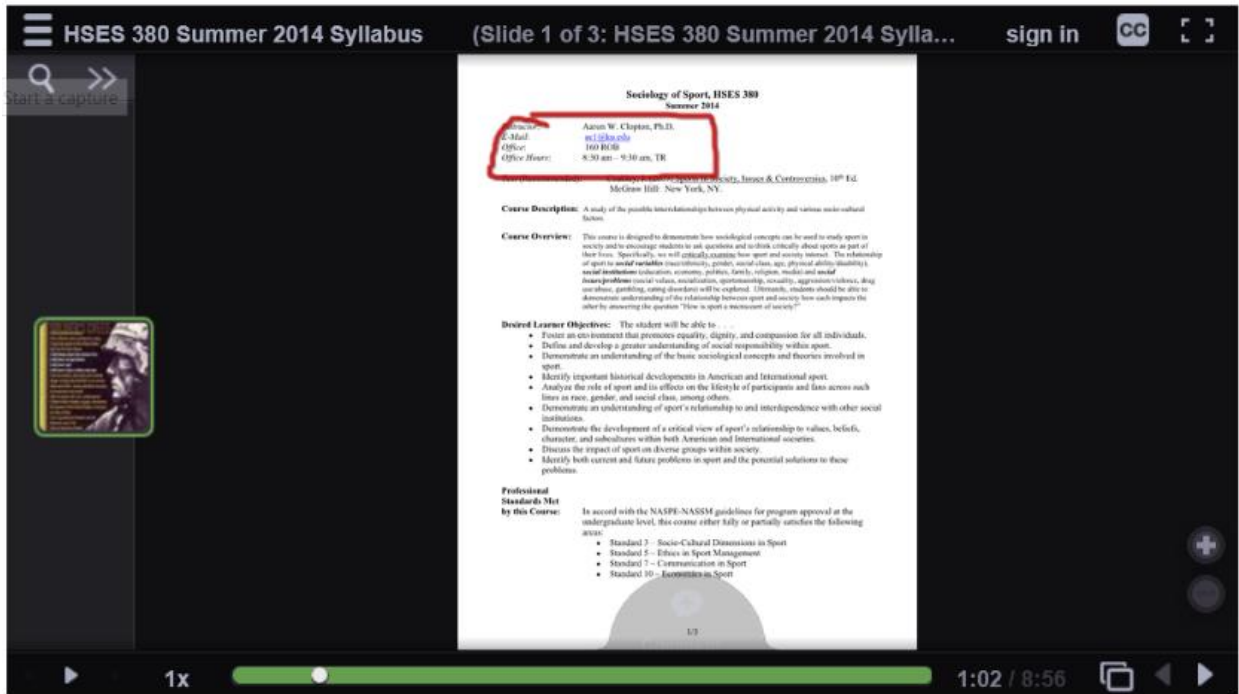
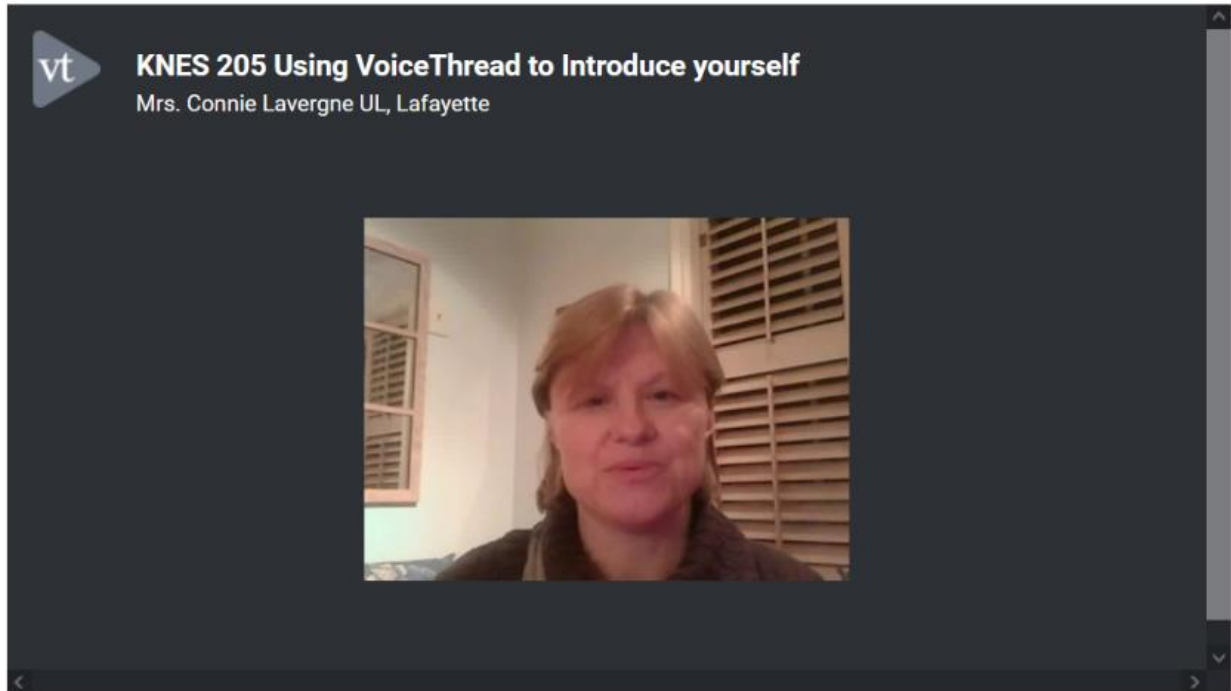


**Instructor to student:** Instructor provides a video introduction and goes over the syllabus. Students can greet instructor by posting a comment to the VoiceThread and ask questions about the syllabus.



**Instructor to student interaction:** Instructor provides highlights parts of the paper while providing verbal feedback.

Paper Feedback (Slide 1 of 4) sign in CC

Max Goggin  
ENGL101

Throughout my twelve year educational experience, I have had multiple accounts of when I was placed into a situation that was either problem posing or had traits of the "banking" concept. A problem posing class environment can be defined as one that appeals to the essence of consciousness and can break the vertical patterns of the typical banking education. The banking concept of education is simply described as a class environment in which the teacher strictly teaches and the students' sole purpose is to learn, memorize, and recite. Freire, the author of The "Banking" Concept of Education, basically puts insight to the fact that problem-posing education over-rides the banking concept because of all the basic element of problem posing: individualism, liberation, and consciousness. Yet, I would have to agree with the statement that problem-posing education should override the banking concept, but in certain situations or classes, students must be taught in the banking concept technique.

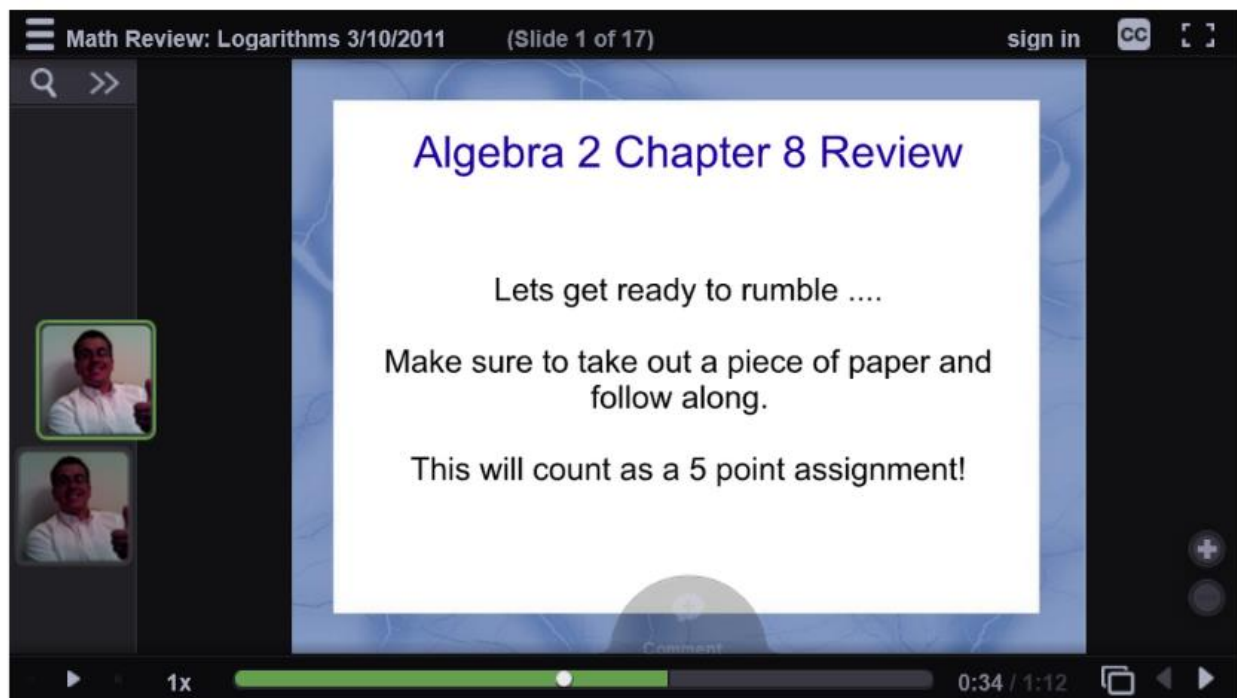
Individualism and liberation are major components when dealing with the type of education brought forth from the "banking concept" and the problem posing education. The banking concept of education attempts to force liberation into their students, as the way the oppressor views it should be done. Authentic liberation can be classified as the process of humanization and freedom of thought, and action. Yet, the term "alienation" is brought up when dealing with liberation directly connected to the banking concept. The oppressor, or teacher, "alienates" the student's thought and directly inputs information that they believe should be done, or thought. The banking concept of education is attempting to "liberate" the general population, but they do not realize the true significance of their dehumanizing powers. For example,

1x 0:05 / 1:35

**Instructor to student interaction:** Instructor asks questions via a video for and language class. Students need to compose a video or audio response to the instructor's questions.



**Instructor to student: Interactive math problems.** Instructor is using the audio feature to provide students with information in a flipped classroom approach.



Math Review: Logarithms 3/10/2011 (Slide 1 of 17) sign in CC

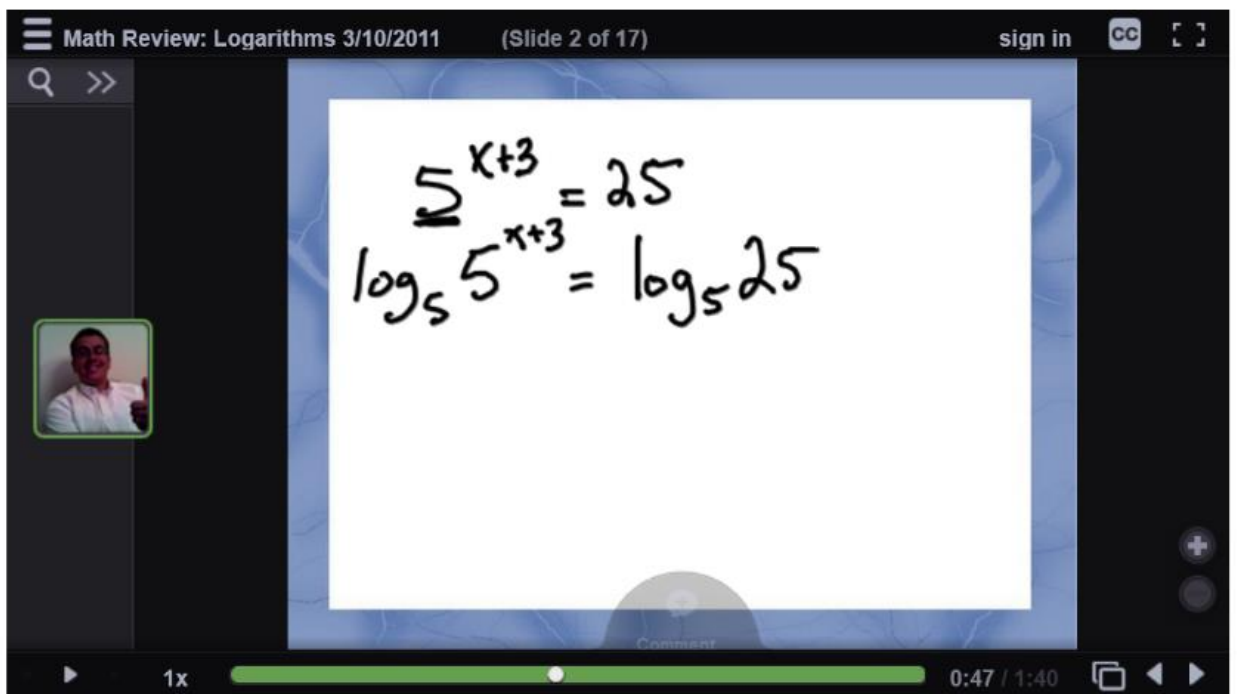
## Algebra 2 Chapter 8 Review

Lets get ready to rumble ....

Make sure to take out a piece of paper and follow along.

This will count as a 5 point assignment!

1x 0:34 / 1:12



Math Review: Logarithms 3/10/2011 (Slide 2 of 17) sign in CC

$$5^{x+3} = 25$$
$$\log_5 5^{x+3} = \log_5 25$$

1x 0:47 / 1:40

**Student use of VoiceThread/interaction with peers and instructor:** Student use of VoiceThread to share information with instructor and the rest of class. Student provides audio along with slides. Classmates and instructor are asked to ask questions and provide comments/feedback.



**Student use of VoiceThread:** In this example the student creates a portfolio of activities completed over the semester to demonstrate knowledge.

Kaitlyn's Student Lead Conference (Slide 3 of 15: math002) sign in CC

$\frac{1}{4} = 25\%$	$\frac{1}{5} = 20\%$	$\frac{1}{6} = 16\frac{2}{3}\%$	$\frac{1}{8} = 12.5\%$	$\frac{1}{10} = 10\%$
$\frac{2}{4} = 50\%$	$\frac{2}{5} = 40\%$	$\frac{2}{6} = 33\frac{1}{3}\%$	$\frac{2}{8} = 25\%$	$\frac{2}{10} = 20\%$
$\frac{3}{4} = 75\%$	$\frac{3}{5} = 60\%$	$\frac{3}{6} = 50\%$	$\frac{3}{8} = 37.5\%$	$\frac{3}{10} = 30\%$
$\frac{4}{4} = 100\%$	$\frac{4}{5} = 80\%$	$\frac{4}{6} = 66\frac{2}{3}\%$	$\frac{4}{8} = 50\%$	$\frac{4}{10} = 40\%$
	$\frac{5}{5} = 100\%$	$\frac{5}{6} = 83\frac{1}{3}\%$	$\frac{5}{8} = 62.5\%$	$\frac{5}{10} = 50\%$
		$\frac{6}{6} = 100\%$	$\frac{6}{8} = 75\%$	$\frac{6}{10} = 60\%$

1x 0:00 / 0:31

**Student to Student interaction:** In this example, students engage with each other (and the instructor) on a discussion board. They use video and answer questions, and provide insights and examples about a novel they have read.

The screenshot shows a video player interface. At the top, the title is "The Scarlet Letter, Chapters 9-24 (Slide 1 of 6)" with a "sign in" button and a Creative Commons license icon. The main content is a slide titled "Characteristics of Allegory: explain how Hawthorne's novel matches one or more of these characteristics." The slide lists seven bullet points: simple settings, intense characters, symbolic names, minor characters, two-level plots, historical symbolism, and moral messages. A video window titled "ryan" is overlaid on the slide, showing a young man speaking. A quote box at the bottom of the slide reads: "It may serve, let us hope, to symbolize some sweet moral blossom..."(37). The video player controls at the bottom show a play button, 1x speed, a progress bar, and a timestamp of 0:28 / 20:13.

The Scarlet Letter, Chapters 9-24 (Slide 1 of 6) sign in CC

Characteristics of Allegory: explain how Hawthorne's novel matches one or more of these characteristics.

- Simple, extreme settings (few details, highly exaggerated)
- Intense main characters: have one or two dominant emotions or characteristics
- Main characters have symbolic names and physicality
- Minor characters not well-developed, representative of a stereotype (job, gender, etc.)
- Plot works on two levels, as a story but also as a symbol
- Story can symbolize historical event or idea
- Story sends moral/ethical message

ryan


"It may serve, let us hope, to symbolize some sweet moral blossom..."(37)

1x 0:28 / 20:13

**Student peer to peer interaction, instructor interaction and comments from outside sources.** In this VoiceThread, students wrote letters as if they were Japanese-Americans held in an internment camp. Students are asked to comment on other students' letters. Instructor comments, and actual Japanese-Americans who spent time in these camps commented on the students' work.

Letters from the Internment Camps (Slide 1 of 26) sign in CC

### Letters from the Internment Camps




*Note: you can download a printable lesson guide at the end of this VoiceThread by right-clicking on it and selecting 'Download original media'*

Comment

1x 0:24 / 9:41

Letters from the Internment Camps (Slide 22 of 26) sign in CC



1x 0:12 / 0:53