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THE EFFECT OF FULL BODY INTERACTION ACTIVITIES, ON NUMERACY

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Abstract

Learners subconsciously know their physical world, beyond classroom walls and school buildings. It is as though they intuitively sifttheir way through life's countless concepts and content,seeking knowledge, wearing blindfolds. Through this natural progression, the traditional role of the teachercontinues to be, to remove the blindfolds so that seeminglyimperceptible information becomes clear and vaguely understoodconcepts, become comprehensible.

Our hypothesis is that learners understand and remember concepts best when they are taught using methods that engage full body motion that evolve from their personal experiences in the realmwithin which they learn. The same can be said of teachers in relation to effective delivery of courses. Teachers achieve better results when course outcomes are aligned with their personal expectations.

An interactive modelto identify numbers and number quantities was built to test the efficiency with which early childhood learners make choices using full body interactions. Data was collected in correlation with the number of correct choices, the speed with which correct choices were made, activity completion times as well as qualitative data concerning learner and teacher satisfaction levels. The data was sampled in learner pairs and in independent learner groups of four.The paired data was compared between same sets of users while independent learner group data was compared across four different users of the same data set. The results were analyzed and the frequency distribution of learner choices examined for correlating distribution patterns.

Our findings helpilluminate the extent to which learner interest is stimulated and teacher expectation is met when conventional teaching practices, blended with emerging technologiesare tailored to meet persona interests in a standard 1 classroom user context.

Key words: blended learning, emerging technologies, e-learning, learner expectation

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