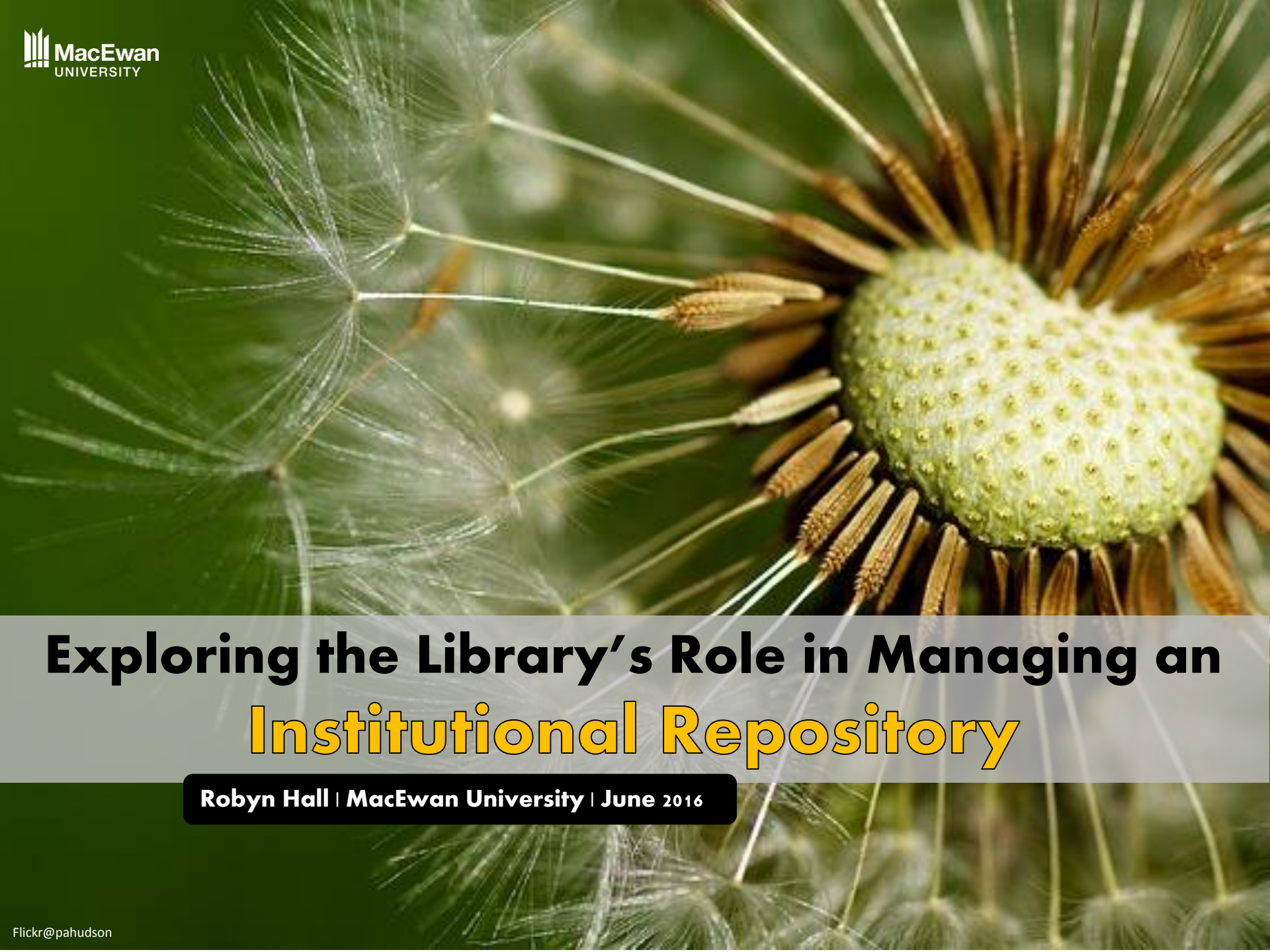


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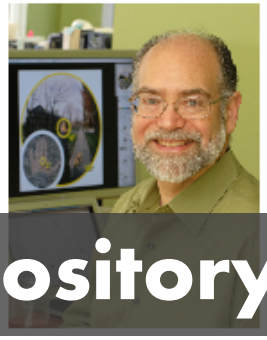
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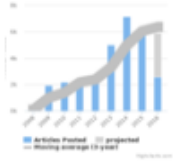
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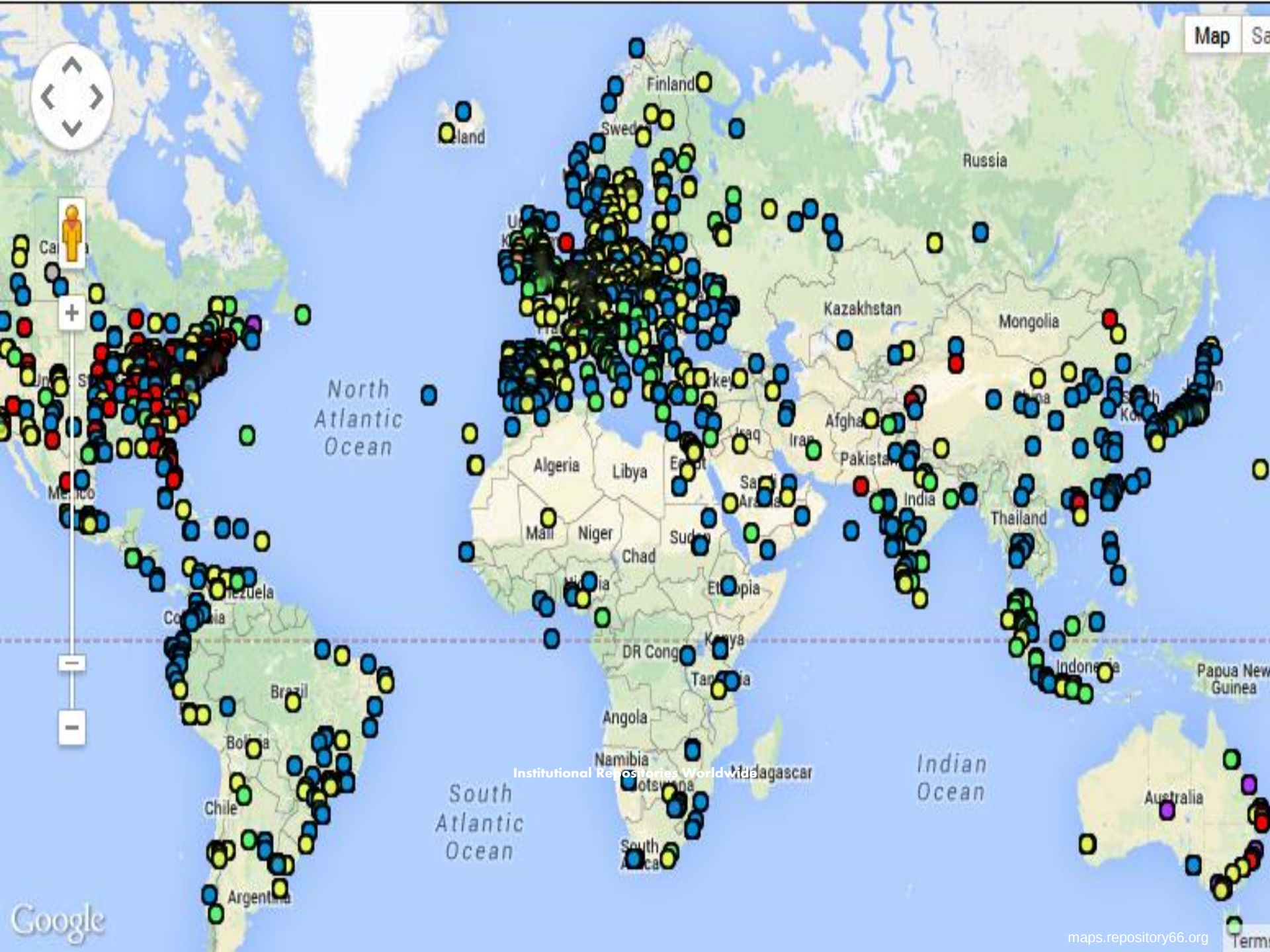
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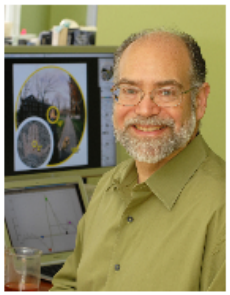
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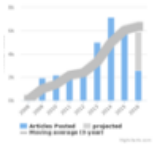


While many people have embraced e-readers for their convenience, researchers at the Science Education Department of the Harvard-Smithsonian Center for Astrophysics are demonstrating the benefits e-readers can provide to peo[ple] with dyslexia. In their paper, "E-Readers Are More Eff[ective] with Dyslexia," principal investigator Matthew H. Schn[eps], Thomson, Chen Chen, Gerhard Sonnert, and Marc Pomplun, report the res[ults] of their study of dyslexic high schoolers using e-readers. They found that small-screen hand-held devices facilitated an improvement in reading speed and comprehension in many of the students. Combining these results with an earlier study of theirs, the authors speculate that the shorter lines and less crowded text of small e-readers helps reduce word fixation and reading regression. While the authors emphasize that not all dyslexic subjects showed improvement with e-readers, they conclude that the rapid evolution of digital technologies holds promise for making reading more accessible to those with dyslexia.

VISIBILITY

Dr. Schneps is the founder and director of the Laboratory for Visual Learning [at] Astrophysics. His research on science education has recently focused on how [...] especially dyslexia, affect learning. He has recently written on the cognitive adv[antages] dyslexia, and has shared his own experiences as a scientist with dyslexia.

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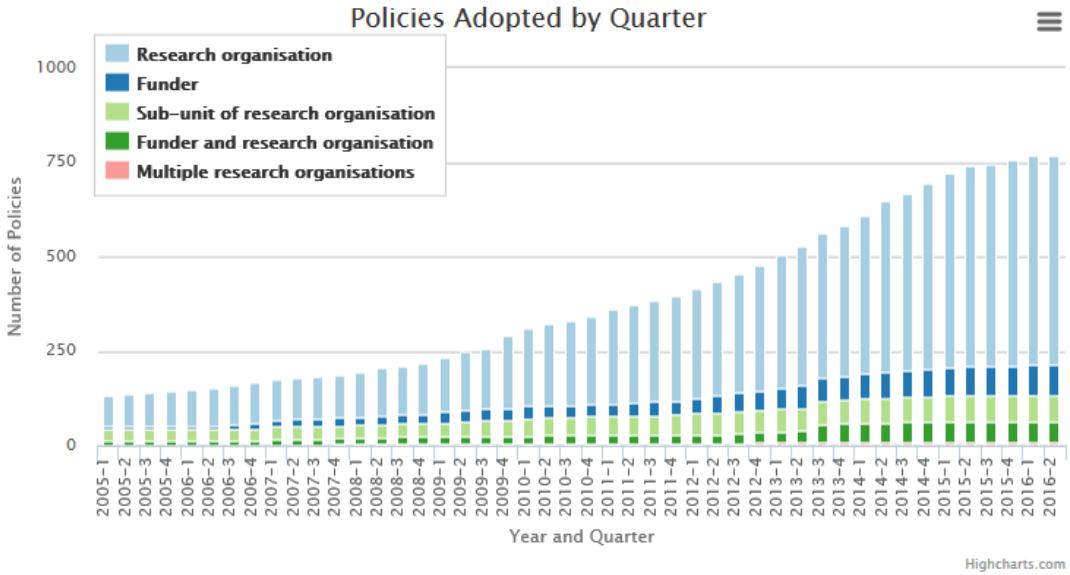
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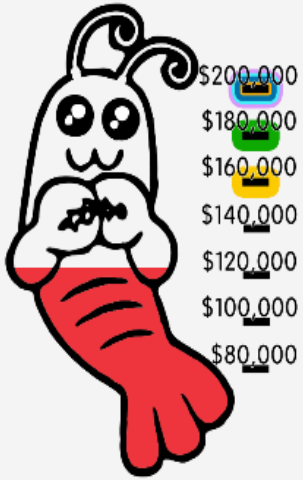
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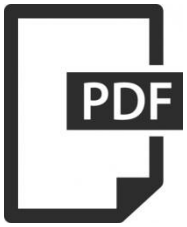

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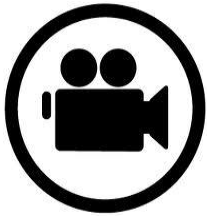
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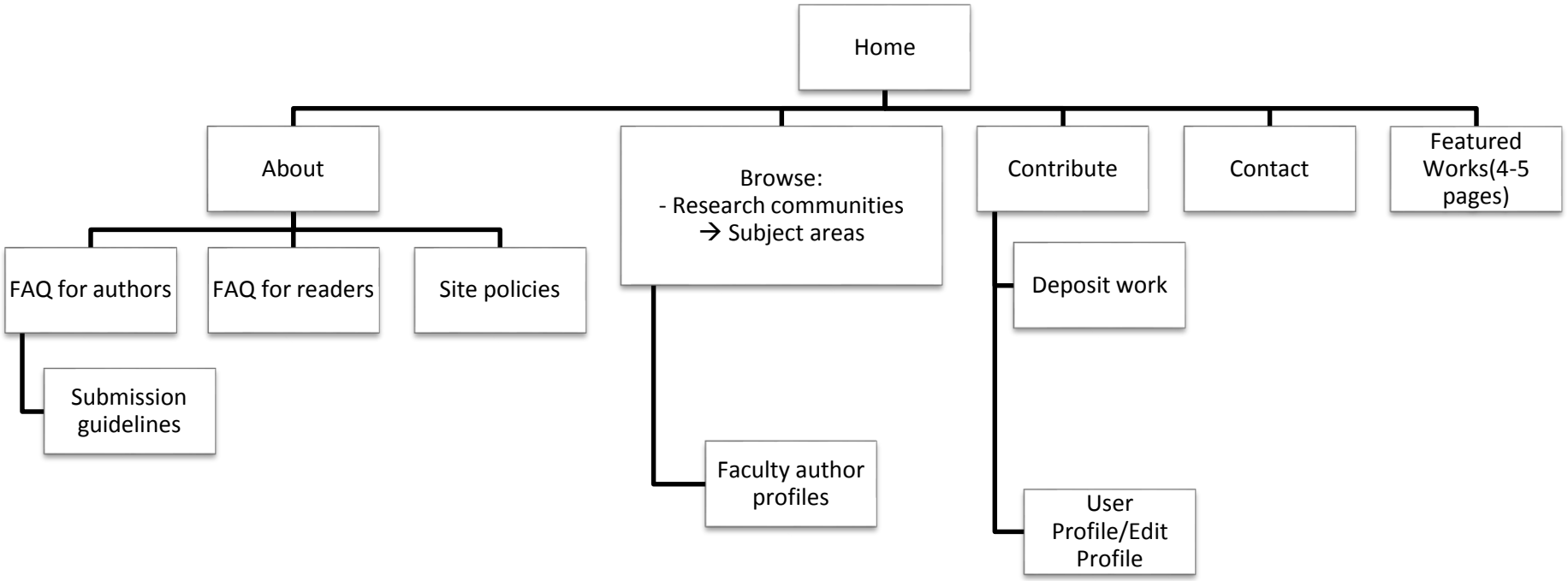


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Shannon Digweed, Drew Rendall

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Gackenbach, J.I., and Bown, J. (2011). Video Game Presence as a Function of Genre. Loading.... 5(8). Retrieved May 12, 2011 from http://journals.sfu.ca/loading/index.php/loading/index.	Y		http://journals.sfu.ca/load pyrightNotice
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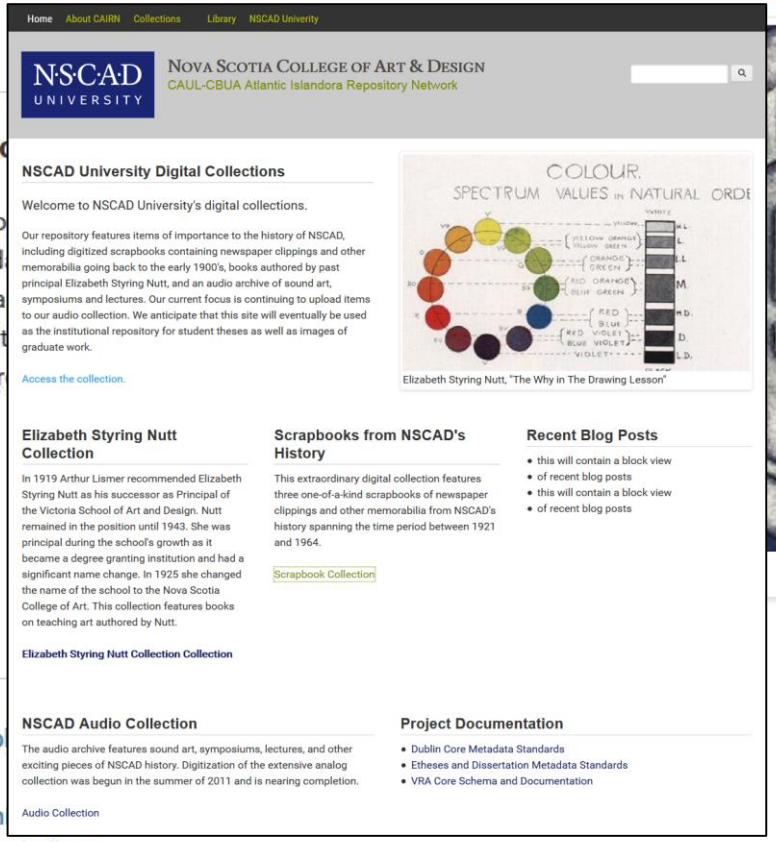
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CAIRN

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CAIRN is a CAUL initiative, aimed at providing informatio
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stewardship, ensuring the continuance of the history, cultur
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- Mount Allison University
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Arca: Digital Repository Network

Arca is a collaborative initiative to support the development and implementation of digital repositories at BC post-secondary institutions. Foundational to the creation of the proposed Provincial Digital Library, Arca is a province-wide network of institutional repositories that:

- provides access to faculty and student research output across multiple post-secondary institutions via a cross-repository search layer;
- supports the management of institutional digital assets;
- showcases BC as a hub for knowledge creation across Canada and around the world.

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Discover BC's digital treasures

Arca is built on Islandora, a Canadian-developed open-source platform currently in use at over 100 public and private institutions worldwide. This shared platform provides post-secondary institutions with open-access repositories for research, theses, and any other digital assets they wish to make available to the wider community.

Arca is made possible by a partnership between the British Columbia Electronic Library Network (BC ELN) and Charlottetown, PEI-based software firm discoverygarden, supported by a grant from the Ministry of Advanced Education.

Visit the Arca repositories:

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- Capilano University: [Coming Soon]
- Camosun College: [Coming Soon]
- College of the Rockies: COTRspace
- Douglas College: Douglas Open Repository (DOOR)
- Emily Carr University of Art + Design
- Justice Institute of BC: The Vault
- Selkirk College: [Coming Soon]
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A Demonstration of the Analysis of Variance Using Physical Movement and Space

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Description

Details

Title	A Demonstration of the Analysis of Variance Using Physical Movement and Space
Date	2011-01-01T00:00:00Z
Journal/Book/Host Title	Teaching of Psychology
Volume	38
Issue	3
Start Page	151
End Page	154
Abstract	Classroom demonstrations help students better understand challenging concepts. This article introduces an activity that demonstrates the basic concepts involved in analysis of variance (ANOVA). Students who physically participated in the activity had a better understanding of ANOVA concepts (i.e., higher scores on an exam question answered 2 months after the classroom demonstration) than did students who simply observed the activity.; Classroom demonstrations help students better understand challenging concepts. This article introduces an activity that demonstrates the basic concepts involved in analysis of variance (ANOVA). Students who physically participated in the activity had a better understanding of ANOVA concepts (i.e., higher scores on an exam question answered 2 months after the classroom demonstration) than did students who simply observed the activity. [PUBLICATION ABSTRACT]
Subject(s)	ANOVA classroom demonstration active learning statistics Students Psychology Variance analysis
Place of Publication	Sage CA: Los Angeles, CA



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CONCLUSIONS



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Thank You!

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