

Incorporating Learning Technologies into Teaching and Learning



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Technology as Situational Tool

- Technology tools get accepted by faculty when the tools:
 - Enhance how a learning goal is achieved
 - Don't radically change the learning goal or how the goal is achieved
 - Are compelling and easy to use for all users*

*Adapted from *What's Next in Learning Technology in Higher Ed.* A-HEC <http://www.a-hec.org/>

Challenge: Helping Students Feel Connected to their Learning

- ❑ UWB a commuter campus
 - No dorms
 - Students live average of 15 miles from campus
 - 42% only on campus 1 or 2 days a week
 - Average student works 22 hours a week
 - ❑ Over 70% work at full or part-time jobs



One Solution: Blackboard

- ❑ Course Management System with integrated set of tools
- ❑ Used primarily to supplement on-campus courses and activities
 - Course material (syllabus, PowerPoint, links etc.)
 - Online discussion
 - Student groups
 - Grading

Blackboard

□ Advantages

- Easy to use – no HTML required
 - 60% UWB courses have Blackboard component
 - Faculty can concentrate on pedagogy
- Easy to access and navigate
- Enterprise version allows integration and development of many more tools than basic version
 - Wikis, blogs, eportfolios, assessment etc. in Enterprise
 - UW Bothell using Blackboard Basic
 - Blackboard hasn't been adopted by UW campus-wide
 - WSU example of Blackboard Enterprise

Blackboard Examples

- BNURS501

- *Philosophical And Theoretical Foundations Of Advanced Practice Nursing* ▶

- UWB Faculty Institute

- Faculty development course based on Bloom's Taxonomy ▶

Challenge: How To Conduct Better In-class Discussions

- ❑ Many factors can hinder students from participating in class discussions
 - Personality types
 - Learning styles
 - Issues such as English as a second language
 - Controversial topics
- ❑ Discussion often dominated by small group of students
 - Their opinion often viewed as class's opinion

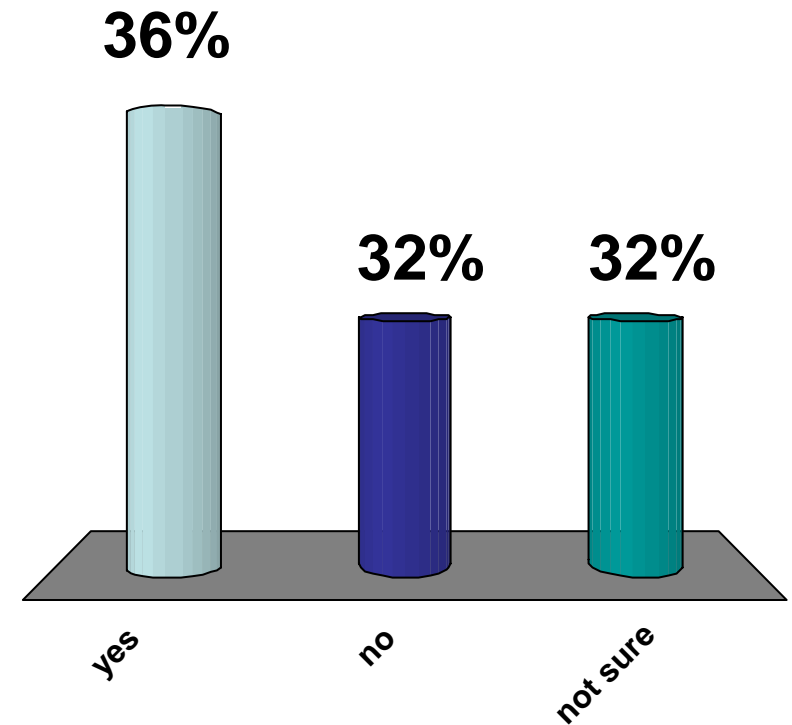
One Solution: Clickers

- ❑ Student Response System
- ❑ Students submit responses using handheld clickers
 - Responses shown in graph form
- ❑ Examples from BIS 304 *Institutions and Social Change* taught by Dr. Ron Krabill



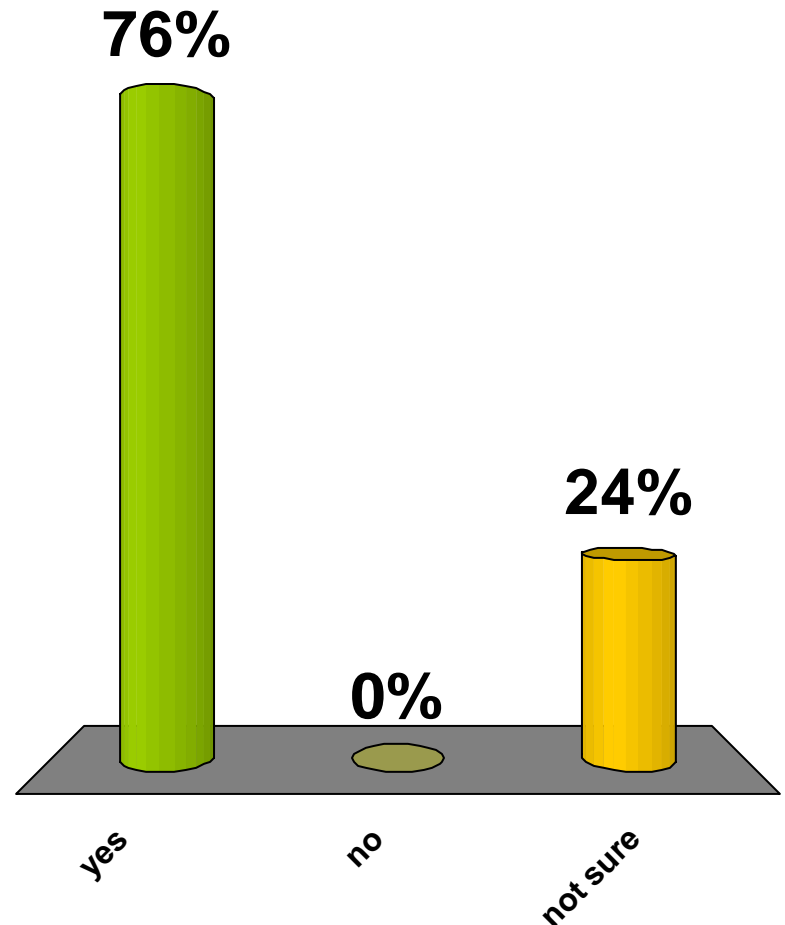
Should intelligent design be allowed to be taught in a science class?

1. yes
2. no
3. not sure



Should intelligent design be allowed to be taught in a philosophy course?

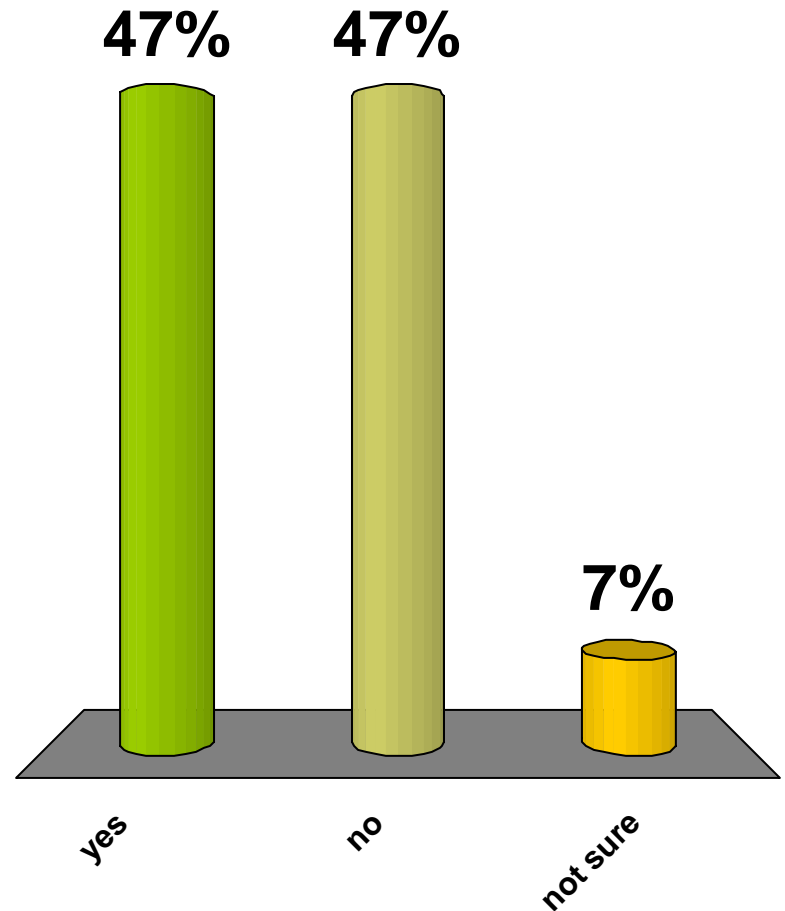
1. yes
2. no
3. not sure



After describing intelligent design in class, the questions were re-polled...

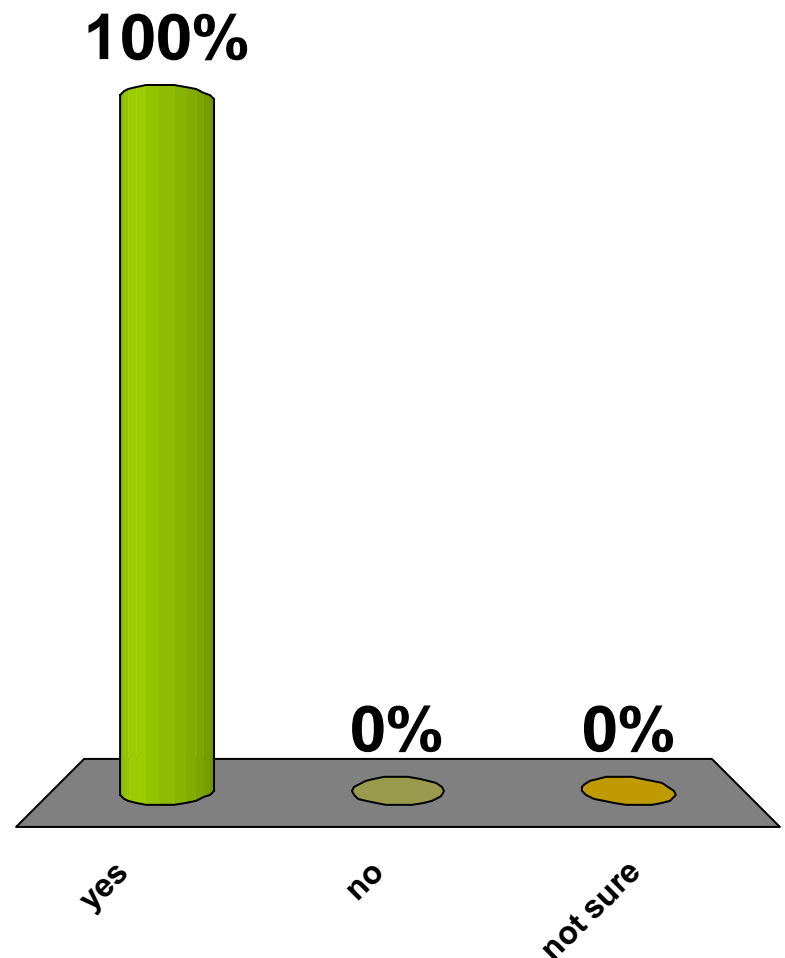
Should id be taught in science?

1. yes
2. no
3. not sure



Should id be taught in philosophy?

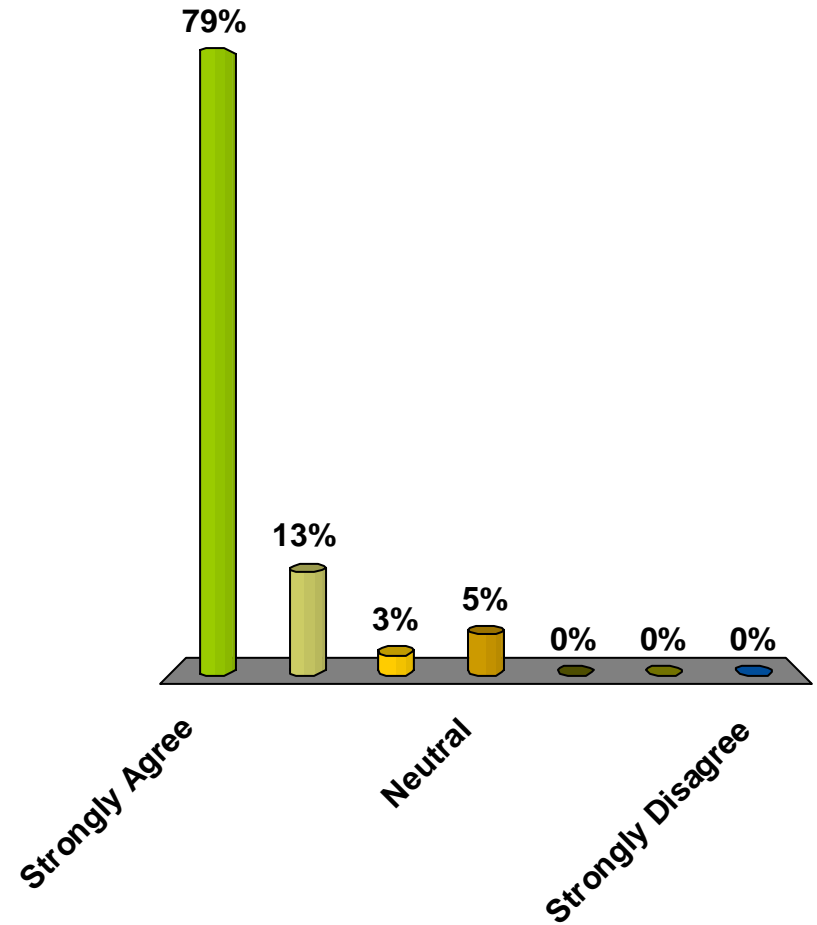
1. yes
2. no
3. not sure



Student responses to the
“clickers” at the end of the term:

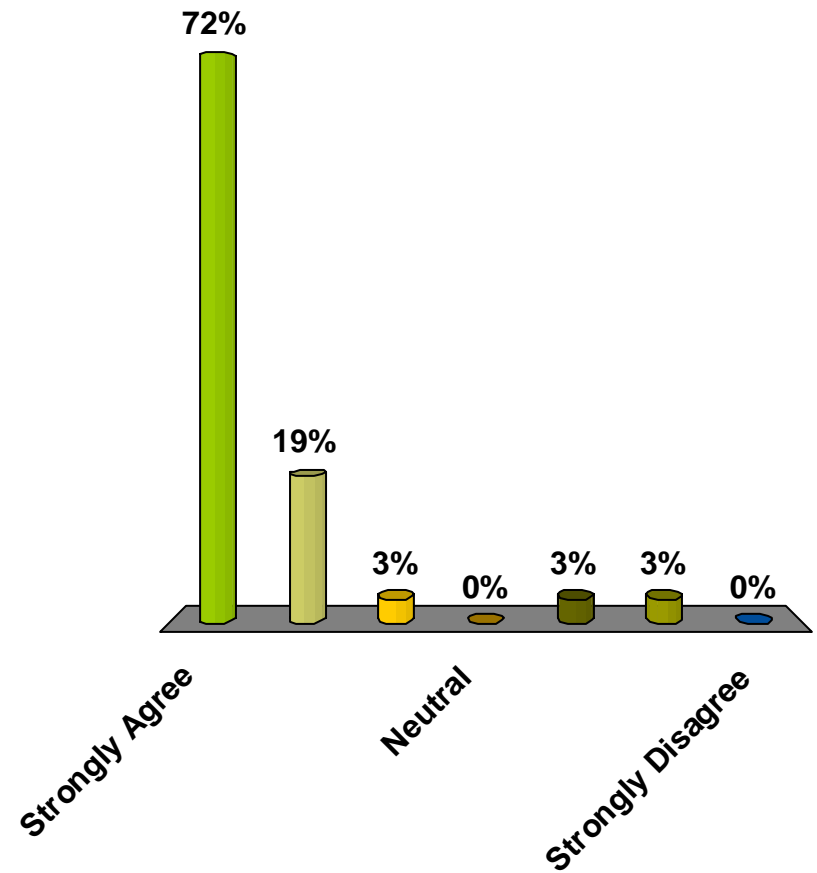
In future versions of this class, I would recommend the use of clickers:

1. Strongly Agree
- 2.
- 3.
4. Neutral
- 5.
- 6.
7. Strongly Disagree



I would recommend using clickers in other courses at UWB:

1. Strongly Agree
- 2.
- 3.
4. Neutral
- 5.
- 6.
7. Strongly Disagree



Challenge: How To Broaden The Educational Value of the Term Paper

- Term papers typically:
 - Are time- and place-bound
 - Are written for an audience of one (the instructor)
 - Have a limited set of objectives
 - Have little impact beyond the classroom

One Solution: Publish to Wikipedia

- Wikipedia one of the most prominent wikis
 - Wiki = multiple authors can edit online content
- BIS 303 *Environmental History And Globalization* taught by Dr. Martha Groom
- 34 student papers posted to Wikipedia
 - Students had to deal with issues of voice, knowledge, and community

Wikipedia Student Examples

- ❑ http://en.wikipedia.org/wiki/Communal_Wildlife_Conservancies_in_Namibia
- ❑ http://en.wikipedia.org/wiki/Deforestation_during_the_Roman_period
- ❑ http://en.wikipedia.org/wiki/Renewable_energy_in_Africa

Other Technologies Being Explored at UWB

- Eportfolios
- Digital storytelling
- Blogging
- Second Life and virtual worlds
- And more . . .