The Digital Generation Learner

In this digital age, how do we teach children who appear to know more about technology than adults do? How do we help socially or economically disadvantaged students achieve in science? How do we train and motivate teachers to integrate science and literacy into the curriculum? Educating the Digital Generation (students born surrounded by technology and digital media) provides great challenges for educators. Few teachers are using problem solving and inquiry to get students interested in the details of science. Even teachers with the best of skills can find themselves behind the curve in providing relevancy and competence in their instruction. Many educators consider technology a potent vehicle for transforming education, yet only a few report any confidence in integrating “true” technology into classroom instruction. DIIMSA Pics-Fair addresses these issues by providing techniques to engage, stimulate and motivate learners to want to learn topics, concepts, vocabulary and content.

What is DIIMSA Pics-Fair?

DIIMSA Pics-Fair is a topic- or concept-to-picture Instructional Assignment that provides a way for students to “let the camera drive the content” as they explore and research science in their own communities. The primary goal of DIIMSA Pics-Fair is to allow students to make connections to their learning in a different context by using authentic images captured by students themselves. Students will learn how to analyze and research their selected topic or concept by using a dynamically-captured digital image that directly relates to it. Using DIIMSA Pics-Fair, students will gain the ability to conduct scientific research; define research questions; write concise and accurate summaries about their captured content; engage in peer review to exchange constructive criticism of data and interpretations; and use feedback to justify their presentations. DIIMSA Pics-Fair provides an innovative approach for teachers and facilitators to integrate science and literacy as they guide learners to produce works that are supported with a clear, concise summary, supporting vocabulary, linked concepts and a related hypothesis. DIIMSA Pics-Fair is based on a learning technology model called DIIMSA® (Digital Imagery as an Instructional Mode for Student Achievement). DIIMSA was developed by VisualRealization.com’s educational leadership team to provide teachers with the skills and resources needed to maintain students’ interest in science and bolster their academic achievement. DIIMSA synergistically integrates Conceptual Teaching, Collaborative Learning and Enabling Technologies in classroom teaching that can be demonstrated as students engage in campus-based, field excursion, laboratory and case study experiences. DIIMSA was selected by the National Science Teachers Association (NSTA) Exemplary Science Program (ESP) as an exemplary science success story that shows how science teachers actually use novel teaching models during experiences (Source: NSTA Press).

DIIMSA Pics-Fair Guidesets are aligned to science concepts that are taught across all 50 states, and correlated to Next Generation Science Standards (NGSS) with strong linkages to State Standards. DIIMSA Pics-Fair provides an innovative approach for teachers and facilitators to integrate science and literacy as they guide learners to produce works that are supported with a clear, concise summary, supporting vocabulary, linked concepts and a related hypothesis. Guidesets are full color and categorized by grade-level for specific topics for middle and high school.
DIIMSA Pics-Fair Guidesets

Integrating Science and Literacy using DIIMSA Pics-Fair

DIIMSA Pics-Fair Guidesets are designed as How-To’s with activities and examples for getting started and integrating illustrated ways into everyday teaching and lesson plans. Available in the DIIMSA Online Store.

Guidesets for Middle and High School

Visit our online bookstore: http://www.VisualRealization.com
(Note: For Store Link - Click DIIMSA Resources)

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“Best Practices in Integrating Visualization Technology and Pedagogical Methodologies”

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