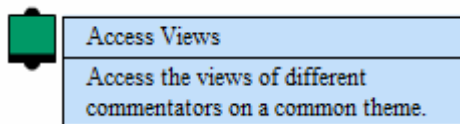


The eMi pattern – Evaluating Multiple Interpretations

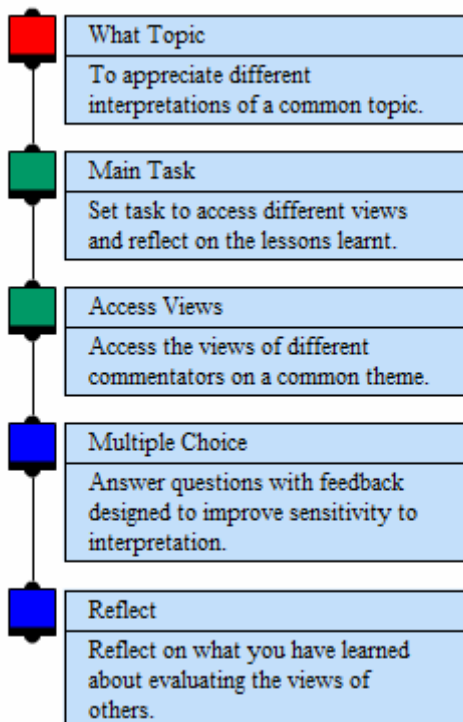
Learning challenge: getting learners to appreciate that knowledge is often not factual. There are multiple interpretations of the ‘same’ artefact or situation. This is a core challenge in many humanities and arts subjects. This design is suitable for a situation where you want learners to have access to different perspectives on a common theme, in order to foster critical thinking and deeper understanding.

Key features: at the core of the learning experience is a specially designed task that allows learners to interrogate multiple commentators on the same artefact or situation. The learner can choose a topic and ‘ask’ a commentator on his/her views.



The learner can then compare and contrast the views of the different commentators. The steps that precede this central screen prepare the learners for the task. The succeeding screens use questions and feedback to encourage the learner to think critically, and reflect on what they have learned.

The overall structure of the pattern is:

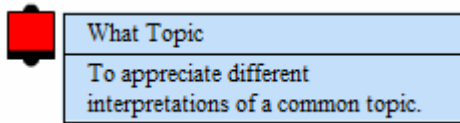


First use: this design was developed in conjunction with the UK National Subject Centre for History, Classics and Archaeology. The first learning resource developed using this pattern introduced learners to different disciplinary perspectives on how to interpret an artefact from the Parthenon in Ancient Greece. It has been used subsequently with a wide range of topics. Further information and example:

http://www.heacademy.ac.uk/hca/themes/e-learning/emi_glo

Pedagogical guidance for unfolding each part of the pattern

What topic



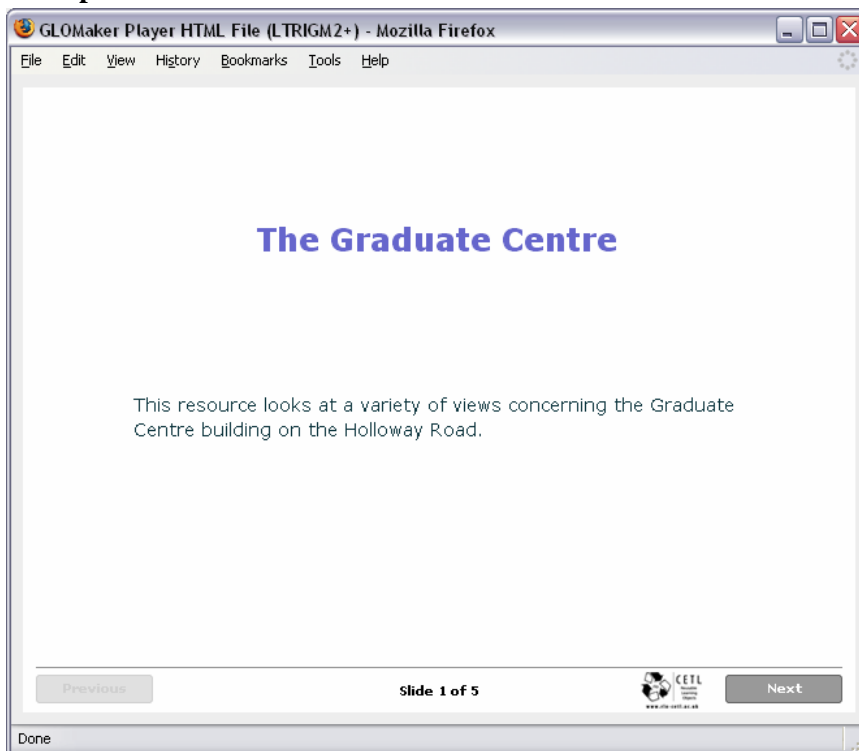
What

Introduce the topic – briefly orient the learner to what is to come.

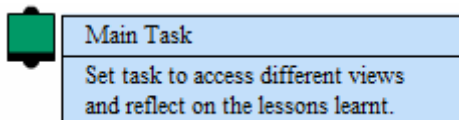
How

Provide a title and introductory paragraph introducing the theme of appreciating different interpretations of a common topic.

Example



Main task



What

Set task to access different views and reflect on the lessons learned.

How

Set out in words the task for the learner. Include an image if it is appropriate. This is normally followed by a screen dealing with accessing multiple interpretations, which we call 'Access Views'.

Example



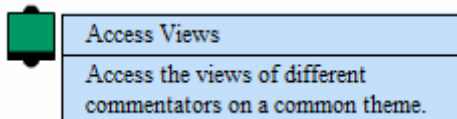
The screenshot shows a Mozilla Firefox browser window displaying a GLOMaker Player HTML File (LTRIGM2+). The slide is titled "Developing Your Understanding" and contains the following text:

The following screen provides access to two experts commenting on the Graduate Centre Building. Each expert comments on the Origin and Purpose of the Building from a particular disciplinary perspective.

Listen to their views and try to answer the questions on the screens that follow. Reflect carefully on the feedback given. This is an important part of the exercise.

Below the text is a photograph of a modern building, the Graduate Centre Building. At the bottom of the slide, there are navigation buttons: "Previous", "Slide 2 of 5", a CEIL logo, and "Next".

Access views



The "Access Views" icon is a green square with a black circle in the center. The description box contains the following text:

Access Views
Access the views of different commentators on a common theme.

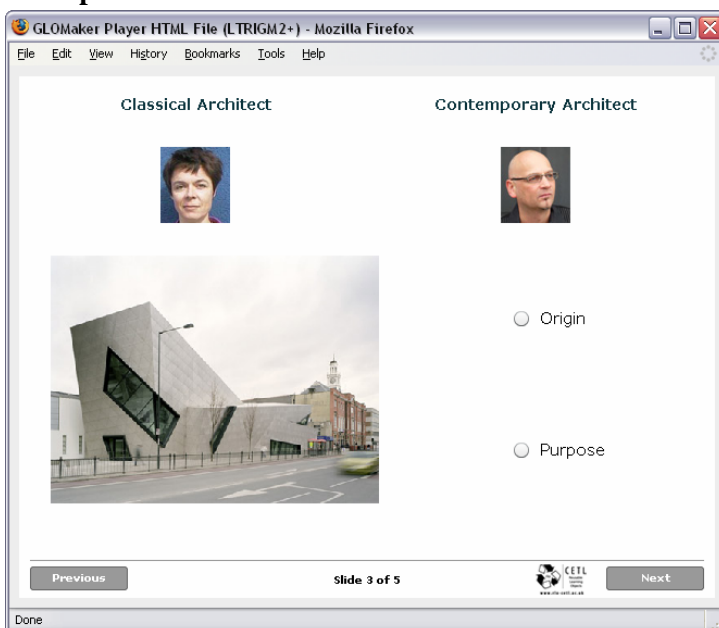
What

Access the views of different commentators on a common theme.

How

Use the special 'Access Views' screen layout to load a picture (or text) to indicate the topic of discussion. Enter the issues to be discussed. Then add pictures and appropriate text and/or audio files for each commentator on these issues.

Example



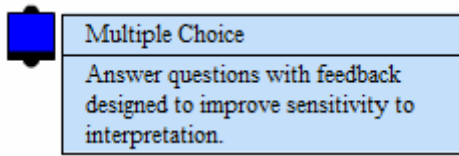
The screenshot shows a Mozilla Firefox browser window displaying a GLOMaker Player HTML File (LTRIGM2+). The screen is titled "Access Views" and is divided into two columns: "Classical Architect" and "Contemporary Architect".

Under "Classical Architect" is a portrait of a woman. Under "Contemporary Architect" is a portrait of a man.

Below the portraits is a large photograph of a modern building, the Graduate Centre Building. To the right of the photograph are two radio buttons with the labels "Origin" and "Purpose".

At the bottom of the slide, there are navigation buttons: "Previous", "slide 3 of 5", a CEIL logo, and "Next".

Multiple choice



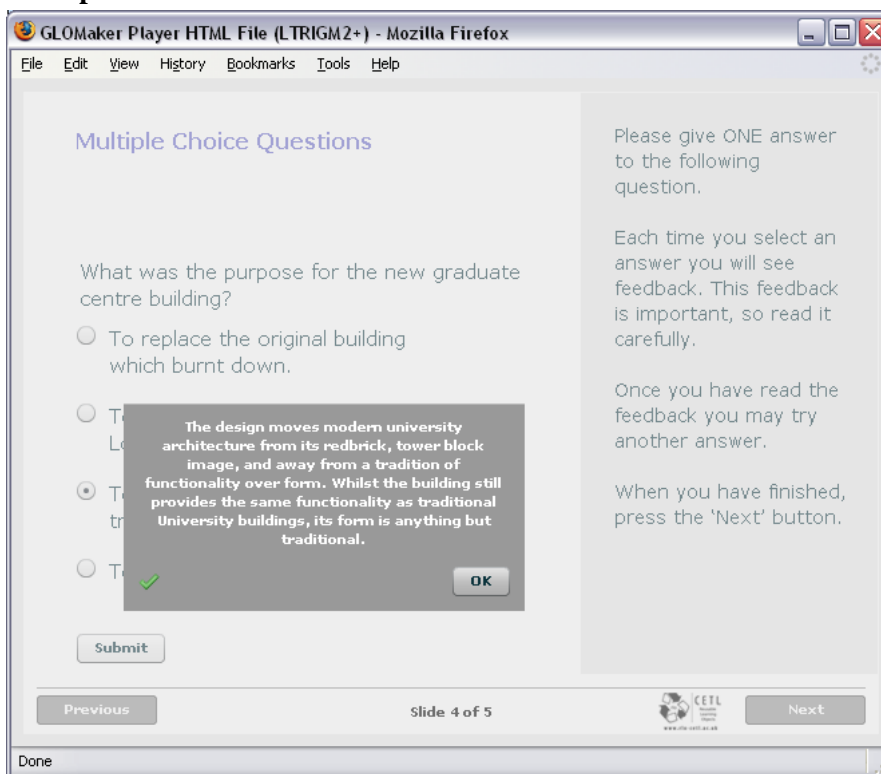
What

Answer questions with feedback designed to improve sensitivity to interpretation.

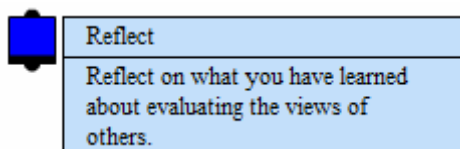
How

The key part is to provide feedback that provokes reflection rather than just confirming a correct/incorrect answer.

Example



Reflect



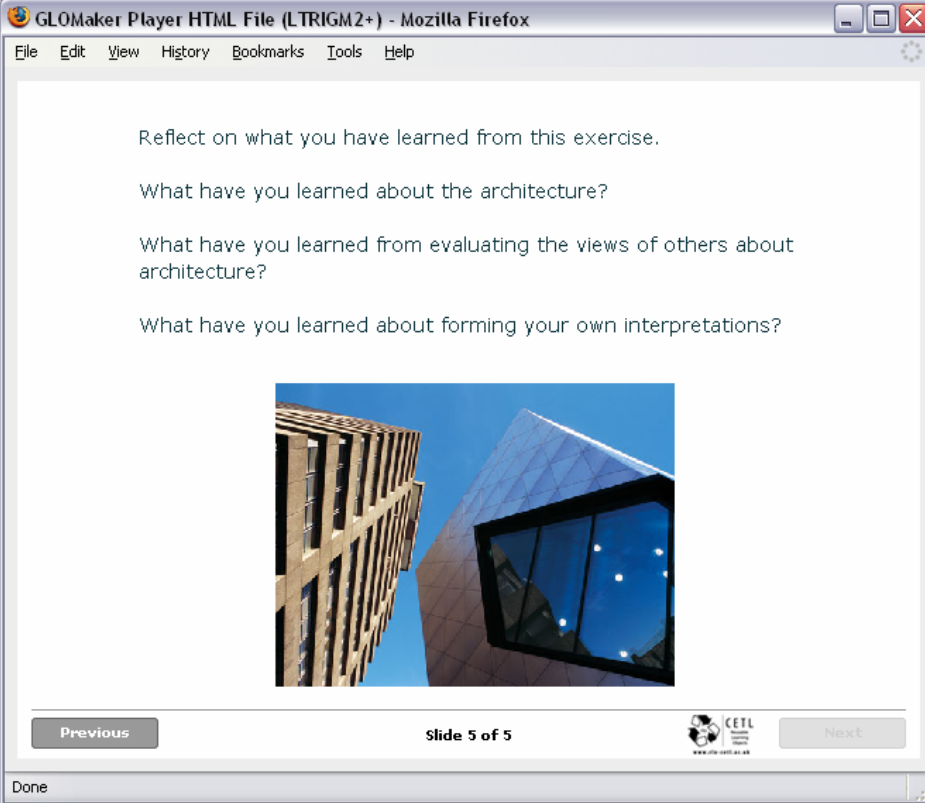
What

Reflect on what you have learned about evaluating the views of others.

How

Provide a simple text message urging the learner to explore more widely the significance of appreciating multiple perspectives and its implications for the nature of knowledge.

Example



The screenshot shows a Mozilla Firefox browser window titled "GLOMaker Player HTML File (LTRIGM2+) - Mozilla Firefox". The browser's menu bar includes "File", "Edit", "View", "History", "Bookmarks", "Tools", and "Help". The main content area contains the following text:

Reflect on what you have learned from this exercise.

What have you learned about the architecture?

What have you learned from evaluating the views of others about architecture?

What have you learned about forming your own interpretations?

Below the text is a photograph of a modern building with a glass facade and a blue sky. The bottom of the slide features a navigation bar with a "Previous" button on the left, "Slide 5 of 5" in the center, a logo for "CETL" with the website "www.cetl.ac.uk" on the right, and a "Next" button on the far right. The status bar at the bottom left of the browser window shows "Done".

For more guidance and tutorials on using GLO Maker go to:
<http://www.glomaker.org/guides>