



# THE JASPER PROJECT

*Lessons in  
Curriculum, Instruction,  
Assessment, and  
Professional Development*

**THE COGNITION &  
TECHNOLOGY GROUP  
AT VANDERBILT**

# The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development

**Jose P. Mestre**



## **The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development:**

**The Jasper Project** John D. Bransford, 2013-10-11 During the past decade members of the Cognition and Technology Group at Vanderbilt University have worked with hundreds of teachers and thousands of students throughout North America in the context of the Adventures of Jasper Woodbury problem solving series 12 videodisc based adventures plus video based analogs extensions and teaching tips designed to improve the mathematical thinking of students from grades 5 and up and to help them make connections to other disciplines such as science history and social studies The experience of developing the Jasper series testing it in classrooms and re designing it based on feedback provided The Cognition and Technology Group at Vanderbilt with extraordinarily rich opportunities to learn from teachers students parents administrators and other community members This book was written for two reasons First it helped the authors to organize the thoughts and experiences of over 70 members of the Learning Technology Center who worked on the Jasper project and to collaboratively reflect on their experiences and relate them to the broader literature in cognition and instruction Second this book gives others a change to learn from the experiences of the Cognition and Technology Group at Vanderbilt The book is anchored around their experiences with Jasper but the issues explored are relevant to any attempt to improve educational practice This book tells a coherent story that helps readers explore issues of curriculum instruction assessment and teacher learning professional development within a single context Jasper and how all these topics are interrelated It also helps readers see the relevance of research programs for improving educational practice Throughout the need for maintaining a balance of laboratory and classroom research is emphasized

**The Jasper Project** Cognition and Technology Group at Vanderbilt, 1997 Describes the genesis and the rationale for the Jasper series and its importance for curriculum instruction assessment and professional development

**Collaborative Learning, Reasoning, and Technology** Angela M. O'Donnell, Cindy E. Hmelo-Silver, Gijbert Erkens, 2005-09-07 This volume presents research findings on the use of technology to support learning and reasoning in collaborative contexts Featuring a variety of theoretical perspectives ranging from sociocultural to social psychological to information processing views Collaborative Learning Reasoning and Technology includes an international group of authors

**The Design of Instruction and Evaluation** Mitchell Rabinowitz, Fran C. Blumberg, Howard T. Everson, 2004-09-22 This book is about empirically tested knowledge and principles that inform the design of instructional and evaluation systems and the use and promise of media and technology within such systems Historically psychology has informed the design of instructional and evaluation systems in different ways A behavioral perspective emphasizes the role of the environment in determining behavior a factor external to the learner A cognitive perspective focuses on the role of cognitive processing and constraints in determining learning factors that are internal to the learner This volume presents the affordances approach which addresses how the environment and the affordances within it interact with cognitive processes to determine learning Insights into this interaction are presented It is the book s

contention that the affordance approach represents an advancement over the behavioral and cognitive perspectives it is an evolution within the cognitive approach not an alternative to it The Design of Instruction and Evaluation Affordances of Using Media and Technology is intended for education practitioners responsible for the implementation of media and technology in classrooms for researchers and faculty and for use as a text in courses on media and technology use in educational settings instructional design and psychology of learning

**The SAGE Encyclopedia of Educational Technology** J. Michael Spector, 2015-01-29 The SAGE Encyclopedia of Educational Technology examines information on leveraging the power of technology to support teaching and learning While using innovative technology to educate individuals is certainly not a new topic how it is approached adapted and used toward the services of achieving real gains in student performance is extremely pertinent This two volume encyclopedia explores such issues focusing on core topics and issues that will retain relevance in the face of perpetually evolving devices services and specific techniques As technology evolves and becomes even more low cost easy to use and more accessible the education sector will evolve alongside it For instance issues surrounding reasoning behind how one study has shown students retain information better in traditional print formats are a topic explored within the pages of this new encyclopedia Features A collection of 300 350 entries are organized in A to Z fashion in 2 volumes available in a choice of print or electronic formats Entries authored by key figures in the field conclude with cross references and further readings A detailed index the Reader's Guide themes and cross references combine for search and browse in the electronic version This reference encyclopedia is a reliable and precise source on educational technology and a must have reference for all academic libraries

*Handbook of Educational Psychology* Patricia A. Alexander, PHILIP H WINNE, 2012-11-12 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology

[The Knowledge Economy and Postsecondary Education](#) National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on the Impact of the Changing Economy on the Education System, 2002-04-11 The Workshop on the Knowledge Economy and Postsecondary Education documents changes seen in the postsecondary education system In her

report Lisa Hudson focuses on who is participating in postsecondary education Tom Bailey concentrates on community colleges as the most responsive institutions to employer needs Carol Twigg surveys the ways that four year institutions are attempting to modify their curricular offerings and pedagogy to adapt those that will be more useful and Brian Pusser emphasizes the public's broader interests in higher education and challenges the acceptance of the primacy of job preparation for the individual and of market metaphors as an appropriate descriptor of American higher education An example of a for profit company providing necessary instruction for workers is also examined Richard Murnane Nancy Sharkey and Frank Levy investigate the experience of Cisco high school and community college students need to testify to their information technology skills to earn certificates Finally John Bransford Nancy Vye and Helen Bateman address the ways learning occurs and how these can be encouraged particularly in cyberspace

Redesigning Special Education Teacher Preparation Jennifer L. Goeke, Katherine J. Mitchem, Kalie R. Kossar, 2017-08-22 Redesigning Special Education Teacher Preparation describes both challenges and possible solutions to redesigning and restructuring high incidence teacher preparation programs so graduates will meet the Highly Qualified Teacher requirements and be prepared to teach students with high incidence disabilities This powerful new text discusses many possible reforms including field based teacher preparation a focus on evidence based core practices and teacher moves collaboration with K 12 school based partners as teacher educators interdisciplinary collaboration across university faculty and a grounding in current expectations for high stakes accountability and program evaluation

**Self-Regulated Learning in Technology Enhanced Learning Environments** Roberto Carneiro, Paul Lefrere, Karl Steffens, Jean Underwood, 2012-01-01 Self regulated learning SRL subsumes key aspects of the learning process such as cognitive strategies metacognition and motivation in one coherent construct Central to this construct are the autonomy and responsibility of students to take charge of their own learning Skills for self regulation can be encouraged both directly and indirectly through a range of learning activities In this book we look specifically at the ways in which technology enhanced learning environments TELEs have been used to support self regulation The book provides an overview of recent studies on SRL in TELEs in Europe a perspective which is new and has not been articulated hitherto It addresses conceptual and methodological questions as well as practices in technology enhanced learning While the focus is on European studies we are aware that much of the groundwork in the field of SRL has emanated from the United States The book is divided into three parts A Foundations of SRL in TELEs B Empirical studies on SRL in TELEs and C SRL in TELEs perspectives on future developments The book presents a rich resource of information for researchers and educators at all levels who are interested in supporting the acquisition of SRL through TELEs

Competence Oriented Teacher Training, 2006-01-01 Internationally leading experts from four continents provide new views and pathways to teacher education and training How can teachers be effectively and efficiently trained to master the complexity and the process conditions of teaching learning situations The chapters as a whole demonstrate that

subtle knowledge of the conditions and variables of instructional processes is necessary. They provide new insight into the classroom. But the chapters also stress the necessity of reflection. Teachers have to learn how to judge and justify that knowledge and its use. Reflective behaviour thus seems as the overall goal of teacher education and training. The authors are aware that this goal might be classified as idealistic and present therefore complex examples for successful conducting instructional processes. They open the view on hidden or neglected dimensions of teaching and learning, discuss standards for teacher behaviour, present critical situations together with possible solutions and give hints for the use of technology. Together these chapters present new perspectives for successful teacher actions and the corresponding preparation for successful instruction.

*Transfer of Learning from a Modern Multidisciplinary Perspective* Jose P. Mestre, 2006-07-01. The chapters contained in the book present a new and exciting set of conceptual tools that will not only allow us to think about transfer in more productive ways but will also enable the development of educational and measurement tools that will greatly facilitate our ability to educate the children in our schools. This volume is eclectic in bringing together researchers from psychology and science education, especially physics, who would not normally present their ideas under the same forum to share their views and perspectives on transfer. What we believe has emerged is a fresh look at transfer issues from a multidisciplinary perspective.

*Making Sense of Word Problems* Eric de Corte, Brian Greer, Lieven Verschaffel, 2000-01-01. Word problems have been a staple of mathematics instruction for centuries yet the rationale for their use has remained largely unexamined. A range of findings have shown how students consistently answer them in ways that fail to take account of the reality of the situations described. This monograph reports on studies carried out to investigate this suspension of sense making in answering word problems. In Part One a wide range of examples documenting the strength of the phenomenon is reviewed. Initial surprise at the findings was replaced by a conviction that the explanation lies in the culture of the mathematics classroom, specifically the rules implicitly governing the nature and interpretation of the word problem genre. This theoretical shift is reflected in Part Two. A detailed analysis of the way in which word problems are currently taught in typical mathematical classrooms is followed by reviews of design experiments illustrating how by immersing students in a fundamentally changed learning environment they can acquire what the authors consider to be more appropriate conceptions about and strategies for doing word problems. Part Three turns to a wider discussion of theoretical issues, a further analysis of the features of the educational system considered responsible for outcomes detrimental to many students' understanding and conception of mathematics and suggestions for rethinking the role of word problems within the curriculum.

*Learner-Centered Theory and Practice in Distance Education* Thomas M. Duffy, Jamie R. Kirkley, 2003-12-08. *Learner-Centered Theory and Practice in Distance Education* Cases From Higher Education brings the voice of the learning sciences to the study and design of distance learning. The contributors examine critical issues in the design of theoretically and pedagogically based distance education programs. Eight distance education programs are described in enough detail to

allow readers with different interests to understand the pedagogical approaches and the implications of implementing those approaches. Issues of theory, pedagogy, design, assessment, communities of practice, collaboration, and faculty development are discussed. Each section of the book includes a primary chapter written by an author or authors involved with a distance education program that reflects learner-centered principles, a formal reaction to the chapter by a specialist from the learning sciences, educational evaluation, and policy administration, or the corporate sector with expertise in issues of distance learning, and an edited transcript of the authors' discussion of the primary chapter held at a symposium at the Asilomar Conference Center. A final summing up section offers two perspectives from leading scholars outside the fields of instructional design, evaluation, and the learning sciences on the approaches and thinking reflected in the rest of the book. This book is essential for researchers as well as all those engaged in delivering, supporting, or administering distance education programs at the post-secondary level. The descriptions, strategies, and principles will inform the design of continuing education as well as degree-based education and corporate education and training and distance education programs for adults.

Designs for Learning Environments of the Future Michael Jacobson, Peter Reimann, 2010-03-10 Few things are as certain as societal changes and the pressing need for educators to prepare students with the knowledge and ways of thinking necessary for the challenges in a changing world. In the forward-thinking pages of *Designs for Learning Environments of the Future*, international teams of researchers present emerging developments and findings in learning sciences and technologies at the infrastructure, curricular, and classroom levels. Focusing on ideas about designing innovative environments for learning in areas such as biology, engineering, genetics, mathematics, and computer science, the book surveys a range of learning technologies being explored around the world, a spectrum as diverse as digital media, computer modeling, and 3D virtual worlds, and addresses challenges arising from their design and use. The editors' holistic perspective frames these innovations as not only discrete technologies but as flexible learning environments that foster student engagement, participation, and collaboration. Contributors describe possibilities for teaching and learning in these and other cutting-edge areas: Working with hypermodels and model-based reasoning; Using visual representations in teaching abstract concepts; Designing strategies for learning in virtual worlds; Supporting net-based collaborative teams; Integrating innovative learning technologies into schools; Developing personal learning communities. *Designs for Learning Environments of the Future* will enhance the work of a wide range of professionals, including researchers and graduate students in the learning and cognitive sciences and educators in the physical and social sciences.

*Cscl 2* Timothy Koschmann, Rogers P. Hall, Naomi Miyake, 2013-05-13 *CSCL 2: Carrying Forward the Conversation* is a thorough and up-to-date survey of recent developments in Computer-Supported Collaborative Learning, one of the fastest-growing areas of research in the learning sciences. A follow-up to *CSCL: Theory and Practice of an Emerging Paradigm* (1996), this volume both documents how the field has grown and fosters a meaningful discussion of how the research program might be advanced in substantive ways. Recognizing the long

standing traditions of CSCL work in Europe and Japan the editors sought to broaden and expand the conversation both geographically and topically The 45 participating authors represent a range of disciplinary backgrounds including anthropology communication studies computer science education psychology and philosophy and offer international perspectives on the field For each chapter the goal was not only to show how it connects to past and future work in CSCL but also how it contributes to the interests of other research communities Toward this end the volume features a conversational structure consisting of target chapters invited commentaries and author responses The commentaries on each chapter were solicited from a diverse collection of writers including prominent scholars in anthropology of education social studies of science CSCW argumentation activity theory language and social interaction ecological psychology and other areas The volume is divided into three sections Part I explores four case studies of technology transfer involving CSILE one of the most prominent CSCL projects Part II focuses on empirical studies of learning in collaborative settings Part III describes novel CSCL technologies and the theories underlying their design Historically there has been a certain amount of controversy as to what the second C in CSCL should represent The conventional meaning is collaborative but there are many C words that can be seen as relevant With the publication of this volume conversational might be added to the list and in this spirit the book might be viewed as an invitation to join a conversation in progress and to carry it forward

**International Handbook of Information Technology in Primary and Secondary Education** Joke Voogt, Gerald Knezek, 2008-08-26 Since the introduction of the computer into education in the 1960 s its potential for K 12 education has been widely recognized The terminology used at times confusing due to rapid technology change has continuously evolved We are in transition to an information society and the term computer technology has been replaced by information technology IT or information and communication technology ICT New demands from the information society require education to focus on information management and communication skills for which IT can be an essential resource IT offers promising environments and tools to support new approaches to teaching and learning Despite major investments the implementation of IT in education has been a persistent problem And although it is generally assumed that IT has high potential for improving education major research findings have only recently confirmed positive results of IT on students performance While there is a vast amount of research on information technology IT in K 12 education most of it is scattered Until now a unified presentation of the research from a broad international perspective has not been accomplished As a ground breaking publication the two volume International Handbook on Information Technology full title synthesizes the major issues and directions of research in the field One major focus of the Handbook is the design and potential of IT based student learning environments Offering the latest research in IT and the learning process distance learning and emerging technologies for education these chapters address the critical issue of the potential for IT to improve K 12 education A second important theme deals with the implementation of IT in educational practice In these chapters barriers and opportunities for IT implementation are studied



from several perspectives the teacher the curriculum the school organization and educational policy Curriculum competencies and attitudes teacher learning schools and international and regional programs and policies are examined to improve understanding how the implementation of IT in K 12 educational practice can be supported Additional topics addressed in the Handbook include the role of education in the information society threats to equity in education and as well various approaches to research in IT in education The International Handbook on Information Technology in Primary and Secondary Education provides researchers policy makers and practitioners with an integrated and detailed overview of this complex field making it an essential reference for all libraries and educators

**Thinking With Data** Marsha C. Lovett, Priti Shah, 2012-08-21 The chapters in Thinking With Data are based on presentations given at the 33rd Carnegie Symposium on Cognition The Symposium was motivated by the confluence of three emerging trends 1 the increasing need for people to think effectively with data at work at school and in everyday life 2 the expanding technologies available to support people as they think with data and 3 the growing scientific interest in understanding how people think with data What is thinking with data It is the set of cognitive processes used to identify integrate and communicate the information present in complex numerical categorical and graphical data This book offers a multidisciplinary presentation of recent research on the topic Contributors represent a variety of disciplines cognitive and developmental psychology math science and statistics education and decision science The methods applied in various chapters similarly reflect a scientific diversity including qualitative and quantitative analysis experimentation and classroom observation computational modeling and neuroimaging Throughout the book research results are presented in a way that connects with both learning theory and instructional application The book is organized in three sections Part I focuses on the concepts of uncertainty and variation and on how people understand these ideas in a variety of contexts Part II focuses on how people work with data to understand its structure and draw conclusions from data either in terms of formal statistical analyses or informal assessments of evidence Part III focuses on how people learn from data and how they use data to make decisions in daily and professional life

**How People Learn** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, 2000-09-11 First released in the Spring of 1999 How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice now making a real connection between classroom activities and learning behavior This edition includes far reaching suggestions for research that could increase the impact that classroom teaching has on actual learning Like the original edition this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions When do infants begin to learn How do experts learn and how is this different from non experts What can teachers and schools do with curricula classroom settings and teaching methods to help children learn most effectively New evidence from many branches

of science has significantly added to our understanding of what it means to know from the neural processes that occur during learning to the influence of culture on what people see and absorb How People Learn examines these findings and their implications for what we teach how we teach it and how we assess what our children learn The book uses exemplary teaching to illustrate how approaches based on what we now know result in in depth learning This new knowledge calls into question concepts and practices firmly entrenched in our current education system Topics include How learning actually changes the physical structure of the brain How existing knowledge affects what people notice and how they learn What the thought processes of experts tell us about how to teach The amazing learning potential of infants The relationship of classroom learning and everyday settings of community and workplace Learning needs and opportunities for teachers A realistic look at the role of technology in education

**The Learning Potential of the Workplace** ,2008-01-01 In our research programme The Learning Potential of the Workplace we set the task to analyse describe and explain the conditions of the workplace as a tool for learning Learning potential is for some experts an individual asset others see the learning potential in the external conditions in work and work processes again others see it in the reflection on action by peers colleagues and experts Some results are disappointing when the belief is that workplace learning might be the panacea for all life long learning problems some results are hopeful for those who belief that the workplace is one of the potential places where people can learn specific competencies The selection of chapters in this volume represent different opinions visions and methodology to study workplace learning and the effects The focus is on vocational education and human resource development so workplace learning as a means to socialize youngsters in work organisations on their way to professionals and workplace learning as means to work to innovate to do maintenance work and to create knowledge

*International Handbook of the Learning Sciences* Frank Fischer,Cindy E. Hmelo-Silver,Susan R. Goldman,Peter Reimann,2018-04-19 The International Handbook of the Learning Sciences is a comprehensive collection of international perspectives on this interdisciplinary field In more than 50 chapters leading experts synthesize past current and emerging theoretical and empirical directions for learning sciences research The three sections of the handbook capture respectively foundational contributions from multiple disciplines and the ways in which the learning sciences has fashioned these into its own brand of use oriented theory design and evidence learning sciences approaches to designing researching and evaluating learning broadly construed and the methodological diversity of learning sciences research assessment and analytic approaches This pioneering collection is the definitive volume of international learning sciences scholarship and an essential text for scholars in this area

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## **Table of Contents The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development**

1. Understanding the eBook The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - The Rise of Digital Reading The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Advantages of eBooks Over Traditional Books
2. Identifying The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - User-Friendly Interface
4. Exploring eBook Recommendations from The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Personalized Recommendations
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development User Reviews and Ratings

## **The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development**

---

- The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development and Bestseller Lists
- 5. Accessing The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development Free and Paid eBooks
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development Public Domain eBooks
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development eBook Subscription Services
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development Budget-Friendly Options
- 6. Navigating The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development eBook Formats
  - ePub, PDF, MOBI, and More
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development Compatibility with Devices
  - The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Highlighting and Note-Taking The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Interactive Elements The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
- 8. Staying Engaged with The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
- 9. Balancing eBooks and Physical Books The Jasper Project Lessons In Curriculum Instruction Assessment And

### Professional Development

- Benefits of a Digital Library
- Creating a Diverse Reading Collection The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development

### 10. Overcoming Reading Challenges

- Dealing with Digital Eye Strain
- Minimizing Distractions
- Managing Screen Time

### 11. Cultivating a Reading Routine The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development

- Setting Reading Goals The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
- Carving Out Dedicated Reading Time

### 12. Sourcing Reliable Information of The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development

- Fact-Checking eBook Content of The Jasper Project Lessons In Curriculum Instruction Assessment And Professional Development
- Distinguishing Credible Sources

### 13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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