Learning: The Missing Link in TLT?

Scott Simkins
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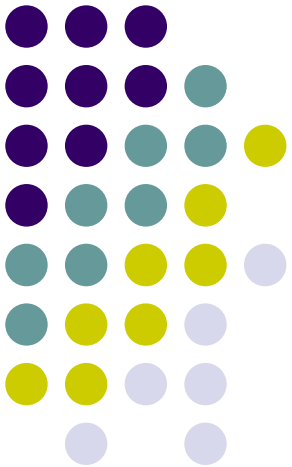


2007 UNC Teaching and Learning with Technology Conference

Opening Activity

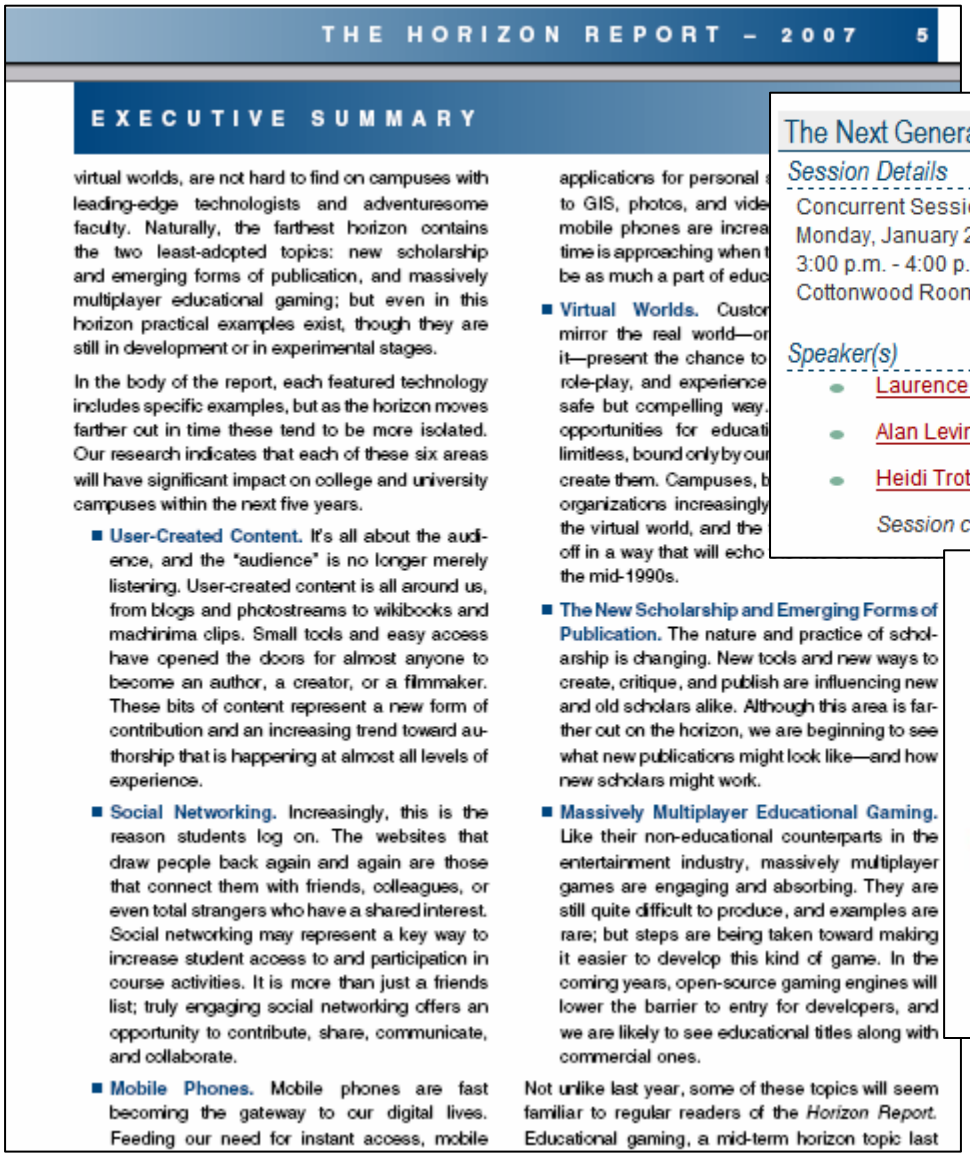
Two Questions:

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?



THE HORIZON REPORT – 2007 5

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 vide
mobile phones are increa
time is approaching when t
be as much a part of educ
- **Virtual Worlds.** Custor
mirror the real world—or
it—present the chance to
role-play, and experience
safe but compelling way.
opportunities for educati
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

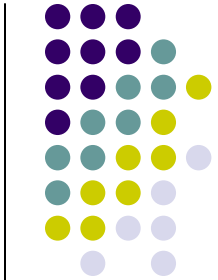
Session convener: Gayle R. Barton, Director of Instructional Technology, Williams College

net day Speak Up 2006

K-12 Students "Speak Up" about Technology & Learning

– Are we listening?

TLT: Making a Difference?



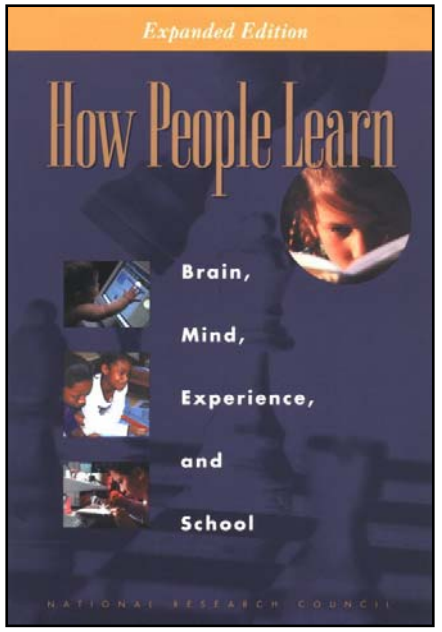
"Instructional technology's … impact at the institutional level has been marginal on most campuses… The real challenge… is shifting technology investment… to strategic implementations that impact student learning…"

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***



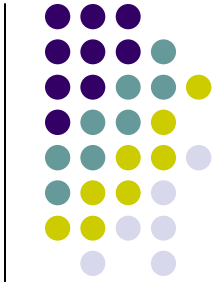
Another Activity

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



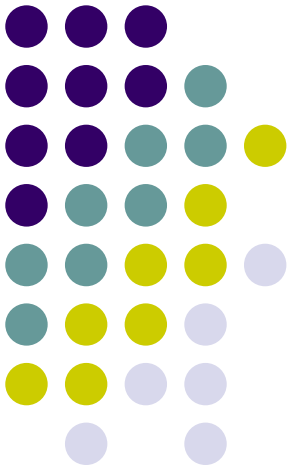
Putting learning at the center of instructional technology – T**L**T

- 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?

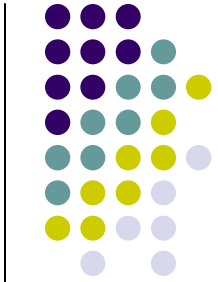
How can instructional technologies help me answer these questions?

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

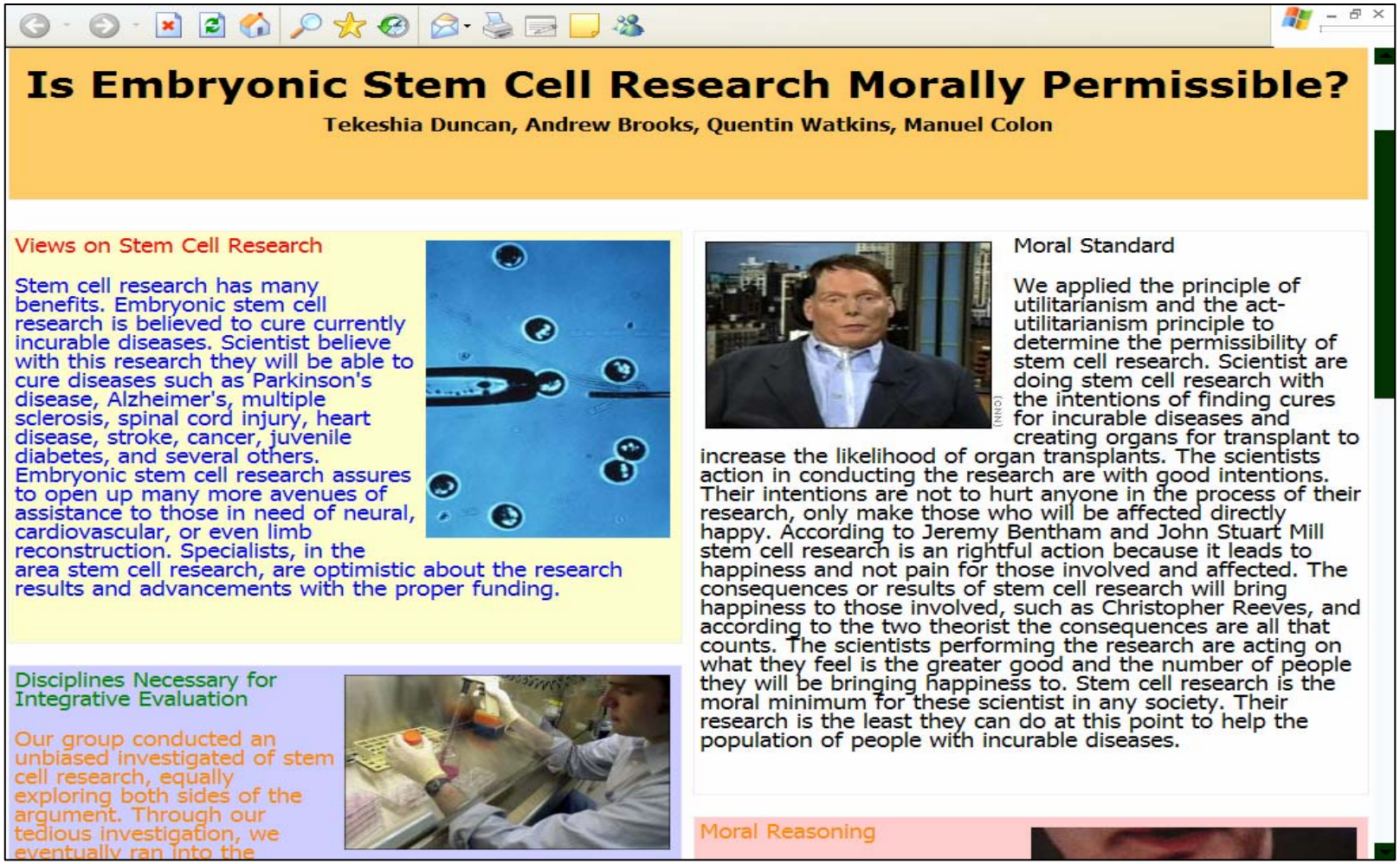
- Karen Hornsby, Philosophy, NC A&T State University

Research Question

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

Student Electronic Posters

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 investigated of stem cell research, equally exploring both sides of the argument. Through our tedious investigation, we eventually ran into the

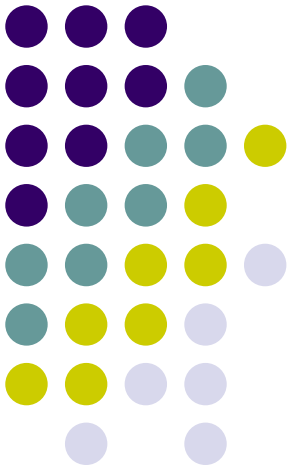
Moral Standard

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 an 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.

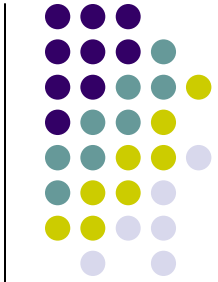
Moral Reasoning

eReading Rooms

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



e-Reading Rooms



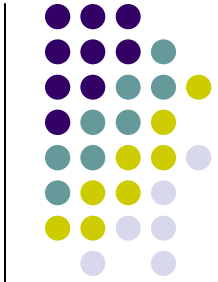
A collaborative online application with specific learning goals and responsibilities to address low reading and writing skills

- 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

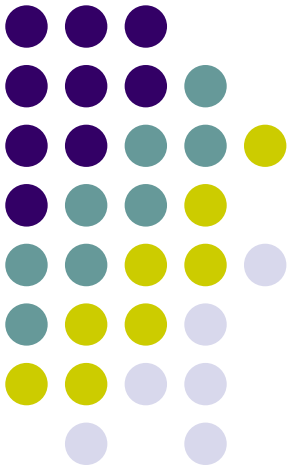


- Responsibilities
  - Map retrieval
  - Article retrieval
  - Vocabulary definitions
- Rules
  - Standard English
  - Correct spelling, capitalization, complete sentences

Digital Storytelling

Sophie Adamson, Foreign Languages
Elon University

Rebeca Olmedo, Foreign Languages
Elon University

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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

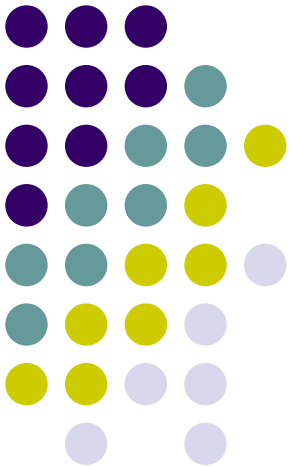
Welcome to a website devoted to the Educational Uses of Digital Storytelling. Above are links to various sections of the site.

- 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

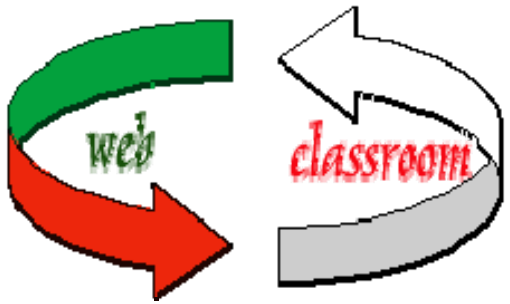
JiTT impact

JiTT wkshps

JUST-IN-TIME TEACHING

Just-in-Time Teaching

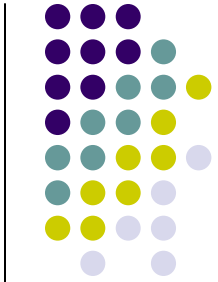
- Out-of-class JiTT Exercise
  - New material
  - Due a few hours before class (via Blackboard)
- Analysis of JiTT Responses
  - Viewed prior to class
  - Responses selected and grouped
- In-class Use
  - Selected responses displayed in class
  - Follow-up discussion or exercise



Just-in-Time Teaching

- Dealing with rationality: a trip to the beach

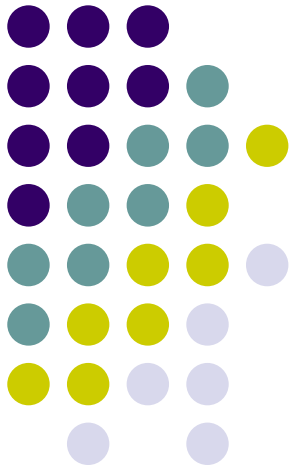
TLT: Making a Difference



"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

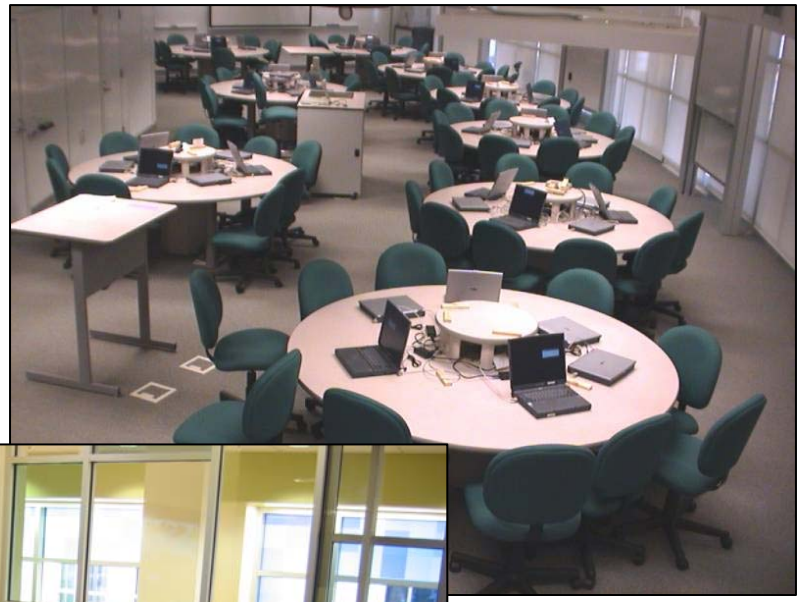
Peer Instruction, ConcepTests, and Personal Response Systems

Eric Mazur
Harvard University

Promoting Learning

Institutional-level Focus

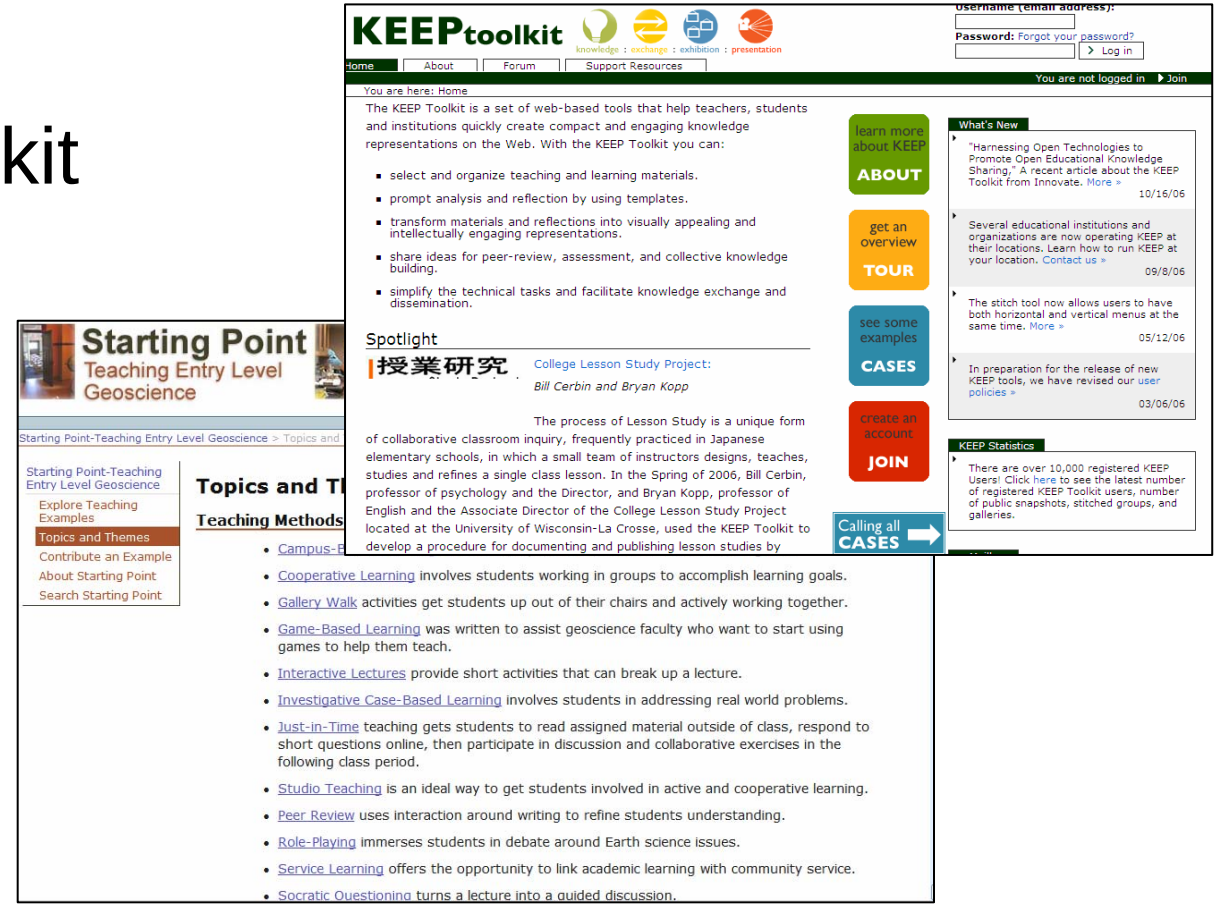
- Learning Spaces
- E-Portfolios
- iTunes U



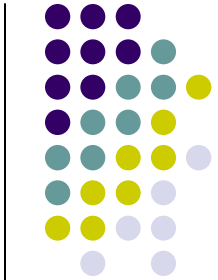
Promoting Learning

Open Knowledge Framework

- KEEP Toolkit
- SERC
- MERLOT



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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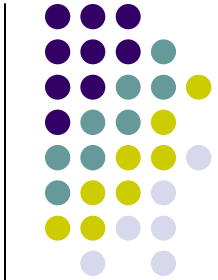

- Digital Storytelling

  http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx

  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/

References

- 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