

Processing “The Know” An MI Theory Activity

Presented by:

Melissa S. Ferro

George Mason University

melissasferro@gmail.com



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”

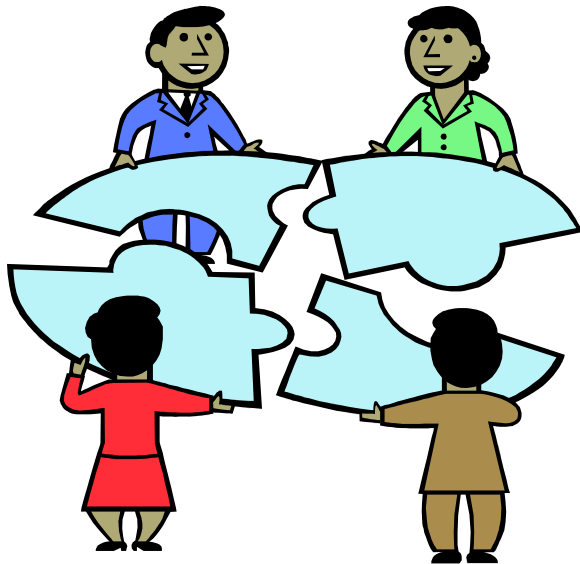


“Teaching “the know”

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
 - <http://eduscapes.com/tap/index.htm>
- 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!
melissasferro@gmail.com

Merci



谢谢你



Obrigado!



Arigato