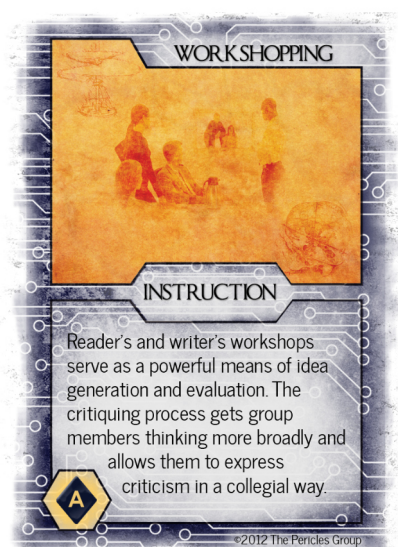


STANDARD RULES

1. Deal seven (7) CARDS to each player. The player to the dealer's left goes first.
2. The first player chooses a controversy from the included CARD labeled "Controversies", and a CARD from his or her hand, and announces the controversy chosen as he or she lays down the CARD.
3. The player to his or her left may take up the challenge or pass.
4. If the second player has passed, the third player MUST take up the challenge.
5. A player takes up a challenge by playing a CARD and beginning a one minute speech in favor of his or her chosen CARD.
6. The first player then makes a one minute speech in favor of his or her chosen CARD.
7. The player who is not involved in the challenge serves as the iudex. Both CARDS are awarded to the player chosen by the iudex as the winner.
8. CARDS awarded are placed in front of the player to be counted at the end of the CARD-tamen™.
9. The turn passes to the left, and play continues until one player is out of CARDS.
10. The winner of CARD-tamen™ is the player with the most CARDS in front of him or her.

Controversies: (d20)

1. More significant to educational psychology
2. More important in creating educational pedagogy
3. More important to public policy
4. More important to schools
5. More important to communities
6. More important for assessment
7. Greater potential for controversy
8. More likely to motivate
9. Greater potential for influencing literacy instruction
10. More helpful in the development of education law
11. More difficult to address in a classroom setting
12. More appreciated by parents
13. More appreciated by teachers
14. More appreciated by students
15. More appreciated by administrators
16. Greater potential to influence teacher education
17. Greater potential for differentiation
18. Greater potential for learning
19. Greater potential to influence STEM education
20. More deserving of financial and other resources



THREADED DISCUSSION



INSTRUCTION

Threaded discussions take place in online forums and act as a virtual space for students to read, write, and collaborate. They can respond to one another in real time or delayed time and utilize the internet to inform their writing.

2

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SOCIAL LEARNING



THEORY

Vygotsky advocated for the power of social learning, describing how children required facilitation from more experienced individuals to internalize concepts, patterns, language, and behaviors.

2

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WIKIS



TECHNOLOGY

Wikis are websites that allow the creation and editing of content by multiple collaborators. Though they can serve multiple purposes, academic wikis afford students the opportunity to conduct research and write online.

2

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TECHNICAL SUPPORT



CHALLENGE

Technical support is an essential component of technology implementation. Without it, minor technical complications can cause frustration, confound instructional plans, and slow the learning process.

3

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SMALL GROUP WORK



INSTRUCTION

Small groups foster learning via social collaboration, an idea heavily supported by the learning theories of Vygotsky and others. In groups, students are able to utilize one another's strengths to learn more and in greater detail.

3

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SITUATED LEARNING



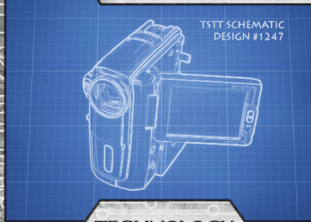
THEORY

Situated learning states that learning occurs in context as a result of doing, not just thinking. In other words, the world is not in your head, your head is in the world.

3

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VIDEO RECORDERS



TECHNOLOGY

Video cameras and other digital recorders serve as excellent tools for both self-assessment and student-led projects. These projects usually require video production that allows students to master several skills at once.

3

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POLICY CONSTRAINTS



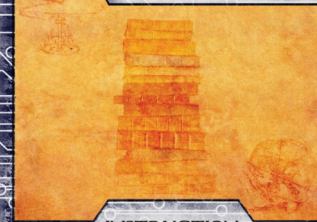
CHALLENGE

Unfortunately, pedagogical desires do not always align with school policies. Some teachers, for example, wish to use cellular phones as teaching tools, but many schools strictly forbid them due to the potential for misuse.

4

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SELF-STUDY



INSTRUCTION

Intrinsic motivation to learn inspires the process of self-study in which students take the time to read, write, and reflect on their own. This process usually focuses on a topic of interest, but could be intended to gain a work skill.

4

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SCHEMA THEORY



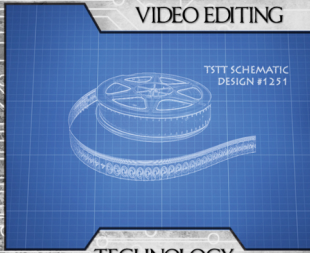
THEORY

Building from Piaget's definition, schemata explain how children learn and make sense of the world. These mental models, scripts, and exemplars act as frameworks for all that is learned and understood.



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VIDEO EDITING



TECHNOLOGY

Video editing software permits students to review work, assess success at film production tasks, and incorporate external artistic skills to expand multimedia communication beyond the 5-paragraph essay.



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LIABILITY



CHALLENGE

Schools and school districts are subject to a number of liability issues with regard to student safety, behavior, or other conditions. It is important to consider liability risks before implementing new or altered pedagogy.



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REFLECTIVE JOURNALING



INSTRUCTION

By providing students with time to write in a reflective journal, instructors facilitate metacognition. Journaling their thoughts allows students to think about earlier ideas and work, assessing themselves in the process.



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ROTE MEMORIZATION



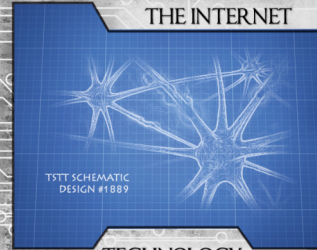
THEORY

Rote methods are usually used to generate foundational knowledge about a given topic. Most often associated with memorization, they eschew deep understanding, instead emphasizing formulas, words, or numbers.



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THE INTERNET



TECHNOLOGY

The Internet is a broad system of interconnected networks that bring together billions of people across the globe. It has enabled rapid communication, peer collaboration, and near-instantaneous access to an array of information.



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LANGUAGE LEARNING



CHALLENGE

Language has far reaching influences, including thinking, culture, and identity. Educators must be aware that learning a language can have major impacts on both a student's academic success and personal life.



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PROJECTS



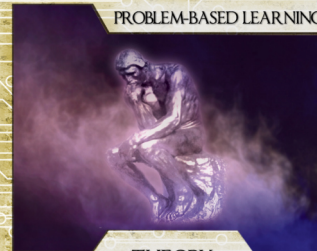
INSTRUCTION

Projects permit students to publicly share what they have learned with their peers. Most projects rely on student research and construction, which emphasizes the relationship between inquiry-based learning and projectwork.



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PROBLEM-BASED LEARNING



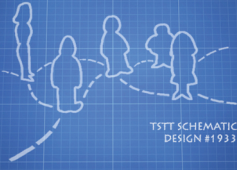
THEORY

Problem-based learning presents students with complex, multi-faceted authentic problems that are both engaging and applicable.



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SOCIAL NETWORKS



TECHNOLOGY

Social networks, having rapidly expanded between 2003 and 2008, quickly became both recreational and professional hubs for peer collaboration, thought provocation, and community development.



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LACK OF INTEREST



CHALLENGE

The most difficult classroom management issues often arise out of lack of student interest in school. Increasing engagement typically facilitates a more positive classroom environment and dramatically increases learning.



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JIGSAW



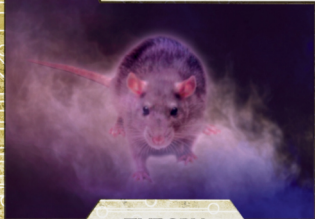
INSTRUCTION

Students, divided into groups of four to six, are given subtopics that they research and describe to one another. This promotes the development of experts that are able to share their learning and work in cohesive groups.



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OPERANT CONDITIONING



THEORY

Operant conditioning modifies behavior through the control of reinforcers (rewards and punishments). Classical conditioning only deals with the antecedents of behavior, not the consequences.



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SMART TECH



TECHNOLOGY

Smart technologies include smartphones, tablet computers, and laptops. They are especially useful in academic environments due to their numerous applications, high mobility, and relatively low cost.



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INEQUITY



CHALLENGE

Social and economic equity is constantly in flux, and educators must be aware of their influence on and subjection to both. In districts with wide inequity, there are often substantial differences in services offered.



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HOME SCHOOLING



INSTRUCTION

Home schooling is a form of instruction in which the student is educated at home by either a parent or tutor. It is a legal alternative for parents who wish to educate their children outside of a public or private school setting.



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DISCOVERY LEARNING



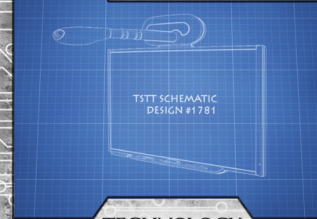
THEORY

Discovery learning is a form of inquiry-based pedagogy supported by Dewey's educational theories. Learners draw on their experiences and prior knowledge to learn by systematically manipulating the environment.



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PROJECTION DEVICES



TECHNOLOGY

Interactive whiteboards, video projectors, and overhead projectors represent a continually evolving subset of classroom technology. Though they are often used alongside direct instruction, they can be used to scaffold group activities.



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HIGH STAKES TESTING



CHALLENGE

High stakes testing can be both time consuming and stressful. Not only is it used as a single source of assessment for content area knowledge, but it has become a mechanism to gauge school quality and funding.

9

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GROUP PRESENTATIONS



INSTRUCTION

Group presentations are often seen as more effective than those conducted by a single person. Through collaboration, work is delegated such that each member's strengths can be best utilized in the final performance.

9

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CONSTRUCTIONISM



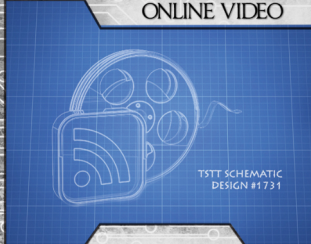
THEORY

Inspired by the idea that students use mental models to make sense of the world, constructionism suggests that learning occurs only when learners utilize tangible objects to think, build, and form new ideas.

9

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ONLINE VIDEO



TECHNOLOGY

Online video allows individuals to share a variety of events with one another, ranging from academic lectures to their pets' antics. Applied academically, this technology provides students the chance to review and publish their work.

9

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DISABILITIES



CHALLENGE

Disabilities can require additional tiers of differentiation for students who cannot access material in the same way as their peers. This forces educators to think creatively about how they can and should present content.

10

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GROUP DISCUSSION



INSTRUCTION

Large group discussion permits students to share ideas and receive feedback from a large audience. While this is not ideal for maximum oral participation, it allows all learners to hear and evaluate the vocalized ideas of others.

10

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COMMUNITIES OF LEARNING



THEORY

Learning communities are formed by individuals who share common learning goals. Group membership affords a variety of learning opportunities as members collaboratively teach and learn from their peers.

10

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CELLULAR PHONES



TECHNOLOGY

Whether seen as a nuisance or aid in the classroom, cell phones undoubtedly provide a number of affordances for communication, peer interaction, and applications that potentially have the power to enhance student learning.

10

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DIFFERENTIATION



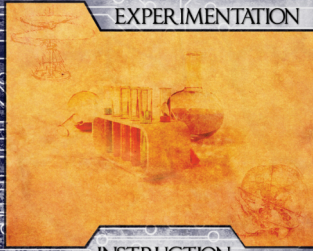
CHALLENGE

One of the most simultaneously challenging and useful tools in education is differentiation. Skilled educators are able to individualize the standardized content across multiple skill levels.

10

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EXPERIMENTATION



INSTRUCTION

Open-ended experiments, like those conducted in inquiry-based learning allow students to explore, research, and draw conclusions free from the parameters of direct instruction. This technique is especially useful in the sciences.



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COGNITIVE APPRENTICESHIP



THEORY

Cognitive apprenticeship refers to co-labor between a relative novice and a more knowledgeable other. The context must be authentic for both and require problem-solving and thinking in addition to skills and behaviors.



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BLOGS



TECHNOLOGY

Web logs, or "blogs," are online spaces in which individuals can keep a written record of events, thoughts, ideas, or other information. Teachers often employ them as a way for students to discuss class content.



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COMMUNITY OPPOSITION



CHALLENGE

All policy and tool implementations come with a degree of backlash, particularly in school districts. It can be difficult to overcome strong community opposition when there is pressure to maintain the status quo.



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ANCHORED INSTRUCTION



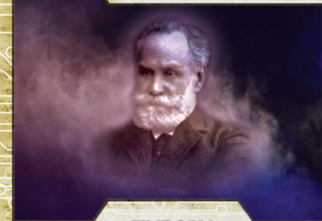
INSTRUCTION

Anchored instruction attempts to actively engage students by situating (or anchoring) instruction around a compelling topic. This can include the use of stories, simulations, or adventures that focus on a problem of interest.



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CLASSICAL CONDITIONING



THEORY

Classical conditioning was first demonstrated in an experiment by Ivan Pavlov in 1927. By associating neutral and unconditioned stimuli, it is possible to modify an individual's response behavior to the neutral stimulus.



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ASSISTIVE TOOLS



TECHNOLOGY

Assistive technologies encompass a wide array of tools, including those for individuals facing physical, psychological, or other challenges. While they may have specific purposes, like hearing aids, most are broadly useful, like closed captioning.



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LIMITED RESOURCES



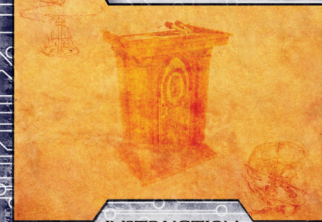
CHALLENGE

Time, money, and other resource limitations play a role in the successful implementation of new pedagogy. Cost (in dollars or other resources) can be one of the biggest determinants of whether or not new tools can be employed.



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DIRECT INSTRUCTION



INSTRUCTION

Direct instruction is a "stand and deliver" pedagogical model in which the instructor teaches through describing and explaining concepts to students. This is commonly seen as the most efficient form of instruction.



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<div><div>CASE-BASED LEARNING</div><div></div><div>THEORY</div><div><p>Case-based learning includes student-centered activities that engage learners in discussion about specific, real-world topics. The pedagogical value of such situations is derived from emphasis on prior successes and errors.</p></div><div></div><div>©2012 The Pericles Group</div></div>	<div><div>VIDEO GAMES</div><div></div><div>TECHNOLOGY</div><div><p>While video games are most often associated with recreation, their connection to interactive fiction provides them with powerful educational affordances. Immersion comes from having students play the curriculum.</p></div><div></div><div>©2012 The Pericles Group</div></div>	