Processing “The Know”
An MI Theory Activity

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Recap of MI Theory

What have you learned today?

A few hints…

- The “basics” of MI Theory
- Pedagogical Implications
- Creating MI Activities
- Learner Diversity
Processing “The Know”

- Teaching is more than saying “know”
- Giving learners options to process “the know”
- MI activities as options
- *Would your processing benefit from MI activities? Let’s see…*
Processing “The Know”

“Teaching “the know”

vs.

“Learning or Processing “the know”
The Goopation of Garpon Activity

- Pair, Small Group Activity
- Implements MI Theory
- Applies Technologies
- Addresses learner diversity
- Allows for sharing ideas
- Ends with Reflection
Reflecting on Garpon

- How did processing “the know” help you?
- How could you use “garpon” to teach vocabulary or grammar?
- How could “garpon” be used for attending to diverse learner needs?
- Any other thoughts…
Resources

- For technology-based MI Activities
- Research on MI and World Languages
  - http://gse.gmu.edu/research/mirs
- A really good article:
  - Edwina Spodark’s “Technoconstructivism for the Undergraduate Foreign Language Classroom” Foreign Language Annals, Fall 2005.
Thank you!
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