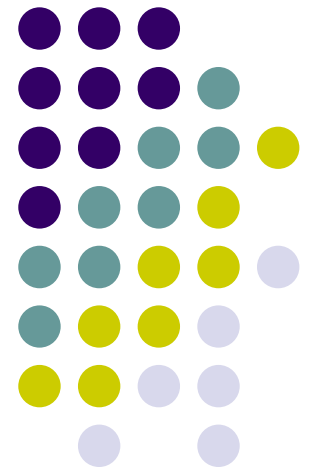


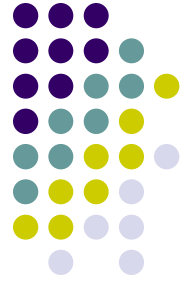
Learning: The Missing Link in TLT?

Scott Simkins
North Carolina A&T State University
simkinss@ncat.edu

2007 UNC Teaching and Learning with
Technology Conference



Opening Activity



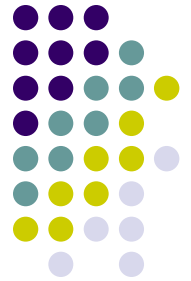
Two Questions:

What technology tools do you currently use in teaching your courses?

How do you currently use those technology tools in teaching your courses?

What can we learn from your responses to these questions?

Technology at the Center?



EXECUTIVE SUMMARY

virtual worlds, are not hard to find on campuses with leading-edge technologists and adventuresome faculty. Naturally, the farthest horizon contains the two least-adopted topics: new scholarship and emerging forms of publication, and massively multiplayer educational gaming; but even in this horizon practical examples exist, though they are still in development or in experimental stages.

In the body of the report, each featured technology includes specific examples, but as the horizon moves farther out in time these tend to be more isolated. Our research indicates that each of these six areas will have significant impact on college and university campuses within the next five years.

- **User-Created Content.** It's all about the audience, and the "audience" is no longer merely listening. User-created content is all around us, from blogs and photostreams to wikibooks and machinima clips. Small tools and easy access have opened the doors for almost anyone to become an author, a creator, or a filmmaker. These bits of content represent a new form of contribution and an increasing trend toward authorship that is happening at almost all levels of experience.
- **Social Networking.** Increasingly, this is the reason students log on. The websites that draw people back again and again are those that connect them with friends, colleagues, or even total strangers who have a shared interest. Social networking may represent a key way to increase student access to and participation in course activities. It is more than just a friends list; truly engaging social networking offers an opportunity to contribute, share, communicate, and collaborate.
- **Mobile Phones.** Mobile phones are fast becoming the gateway to our digital lives. Feeding our need for instant access, mobile

applications for personal to GIS, photos, and video mobile phones are increasing time is approaching when it be as much a part of education

- **Virtual Worlds.** Custom mirror the real world—or it—present the chance to role-play, and experience safe but compelling way. opportunities for education limitless, bound only by our create them. Campuses, b organizations increasingly the virtual world, and the off in a way that will echo the mid-1990s.
- **The New Scholarship and Emerging Forms of Publication.** The nature and practice of scholarship is changing. New tools and new ways to create, critique, and publish are influencing new and old scholars alike. Although this area is farther out on the horizon, we are beginning to see what new publications might look like—and how new scholars might work.
- **Massively Multiplayer Educational Gaming.** Like their non-educational counterparts in the entertainment industry, massively multiplayer games are engaging and absorbing. They are still quite difficult to produce, and examples are rare; but steps are being taken toward making it easier to develop this kind of game. In the coming years, open-source gaming engines will lower the barrier to entry for developers, and we are likely to see educational titles along with commercial ones.

Not unlike last year, some of these topics will seem familiar to regular readers of the *Horizon Report*. Educational gaming, a mid-term horizon topic last

The Next Generation of Digital Learning Spaces: Exploring the Frontier of Virtual Worlds

Session Details

Concurrent Session
Monday, January 22, 2007
3:00 p.m. - 4:00 p.m.
Cottonwood Room

Speaker(s)

- [Laurence F. Johnson](#), Chief Executive Officer, The New Media Consortium (NMC)
- [Alan Levine](#), Director, Member and Technology Resources, The New Media Consortium (NMC)
- [Heidi Trotta](#), Instructional Designer, Seton Hall University

Session convener: [Gayle R. Barton](#), Director of Instructional Technology, Williams College



**K-12 Students "Speak Up" about
Technology & Learning
- Are we listening?**

TLT: Making a Difference?



“Instructional technology’s ... impact at the institutional level has been marginal on most campuses... The real challenge... is shifting technology investment... to strategic implementations that impact student learning...”

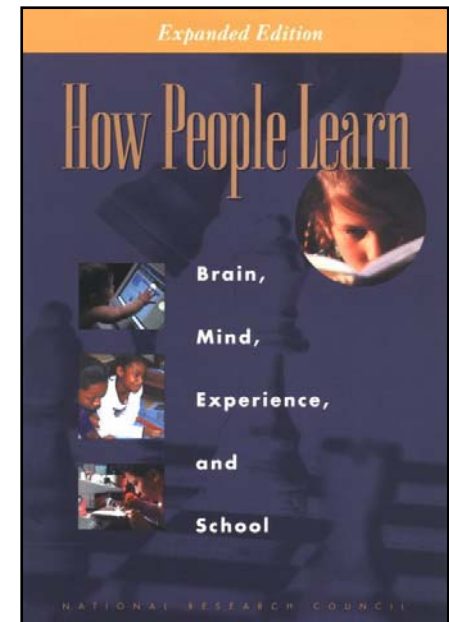
Robert G. Henshaw, UNC – Chapel Hill
EDUCAUSE Quarterly 25:4 (2006)

Student Learning

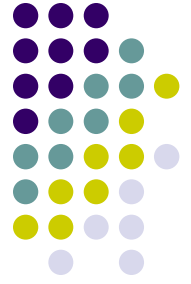


Frameworks for Thinking about Student Learning

- A. Chickering and Z. Gamson (1987) – *Seven Principles for Good Practice in Undergraduate Education*
- J. Bransford, A. Brown, and R. Cocking (eds., 2000). *How People Learn: Brain, Mind, Experience, and School*



Another Activity



Another Question:

Take the list that you generated in the first activity. Which uses of technology listed there can be linked to:

- Chickering and Gamson's *Seven Principles*?
- *How People Learn Principles*?



Facilitating Learning

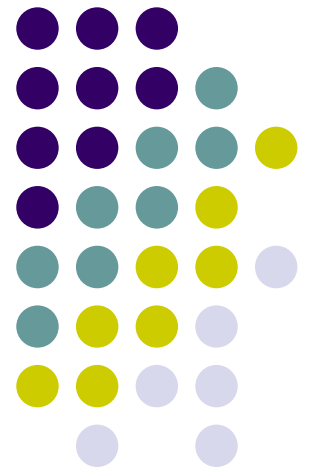
Putting learning at the center of instructional technology – TLT

- What are my **learning goals**?
- What **pedagogies** can I use to promote student learning, in all its forms?
- What types of **assessment** can I use to see whether learning is taking place?

How can instructional technologies help me answer these questions?

Student Electronic Posters

Karen Hornsby, Philosophy
North Carolina A&T State University



Student Electronic Posters



Using the KEEP Toolkit (Carnegie Foundation) to assess student learning (moral reasoning development) and develop student reflection on their own learning

- Karen Hornsby, Philosophy, NC A&T State University

Research Question

- What does deep ethical understanding look like and how can we measure the progression of this aptitude?

Student Electronic Posters



Queens S06 - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Google Go Bookmarks Check AutoLink AutoFill Send to Settings

SWEATSHOPS

by
Kameron Dabney, Shakinna Smith, Michael Stewart, Patrick Williams, Katrice Ward



INITIAL VIEW
Our initial view is that sweatshops are morally wrong. Our moral issue is that sweatshops are exploiting children, men, and women in unsafe working conditions. Moreover, they're not paying workers adequate wages for the long hours that they work. We have come to a initial group consensus that they are moral impermissible because of low wages, lack of human rights, and unsafe working conditions.

MORAL REASONING The reason why we reached this conclusion is because we feel that these businesses have an obligation to look after their employees. By making sure that supervisors or managers are not violating human rights. That employees are working in a safe and healthy environment and getting paid to where it will satisfy the individual country cost of living. As a group we feel that foreign investors should reconsider the

COST ANALYSIS OF A \$40.00 RETAIL SWEATSHIRT

DISCIPLINES NECESSARY FOR INTEGRATIVE EVALUATION

ECONOMIC

Also our group found it interesting that many entrepreneurs might argue that a clean, safe, pleasant working environment

INTERNATIONAL PERSPECTIVE Our group included international perspectives by using a social theory, studying the effects of labor laws in different countries, and by examining surveys from the workers themselves.



Dependency theory is the body of social science theories by various intellectuals, both from the Third World and the First World, that create a worldview which suggests that the wealthy nations of the world need a peripheral group of poorer states in order to remain wealthy.

In 1992 the U.S. Congress considered a bill known as the Child Labor Deterrence Act, which sought to prohibit the importation of any product made in whole or in part by individuals under the age of 15 who are employed in industry or mining. This Act does

Done Internet

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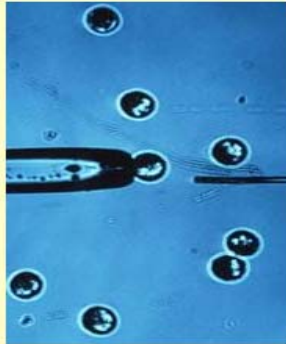
Student Electronic Posters



Is Embryonic Stem Cell Research Morally Permissible?
Tekeshia Duncan, Andrew Brooks, Quentin Watkins, Manuel Colon

Views on Stem Cell Research

Stem cell research has many benefits. Embryonic stem cell research is believed to cure currently incurable diseases. Scientist believe with this research they will be able to cure diseases such as Parkinson's disease, Alzheimer's, multiple sclerosis, spinal cord injury, heart disease, stroke, cancer, juvenile diabetes, and several others. Embryonic stem cell research assures to open up many more avenues of assistance to those in need of neural, cardiovascular, or even limb reconstruction. Specialists, in the area stem cell research, are optimistic about the research results and advancements with the proper funding.



Disciplines Necessary for Integrative Evaluation

Our group conducted an unbiased investigation of stem cell research, equally exploring both sides of the argument. Through our tedious investigation, we eventually ran into the



Moral Standard

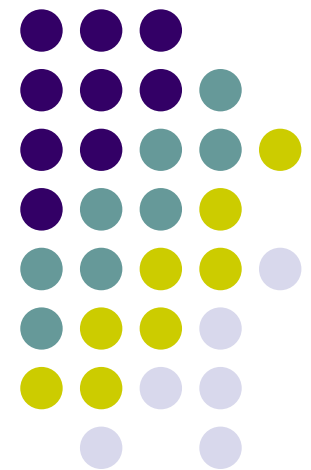
We applied the principle of utilitarianism and the act-utilitarianism principle to determine the permissibility of stem cell research. Scientist are doing stem cell research with the intentions of finding cures for incurable diseases and creating organs for transplant to increase the likelihood of organ transplants. The scientists action in conducting the research are with good intentions. Their intentions are not to hurt anyone in the process of their research, only make those who will be affected directly happy. According to Jeremy Bentham and John Stuart Mill stem cell research is a rightful action because it leads to happiness and not pain for those involved and affected. The consequences or results of stem cell research will bring happiness to those involved, such as Christopher Reeves, and according to the two theorist the consequences are all that counts. The scientists performing the research are acting on what they feel is the greater good and the number of people they will be bringing happiness to. Stem cell research is the moral minimum for these scientist in any society. Their research is the least they can do at this point to help the population of people with incurable diseases.

Moral Reasoning



eReading Rooms

Virgil Renfroe, University Studies
North Carolina A&T State University



e-Reading Rooms



A collaborative online application with specific learning goals and responsibilities to address low reading and writing skills

- Virgil Renfroe, University Studies, NC A&T State University

Learning Goals

- Communicate effectively
- Use information technology to find, interpret, evaluate and use information discerningly
- Develop critical thinking skills
- Practice revision skills
- Build awareness of others reading their writing
- Promoting scholarly communities
- Developing effective study habits

E-Reading Rooms

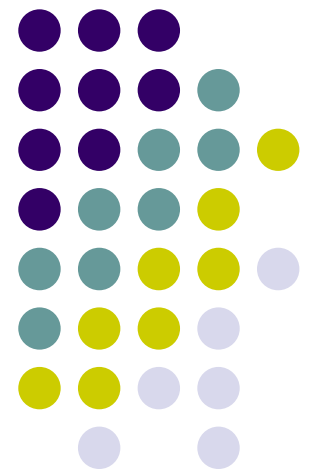


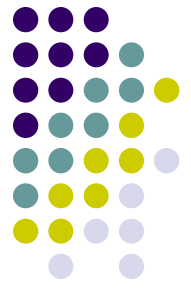
- Responsibilities
 - Map retrieval
 - Article retrieval
 - Vocabulary definitions
- Rules
 - Standard English
 - Correct spelling, capitalization, complete sentences

Digital Storytelling

Sophie Adamson, Foreign Languages
Elon University

Rebeca Olmedo, Foreign Languages
Elon University





Quick Links ▾
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Security At Home | Microsoft At Home | Microsoft At Work

Microsoft® Photo Story 3 for Windows

make show-n-tell
cool again



Bring your digital photos to life with Photo Story 3 for Windows. [Download Photo Story 3](#) for free and experience your photos in amazing new ways.* 

[Read the system requirements.](#)



[Capture memories](#)
Create slideshows using your digital photos. With a single click, you can touch-up, crop, or rotate pictures. It's that easy!



[Bring photos to life](#)
Add stunning special effects, soundtracks, and your own voice narration to your photo stories. Then, personalize them with titles and captions.



[Share your stories](#)
Small file sizes make it easy to send your photo stories in an e-mail. Watch them on your TV, a computer, or a Windows Mobile-based portable device.



Educational Uses of Digital Storytelling

[Home Page](#) [Introduction](#) [Goals and Objectives](#) [Getting Started](#) [Examples](#) [Tools](#) [Evaluation](#) [Resources](#) [Partners](#)



Main Directory for the Educational Uses of Digital Storytelling Website

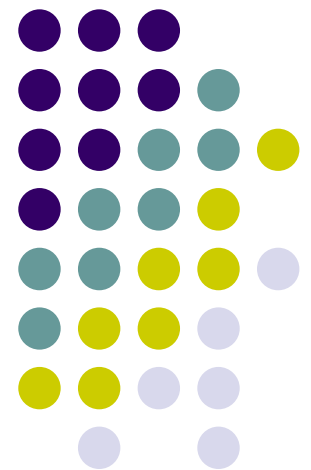
Welcome to a website devoted to the Educational Uses of Digital Storytelling. Above are links to various sections of the site.

- The [Introduction](#) page presents a brief overview of Digital Storytelling and includes introductory material about how this technology is being used in education.
- The [Goals and Objectives](#) page states educational goals for both teachers and students, as well as the educational objectives of Digital Storytelling.
- The [Getting Started](#) page outlines a step-by-step process for creating a digital story.
- The [Examples](#) page offers links to several sections containing example digital stories. Some of these stories were found on the Internet. Other examples were created by K-12 teachers, undergraduate and graduate students and faculty members from the University of Houston.
- The [Tools](#) page offers a list of technology applications that can be used to create digital stories, including information on finding resources on the web, as well as tutorials on downloading and using Microsoft Photo Story 3 software .

Just-in-Time Teaching

Scott Simkins, Academy for Teaching and Learning
North Carolina A&T State University

Mark Maier, Economics
Glendale Community College





What is
JiTT

JiTT
goals

JiTT
resources

JiTT
adopters

JiTT
impact

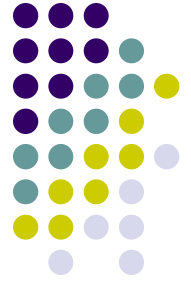
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JUST-IN-TIME TEACHING



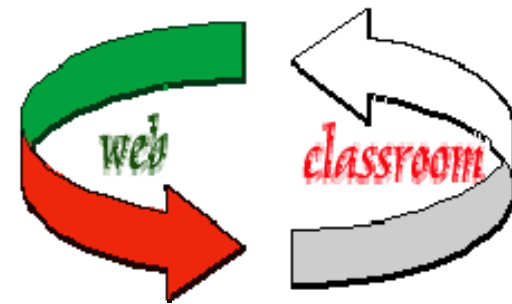
© 1999 - 2006



Just-in-Time Teaching

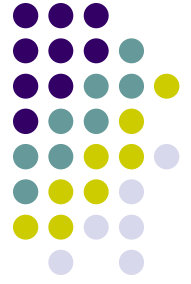
- Out-of-class JiTT Exercise
 - New material
 - Due a few hours before class (via Blackboard)

- Analysis of JiTT Responses
 - Viewed prior to class
 - Responses selected and grouped



- In-class Use
 - Selected responses displayed in class
 - Follow-up discussion or exercise

Just-in-Time Teaching



- Dealing with rationality: a trip to the beach



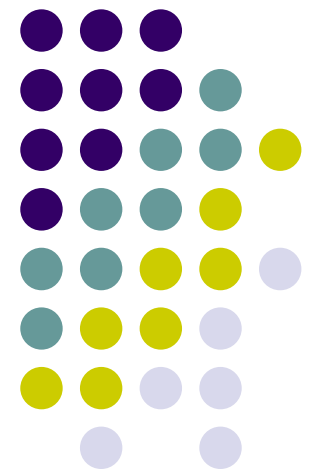
TLT: Making a Difference



“The criterion for bringing technology into my courses should always be: will this enable me to pose questions that better engage my students, spark their curiosity, and push them to think critically and, ultimately, to learn?”

Jack Meacham, University at Buffalo - SUNY
Peer Review (Fall, 2006)

Other Ideas and Resources





Promoting Learning

MAZUR GROUP

home ► education

NEWS — RESEARCH — EDUCATION — PUBLICATIONS — PEOPLE

AREAS OF RESEARCH

- ✪ **Peer Instruction** Collaborative learning in large lectures.
- ✪ **Gender and physics** What factors contribute to gender differences in introductory physics courses?
- ✪ **Classroom demonstrations** Do demonstrations really help students learn, or do they just entertain?
- ✪ **Technology and education** Innovative use of technology can enable new modes of learning

RESOURCES

Some of these resources are on separate sites (also maintained by us).

- ✪ **Course web site** Resource site for one of Harvard's introductory physics courses for non-majors.
- ✪ **Teaching Physics, Conservation Laws** **First** Proceedings of an NSF Faculty Enhancement Conference.
- ✪ **Peer Instruction: A User's Manual** A book on Peer Instruction complete with resource material.

LEARNING SCIENCE

Class time is a precious commodity, but how often do we stop to think about how it's being used? Should class activities merely transmit information that is already printed in the students' textbook? Do our students actually *learn* during class, or do they simply feverishly scribble down everything we say, hoping somehow to understand the material later?



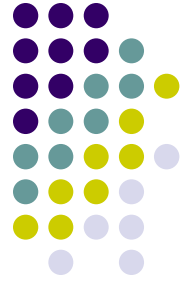
Large lectures: thought-provoking, sleep-inducing, or both?

We are investigating ways that instructors can enhance student

Peer Instruction,
ConcepTests, and
Personal Response
Systems

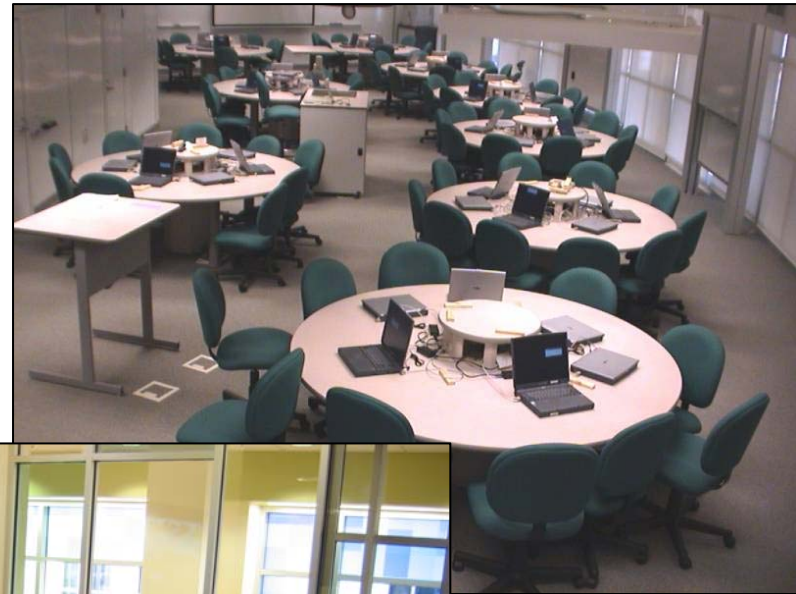
Eric Mazur
Harvard University

Promoting Learning



Institutional-level Focus

- Learning Spaces
- E-Portfolios
- iTunes U



Promoting Learning



Open Knowledge Framework

- KEEP Toolkit
- SERC
- MERLOT

Starting Point Teaching Entry Level Geoscience

Starting Point-Teaching Entry Level Geoscience > Topics and Teaching Methods

Topics and Teaching Methods

- [Campus-Partnered Learning](#) involves students working in groups to accomplish learning goals.
- [Cooperative Learning](#) involves students working in groups to accomplish learning goals.
- [Gallery Walk](#) activities get students up out of their chairs and actively working together.
- [Game-Based Learning](#) was written to assist geoscience faculty who want to start using games to help them teach.
- [Interactive Lectures](#) provide short activities that can break up a lecture.
- [Investigative Case-Based Learning](#) involves students in addressing real world problems.
- [Just-in-Time](#) teaching gets students to read assigned material outside of class, respond to short questions online, then participate in discussion and collaborative exercises in the following class period.
- [Studio Teaching](#) is an ideal way to get students involved in active and cooperative learning.
- [Peer Review](#) uses interaction around writing to refine students understanding.
- [Role-Playing](#) immerses students in debate around Earth science issues.
- [Service Learning](#) offers the opportunity to link academic learning with community service.
- [Socratic Questioning](#) turns a lecture into a guided discussion.

KEEPtoolkit knowledge : exchange : exhibition : presentation

home About Forum Support Resources

You are not logged in | Join

You are here: Home

The KEEP Toolkit is a set of web-based tools that help teachers, students and institutions quickly create compact and engaging knowledge representations on the Web. With the KEEP Toolkit you can:

- select and organize teaching and learning materials.
- prompt analysis and reflection by using templates.
- transform materials and reflections into visually appealing and intellectually engaging representations.
- share ideas for peer-review, assessment, and collective knowledge building.
- simplify the technical tasks and facilitate knowledge exchange and dissemination.

ABOUT learn more about KEEP

TOUR get an overview

CASES see some examples

JOIN create an account

Calling all CASES

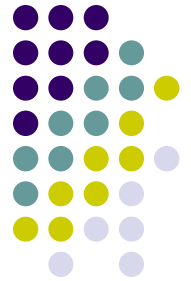
What's New

- "Harnessing Open Technologies to Promote Open Educational Knowledge Sharing." A recent article about the KEEP Toolkit from Innovate. [More >](#) 10/16/06
- Several educational institutions and organizations are now operating KEEP at their locations. Learn how to run KEEP at your location. [Contact us >](#) 09/8/06
- The stitch tool now allows users to have both horizontal and vertical menus at the same time. [More >](#) 05/12/06
- In preparation for the release of new KEEP tools, we have revised our [user policies >](#) 03/06/06

KEEP Statistics

- There are over 10,000 registered KEEP Users! [Click here](#) to see the latest number of registered KEEP Toolkit users, number of public snapshots, stitched groups, and galleries.

References



- Horizon Report – Emerging Technologies

http://www.nmc.org/pdf/2007_Horizon_Report.pdf

- Student Learning

Chickering and Gamson

http://www.johnsonfdn.org/Publications/ConferenceReports/SevenPrinciples/SevenPrinciples_pdf.pdf

<http://www.tltgroup.org/Seven/Home.htm>

How People/Students Learn

<http://books.nap.edu/html/howpeople1/>

<http://www.nap.edu/books/0309070368/html/>

http://www.nap.edu/catalog.php?record_id=10126

<http://www.nap.edu/books/0309074339/html/>

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<http://www.microsoft.com/windowsxp/using/digitalphotography/photo-story/default.aspx>

<http://www.coe.uh.edu/digital-storytelling/>

- Just-in-Time Teaching

<http://134.68.135.1/jitt/>

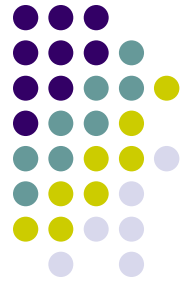
- Peer Instruction

<http://mazur-www.harvard.edu/education/educationmenu.php>

- iTunes U

http://www.apple.com/education/products/ipod/itunes_u.html

<http://itunes.berkeley.edu/>



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- Learning Spaces
<http://www.educause.edu/learningspaces>
<http://www.ncsu.edu/PER/scaleup.html>
- KEEP Toolkit
<http://www.cfkeep.org/static/index.html>
- Science Education Resource Center (SERC)
<http://serc.carleton.edu/introgeo/instructionalmethod.html#teaching>
- MERLOT
<http://www.merlot.org/merlot/index.htm>