A Series of Serendipitous Events: The Winding Path Toward Digital Literacy

Richard E. Snow Award for Early Contributions

Jeffrey A. Greene
Past Richard E. Snow Award Recipients

2015 George Georgiou
2014 Krista Muis
2013 Kou Murayama
2012 Akane Zusho
2011 Robert Klassen
2010 Lisa Linnenbrink-Garcia
2009 Maarten Vansteenkiste
2008 Allison Ryan

2007 Carol Connor
2006 Mimi Bong
2002 Andrew Elliot
2001 Clark Chinn
2000 Eric Anderman
1999 Frank Pajares
Regulate, Jeff, regulate!
But is Ms. Smith a reliable source?
Martin Luther King Jr. - A True Historical Examination
https://www.martinlutherking.org/

The truth about Martin Luther King: includes historical trivia, articles and pictures. A valuable resource for teachers and students alike.
Quality Talk

Small-group discussion approach

Developed based on the most effective discussion models

Multifaceted approach
not all who wander are lost
call it a clan,
call it a network,
call it a tribe,
call it a family.
whatever you call it,
whoever you are,
you need one.
FIRST
LEARN
THE
RULES
XXX
THEN
BREAK
THEM
Many Psychology Findings Not as Strong as Claimed, Study Says

Over half of psychology studies fail reproducibility test

Scientists replicated 100 recent psychology experiments. More than half of them failed.
PROBABLE CAUSE

A P value measures whether an observed result is likely to be due to a researcher’s real question: what are the odds that the strong result was and, most importantly, was not due to random chance?

Before the experiment
The plausibility of the hypothesis — the odds of it being true — can be estimated from previous experiments, conjectured mechanisms and other expert knowledge. Three examples are shown here.

The measured P value
A value of 0.05 is conventionally deemed ‘statistically significant’: a value of 0.01 is considered ‘very significant’.

After the experiment
A small P value can make a hypothesis more plausible, but the difference may not be dramatic.

THE TOSS-UP
1-to-1 odds

50%

P = 0.01

ODDS IN FAVOUR

99%

4%

1%

Chance of real effect
Chance of no real effect
1. Theory
2. Context
3. Design
4. Measurement
5. Analysis
6. Internal and external coherence
Treatment/control

Individual Difference

Moderation

Mediator

Learning Outcomes
ility of leisure) arising from trouble back home. It is not clear how one can speak meaningfully about constraints to the leisure found in such variant experiences without first identifying what sort of leisure experience – or, if one wishes, what sort of leisure behavior – is being constrained. There is, in the latter case, the necessity of explaining what counts as “leisure,” and what counts as “behavior,” without even venturing into the question of whether a behavioral orientation remains viable after the eclipse of behaviorism (cf. Graham, 2005).

Perhaps in recognition of such concerns, Jackson and Scott (1999) began by indicating that they would examine an arbitrarily narrowed concept of constraints, using “a much narrower net” (p. 301); yet their discussion turned, soon enough, back in the direction of “broadening the range of criterion variables” (p. 305) and considering “new types of constraints” (p. 306). Such remarks evoke acute awareness that the relevant dimensions of leisure may grow sparse as the inquiry progresses. The apparently necessary taxonomy of “constrained” leisure experiences or behaviors threatens tedium of a magnitude sufficient to daunt even an accountant.

What is actually going on here? One wants to know why people do, or do not, experience or participate in some form of leisure – or, for that matter, in any form of activity. But of course that is what one wishes to know; it is, in various guises, what the whole world has been wanting to know since the dawn of time. It is an understatement to suggest – as Jackson and Scott (1999, p. 299) say political scientist Ralf Dahrendorf (1955) does – that constraint is the key to social science. Constraint, construed as the capacity to control human behavior and/or experience, is (in political terms) the key to everything. There just remains the small problem that such capacity, explored dynamically throughout all known dimensions of experience and behavior (including the dimensions of the merely possible and the imaginary), would be far more complicated than the question (regarding e.g., a wall) that one was trying to figure out in the first
Roger Azevedo
Professor in the Department of Psychology
North Carolina State University

HARD WORK BEATS Talent
WHEN TALENT DOESN`T WORK HARD
The CLICK Research Group

Studying how people Critique, Learn, Inquire, and Construct Knowledge (CLICK) in the modern world.
Digital and Career Literacy

1. Not all who wander are lost, but keep your eyes open
   – Self-regulated learning
2. Surround yourself with good people, and ask them for help
   – Multiple source use
3. Learn how the work is done
   – Epistemic cognition
Digital and Career Literacy

4. Methods matter
   – Epistemic cognition

5. Care by being tough, honest, and fair
   – Self-regulated learning

6. Work hard, plan, reflect, push
   – Self-regulated learning
#frolleagues

when colleagues become friends
Student Collaborators

• Adrian Bridges
• Amanda Swearingen
• Banu Bisbasaran
• Bekah Duke
• Bekah Freed
• Brendan Hendrick
• Brian Cartiff
• Chris Oswald
• Cristin Montalbano
• Dana Copeland
• Elizabeth Allen
• James Riley
• Jane Robertson
• Kayley Lyons
• Kristin Dellinger
• Lara Costa
• Leigh Anna Hutchison
• Mike Caprino
• Nikki Lobczowski
• Sean Hanlon
• Seung Yu
• Vic Deekens
• William Jackson