Concept Construxions®: Moving Between Digital and Physical Use

It is the movement between asynchronous, short-form, follow-up, instigative types of communications and synchronous, long-form, detail-rich, complex types of discourse that Concept Construxions seeks to support. In addition, e-integrations with various video, audio, text, image, data, music and sound effects applications offer users an opportunity to reflect on and process these rich interactions. These multimedia & multimodal representations of understandings and idea configurations will serve to fuel next steps for learners and collaborators.

- At home, learners can complete assignments using teacher-selected Concept Cards
- On the bus, train, ferry, plane or subway line, learners process conversations and activities of the day
- Students and professionals work individually or in pairs to create rich instantiations of their conceptual understandings
- Video, audio, text, images, data, music, sound effects—all integrated to enhance and deepen understanding and represent unique configurations of ideas
- Teachers and learners Tweet a combination of digital Concept Cards to instigate discussion
- Teachers, learners and professionals post Concept Cards and accompanying text, audio, images, and video to support more academic and professional communications
- Teachers and learners contextualize concepts by capturing real-time information and observations with technological devices to upload for later use with Concept Construxions e-integrations
- As translation technology affords, the multilingual capacity of Concept Construxions will allow future learners to share ideas and make meaning across cultures and continents
- To Expand the Notion of a “Learning Environment”
  - On iPads®, Tablets, Smart Phones and Laptops
  - On Social Networks
  - For Data Collection and Observation
  - Across Cultures and Continents

Flexible Digital Use

As Classroom Labels and Signage
- Teachers associate concepts and symbols with other classroom artifacts and learning tools
- Students add labels to science equipment or projected images

On Walls and Boards
- Students and teachers create displays
- Students revise and critique others’ reasoning

On Tables and Desks
- Students use one or more Concept Cards to anchor their ideas while writing
- Small groups hold discussions using a few Concept Cards as guidance

Outdoors
- Students reflect after a game, outdoor activity, or scientific field work
- Teachers formatively assess students easily in an alternative setting

In the Community
- Groups convene to build knowledge and share ideas at museum exhibits, in auditoriums, on theater stages & athletic courts, and in community centers

Flexible Physical Use