**HARNESSING IMAGES, TEXT & SOUND FOR EDUCATION**

**IN THE CONTEXT OF CULTURE, MULTIMEDIA, TECHNOLOGY & COGNITION**

**Hits for Education - CMTC**

**(based on SSHRC-ITST Grant program sponsorship of 2 conferences 2009, 2011**

**Titles and Authors of Presentations for book**

**Annabel Cohen et al. (co-editors to be determined) assisted by Denise Beaton**

**Tentative organization**

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 ***(Authors in bold are UPEI Faculty)***

**Introduction: HITS for Education- CMTC**

**What works in practice**

I’m not really a Luddite, I’d just prefer you play attention

**Tim Goddard. Faculty of Education. UPEI.**

PhotoCLUB: Designing a virtual community using digital photography to empower marginalized youth.

Alisha Ali. Applied Psychology, New York University Steinhardt School of Culture, Education, and Human Development

Using multimedia technology to teach North Indian vocal music. Utpola Borah. AIRS; Affiliated with Ohio State University.

The application of film mixing to interactive media design.

John Born. University of New Brunswick, Instructional Technology Specialist, Center for Enhanced Teaching and Learning.

But where are the resources?

Carol Casswell and Norman Yakel. University of Regina & ARTSask

A multimedia installation for encouraging learners’ self-reflexivity.

Rory Crath, Chris Trevelyan & Adrienne Chambon. Social Work, University of Toronto

Harnessing YouTube as an in-class educational aid.

**Benet Davetian. Department of Sociology and Anthropology, University of Prince Edward Island.**

The use of *clickers* in the classroom: Teaching innovation or merely an amusing novelty?

Michael Lantz. Psychology, Kent State University

Using on-line tools to drive group development projects.

**David LeBlanc. Computer Science, University of Prince Edward Island.**

Towards a “poor” presentation: What can Jerzy Grotowski teach engineering students in the digital age?

 Amy Franklin Whittaker. Engineering Communication Program, University of Toronto

Learning processes and assessment: students’ learning in a mandatory course in teacher education (PED 3517: “learning processes and assessment”).

Cameron Montgomery. Education, University of Ottawa

**Technical possibilities**

If it can do music, it can do anything: Music and digital libraries

Ichiro Fujinaga, Centre for Research in Music and Technology, McGill University

Digital libraries:

**Mark Leggott et al. Robertson Library, UPEI**

Art object recognition by image processing based on colour and hidden Markov models. Eric Hervet and Mustapha Kardouchi. Departement d’informatique, Universite de Moncton.

Assessing open-ended questions through a modified ontology approach. Chadia Moghrabi and Eric Snow. Departement d’informatique, Universite de Moncton.

An adaptive environment for learning.

Chadia Moghrabi and Adnen Barhoumi. Department d’informatique, Universite de Moncton.

Experimenting with an E-learning tool.

Chadia Moghrabi, Remy Mazerolle and Adnen Barhoumi. Department d’informatique, Univeriste de Moncton.

Decolonizing cyberspace: online knowledge-building support for a MEd program for Inuit educators in Nunavut.

**Sandy McAuley. Education, University of Prince Edward Island.**

Measuring cognitive and emotional states through a commercial brain-computer interface to support multimedia design.

Imelda Latapie Venegas. Computer Science, Universidad Autonoma Metropolitana, Mexico.

“The times they are a-changin’”: The massification of process and product in contemporary culture. Norman Yakel and Carol Casswell. University of Regina and ARTSask.

New web-based tool for developing skills and understanding when learning another language: Chuala research for language acquisition research.

Mike MacAdam, Extemporel Inc.

The icon effect: Using iconic visual representation to support learners with low prior knowledge.

Bruce Homer. Department of Education Psychology, The Graduate Center, City University of New York.

**What does theory tell us**

Multimedia learning in the age of interruption.

Ellen Rose. Education, University of New Brunswick

A media ecology perspective on multimedia and cognition: Is multimedia making us stupid?

Ellen Rose. Education, University of New Brunswick

Learner as storymaker -Narrative, multimedia, and education: A cognitive perspective.

Video-gaming, homo digitalis, and the Internet as God in the 21st century.

**Pamela Courtenay-Hall. Philosophy, University of Prince Edward Island.**

Cross-cultural variation in multimedia presentation preferences.

**David LeBlanc. Computer Science, University of Prince Edward Island.**

**Annabel J. Cohen, CMTC Project Leader. Department of Psychology, University of Prince Edward Island.**

Harnessing colour for effective presentation of images and text.

**Thomy Nilsson. Professor of Psychology, University of Prince Edward Island.**

Video games, colonization, and critical computer literacy.

**Pamela Courtenay Hall.** **Philosophy, University of Prince Edward Island**

“Mandela went to China…and India too”: The impact of media on children’s musical cultures in South Africa.

Andrea Emberly. Ethnomusicology, University of Washington

What do you mean, it’s gone?: multimodal narratives and rereading.

 **Anne Furlong. Department of English, University of Prince Edward Island.**

Integrating technology in senior high science: Does gender matter?

**Ronald J. MacDonald. Education, University of Prince Edward Island.**

Multimedia, relationality, and Inuit Qaujimajatuqangit in an online learning environment. **Sandy McAuley. Education, University of Prince Edward Island.**

Tracking modernities: Video technology and the Vanuatu young people’s project.

**Jean Mitchell. Sociology and Anthropology, University of Prince Edward Island**

The ‘unknown soldiers’ of the classroom: Paul Virilio and multimedia education.

**Udo Krautwurst. Sociology and Anthropology, University of Prince Edward Island**

**Conclusion**

Guidelines for harnessing images text and sound in education in the context of culture and cognition, based on. Group discussion: What works in theory, What works in practice, What is technologically possible.