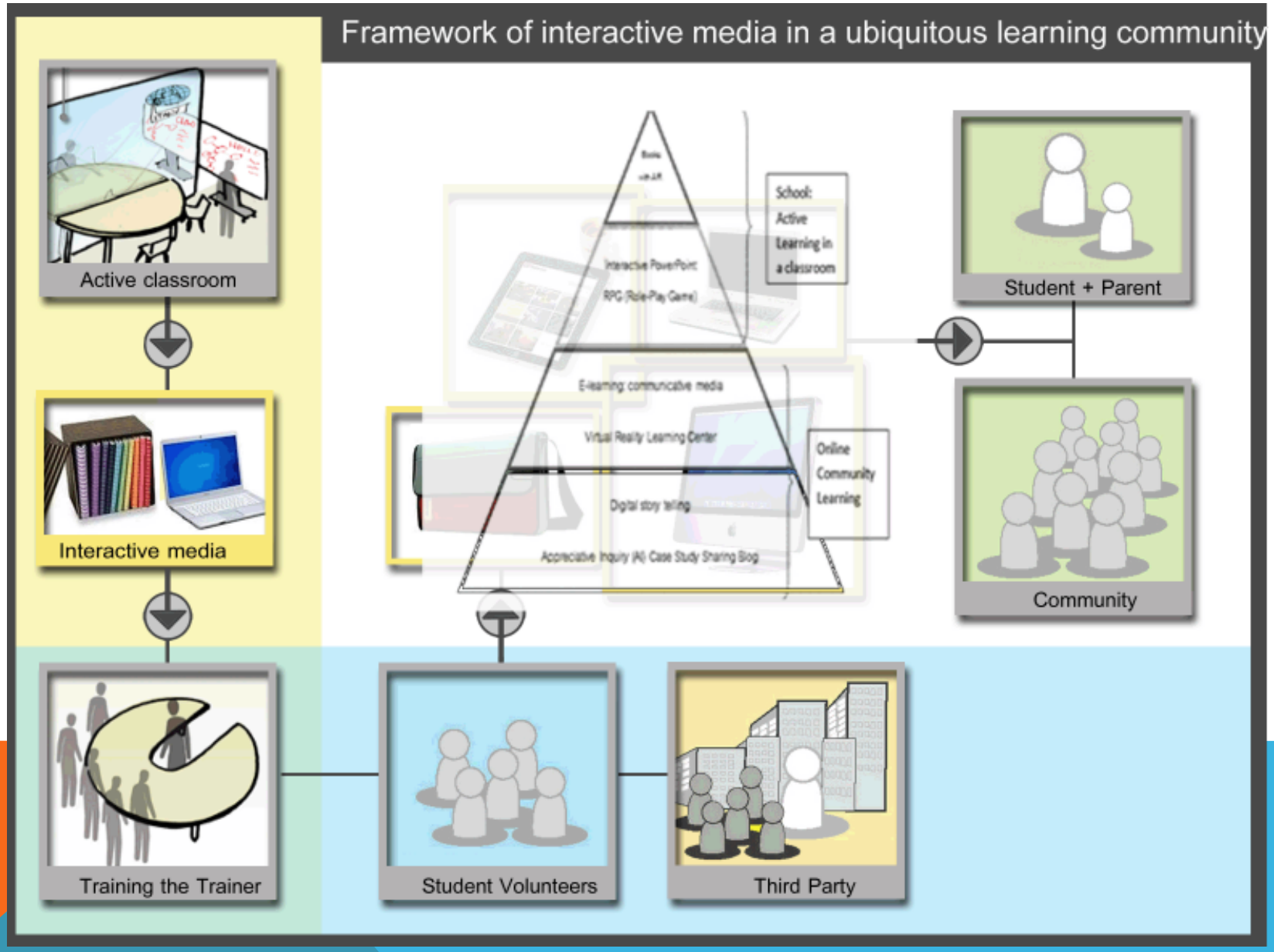
(Goal-PBL)

Appreciated Inquiry

Digital storytelling






Framework of interactive media in a ubiquitous learning community
Active classroom
Interactive media
Training the Trainer
Student Volunteers
Third Party
Student + Parent
Community
School:
Active
Learning in
a classroom
Online
Community
Learning
Interactive PowerPoint
RPG (Role-Play Game)
E-learning communicative media
Virtual Reality Learning Center
Digital story telling
Appreciative Inquiry (AI) Case Study Sharing Blog

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<tr><td>Books with Augmented Reality (AR)</td></tr>
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<tr><td>RPG (Role-Play Game) programming</td></tr>
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DIGITAL STORY TELLING

CLASSROOM INTERACTION WITH TECHNOLOGY

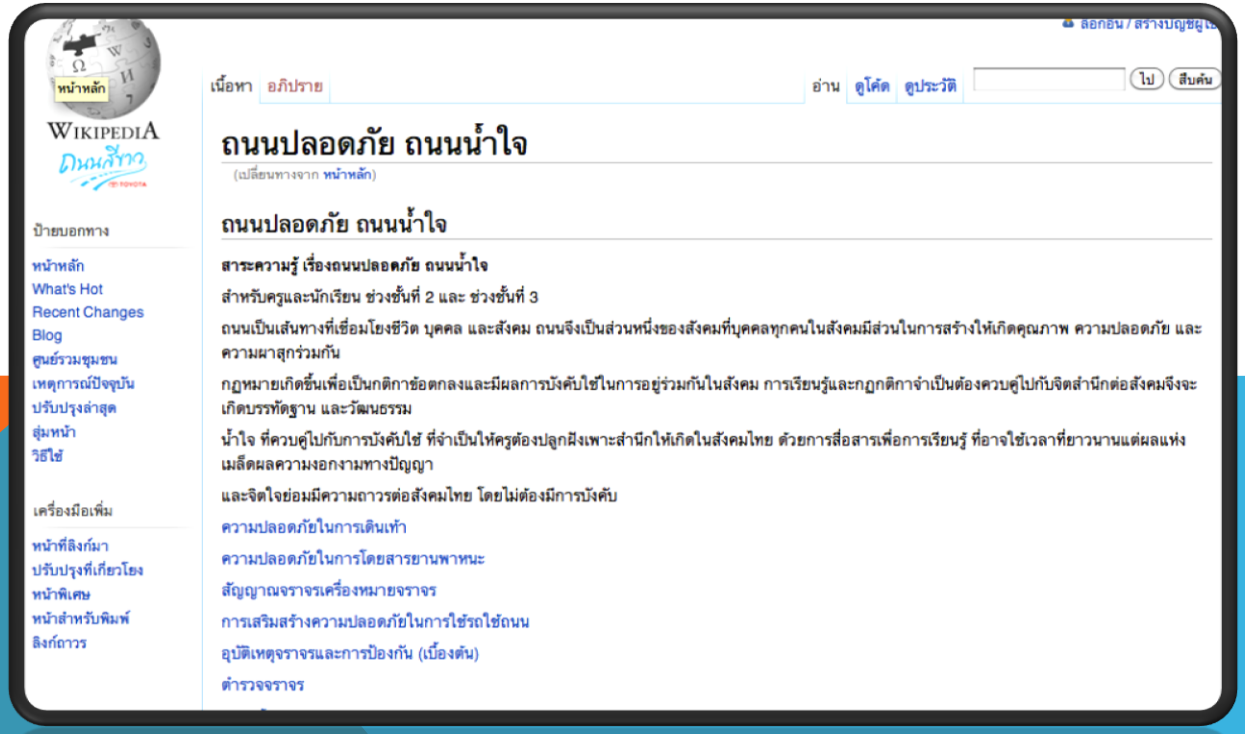
A game-based power-point helped awaking students to be aware of issues that used to be passively explained by teachers.

A “cool” medial that encouraged the interaction of users; while the “hot” one did not leave so much to filled in or completed by the audience.

Interactions with technologies allowed for active user control, an ability of the user to participate in the creation or modification of a medium. Interactive media was not necessary to be mechanistic, yet invited and increased a level of collaboration and interaction (McLuhan ; Margarett (1998).

Knowledge sharing – Teacher network

Wikipedia Road Safety integrated lesson plans encouraged teachers to lead students into a real authentic task and being part of the community problems. All lesson plans and learning media were shared among teacher network members.



ACCELERATE TEACHER TRAINING NETWORK

"An Accelerate Teacher Training Network" in-services and pre-services Teacher Training, known for the most influencing group to the future new Thai generation, were trained throughout the country.

CHALLENGED-BASED & COMMUNITY LEARNING

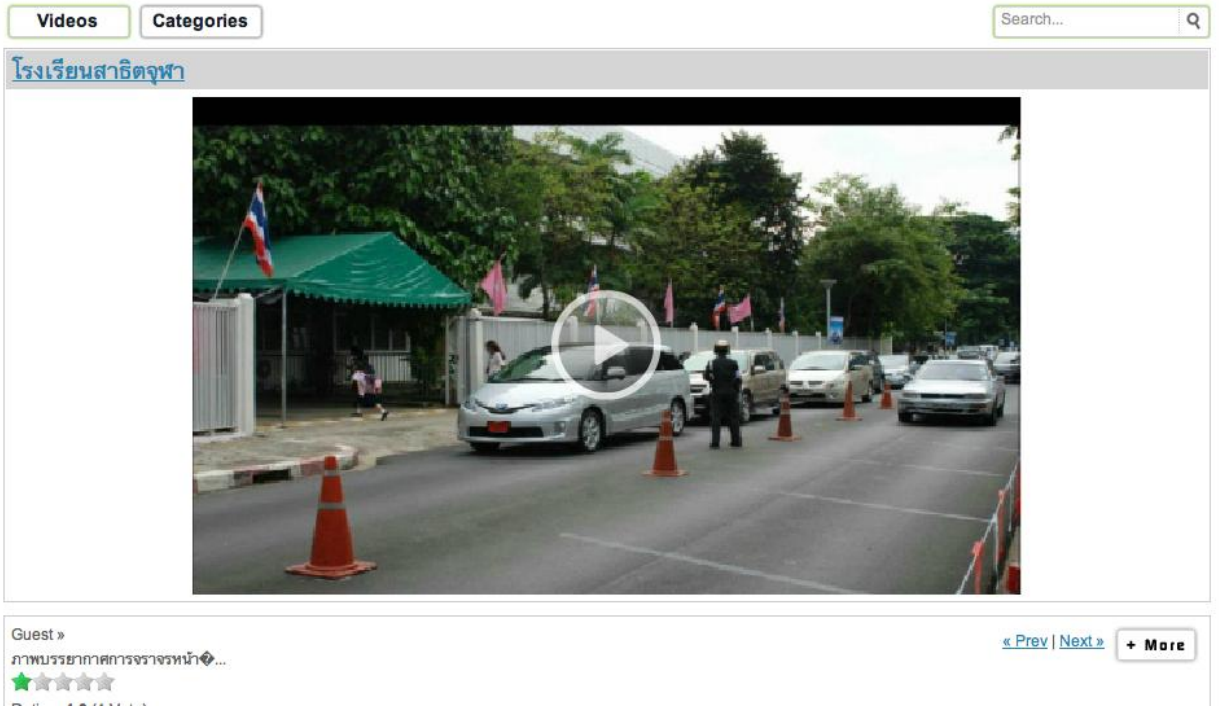
"A Challenged based Learning", teachers implemented their lesson plans, required students to explore their community problems, discussed and found ways to actively involved with the issues.

Involved with their community, students learned with an authentic task, and were trained for a public mind, while teachers being a facilitator and coach.

REFLECTIVE THOUGHT FOR ATTITUDE CHANGE

All the works students did, were digitally collected in a VDO, with a technique of storytelling.

The persuasive videos were more likely to produce attitude change when post-viewing discussions were held (Zimbardo & Leippe 1991)



SOCIAL NETWORK: E-WOM

Communities all could share experiences with a positive regard on an appreciative inquiry blog, digital storytelling or a virtual learning center.

Ubiquitous learning community has been established and connected via a community platform, and simply RSS use of a widely known social network – facebook, that also allowed easy access from all types of computer devices; notebook, tablets, pad or mobile.