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myLesley Discussions: The Collect Tool

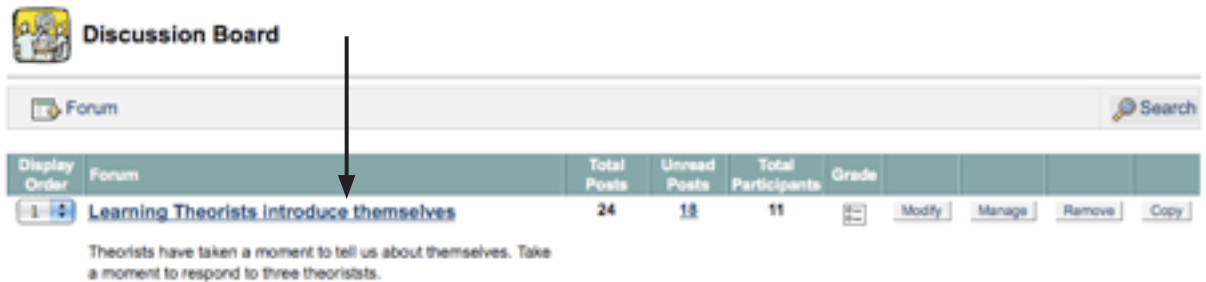
OVERVIEW

The Collect tool in the myLesley discussion board allows you to compile a list of discussion messages and read them on one screen. The messages can then be sorted or grouped in various ways or can be printed to read off the computer.

COLLECTING INDIVIDUAL FORUM THREADS

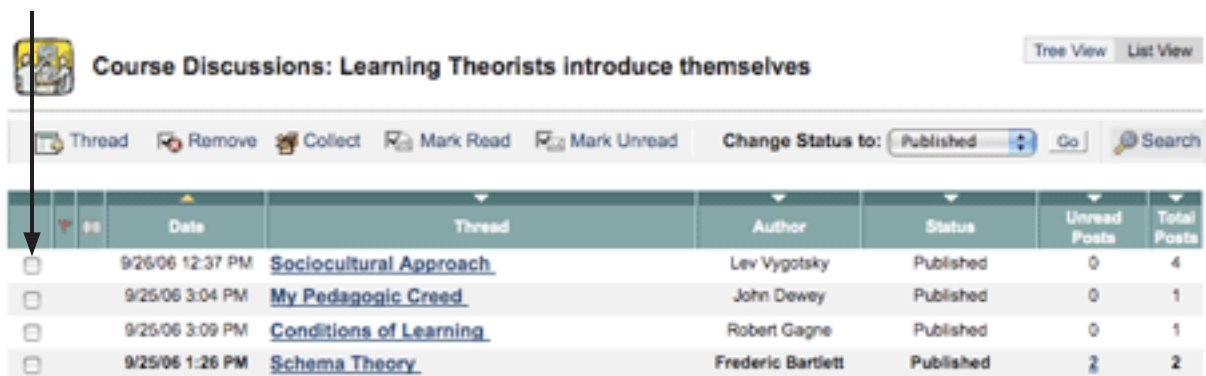
To use the Collect tool to collect discussions in a single discussion forum:

1. Go into the discussion board in your myLesley course, and click on a **discussion title** to enter the forum.

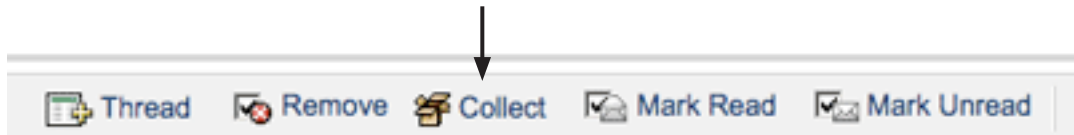


You can collect messages by selecting an entire thread, or by opening a thread and selecting individual messages.

2. To select the entire thread, click the **checkbox** to the left of the thread's title.



3. Then click on the **Collect** button on the top of the page in the forum navigation bar.



myLesley Discussions: The Collect Tool (continued)

All discussion messages selected will then appear on a single page.

There are several filter options at the top of the page. You can choose to show messages from the entire class or only from a specific student, and sort the messages by Author, Date, Subject, or Thread in Ascending or Descending order.

You can also choose to read the messages on screen, or click on the **Print** button to print out a copy of the collection list.

Collection: Learning Theorists introduce themselves

Print Mark Read Mark Unread

Filter Author Show All Status Show All Read Status Show All

Select All Sort by Thread Order in 1 Ascending Order

Thread: Sociocultural Approach
Post: [Sociocultural Approach](#)
Author: Lev Vygotsky
Posted Date: September 26, 2006 12:37 PM
Last Modified Date: December 20, 2006 12:28 PM
Status: Published

The level of a child's intellectual development relies on that child's community, rather than an individual (child, parent, teacher...). Each child has an Actual development level (what the child can successfully do independently) and a Potential development level (what the child can do with the help of others). There are two major things that help a child move to further levels of development 1. Language and 2.) Play. Language encourages metacognition (awareness of cognitive activity). Play encourages the child to use imagination in order to practice social rules. Think about being a young child playing "doctor" or "tea party". Essentially, play is the most helpful tool in development.

<http://en.wikipedia.org/wiki/Vygotsky>

Reply Quote Mark as Unread

Thread: Sociocultural Approach
Post: [Re: Sociocultural Approach](#)
Author: Robert Gagne
Posted Date: September 26, 2006 1:29 PM
Last Modified Date: December 20, 2006 12:27 PM
Status: Published

It is also observed that these abilities are developed through social interactions with significant people in a child's life, including parent as well as other adults. Through these interactions, a child comes to learn the habits of mind of her/his culture (speech patterns, written language, and other symbolic knowledge). Known as the internalization process, the specific knowledge gained by a child through these interactions also represents the shared knowledge of a culture.

(<http://en.wikipedia.org/wiki/Vygotsky>)

Reply Quote Mark as Unread

COLLECTING THE ENTIRE DISCUSSION BOARD

You can also collect all discussion board posts in each forum at the same time onto a single screen.

1. Go into the discussion board in your myLesley course, and click the **Search** button on the top right side of the page.



The search field will appear on your screen.

2. Without typing anything into the search text box, click the **Go** button.

Forum

Search

in Current Discussion Board

After May 28 2010 12:00 AM

Before May 29 2010 12:00 AM

Go

myLesley Discussions: The Collect Tool (continued)

The **Search Results** page will appear on your screen, and all the posts in the discussion board will be visible (this could take several seconds to up to a minute depending on the number of posts in your discussion board).

The sorting and filtering options are the same as when collecting individual forum threads. You can view all posts or individual student posts, and sort by Author, Date, Subject or Thread Order by Ascending or Descending order.

Search Results: ""

Print Mark Read Mark Unread

Filter Author Show All Status Show All Read Status Show All Tags Show All

Select All Sort by Thread Order in 1 Ascending Order Go

Thread: Schema Theory
Post: [Schema Theory](#)
Author: Frederic Bartlett
Posted Date: September 25, 2006 1:26 PM
Last Modified Date: December 20, 2006 12:28 PM
Status: Published

In 1932, Cambridge University Press published "Remembering", by the psychologist Frederic Bartlett. The landmark book described fascinating studies of memory and presented the theory of schema which informs much of cognitive science and psychology today. In Bartlett's most famous experiment, he had subjects read a Native American story about ghosts and had them retell the tale later. Because their backgrounds were so different from the cultural context of the story, the subjects changed details in the story that they could not understand. Besides containing important seminal concepts, Remembering is fascinating from an historical perspective. Bartlett discusses the ideas and research of Ebbinghaus, Freud, Jung, and Spearman. In addition, his comparison of Swazi African culture and British culture is a study in cross-cultural psychology that was ahead of its time. - from the website <http://www.cambridge.org/us/catalogue/catalogue.asp?isbn=052148278X>

Tags: None Reply Quote Mark as Read

Thread: Schema Theory
Post: [Re: Schema Theory](#)
Author: Jean Piaget
Posted Date: September 25, 2006 5:13 PM
Last Modified Date: December 20, 2006 12:28 PM
Status: Published

It is argued that schema theory is encumbered by lack of a consistent definition, its roots in idealist epistemology, and mixed empirical support. Critical analysis of key schema research, including sentence integration studies, bizarre text studies, and perspective studies, suggests that much of the empirical basis of schema theory may derive from procedural singularities and methodological demonstrations. Moreover, we argue that the results of many empirical studies used to demonstrate the existence of schemata are more parsimoniously and consistently explained by dual coding theory. Dual coding theory suggests that cognition consists of two separate but interconnected mental subsystems, a verbal system and a nonverbal system. We review various other theories of cognition in reading that have adopted provisions for mental modeling that render them tantamount to dual coding theory. Finally, we look at results of recent studies of