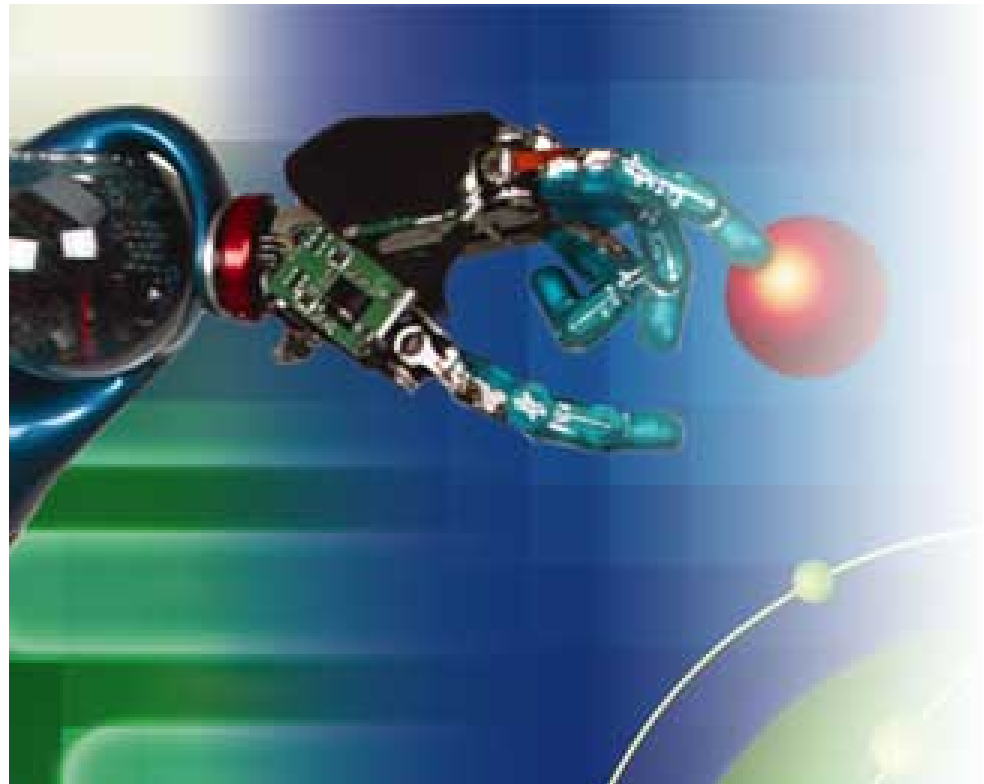


Emergent Classroom Technologies: Tapping Students' Digital Literacies

Dr. Amber Dailey-Hebert

Dr. B. Jean Mandernach

Emily Donnelly-Sallee





Think about it.

What does
classroom
technology
mean to you?





Classroom “*Technology*”

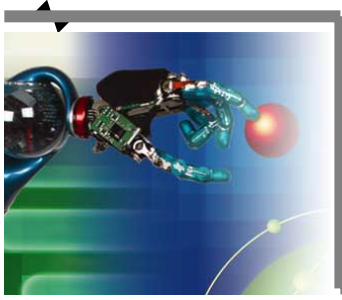
- Primitive Technology:
 - Slide projectors
 - Movie reels
 - Ditto machine
- Advanced Technology:
 - Photocopies
 - VCR
 - Overhead projectors
 - Word-processing, spreadsheets and basic software
 - Channel 1
- First Generation High Tech:
 - DVD
 - Computer/Internet
 - Multimedia computer-based simulations
 - PowerPoint
 - Course websites
 - Course management systems



Think again.

What does
classroom
technology
mean to your
students?





Student Perspective

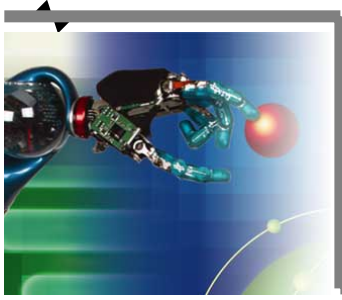
- Most students entering college this fall were born in 1987:
 - They don't remember when "cut and paste" involved scissors.
 - They learned to count with Lotus 1-2-3.
 - They may have fallen asleep playing with their Gameboys in the crib.
 - Digital cameras have always existed.
 - They have always been challenged to distinguish between news and entertainment on cable TV.



The “New” Backpack

- Cell phone
- iPod
- PDA
- Pager
- Digital camera phone
- Digital writers
- Wireless Internet device
- Password/login reminders
- Laptop computers
- MP3 players
- Flash/jump drive

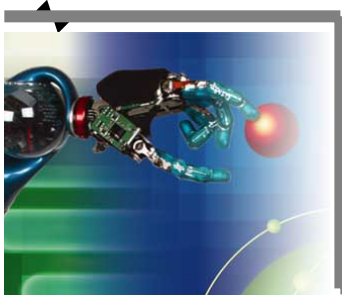




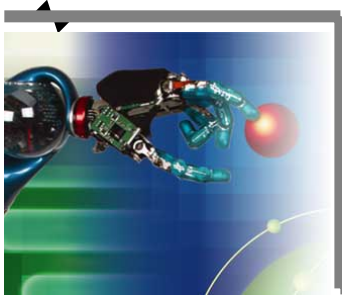
Emergent Technologies

- Students Demand:
 - Detailed lecture notes
 - Digital video
 - Audio supplements
- New Trends:
 - Blogs
 - Wikis
 - Podcasts



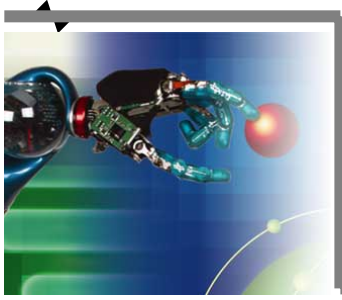


How do instructors move
beyond PowerPoint and other
“first generation” media
applications to engage students
and promote active learning?



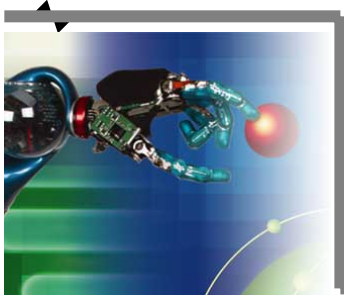
The Challenge

- Situation:
 - Exposure and increased access to advanced multimedia applications is affecting the type and degree of digital literacy our students bring with them into the college classroom.
- Reality:
 - To effectively adapt to changing student needs/demands, instructors must integrate emergent technologies that better reflect and respond to the role of technology as a *learning tool* and a *way of learning* in students' daily lives.



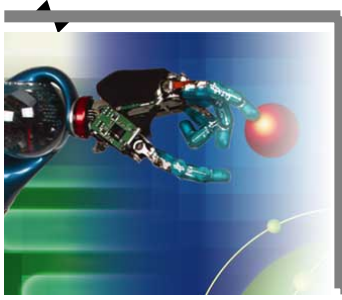
Blogs

- What?
 - A website in which journal entries are posted on a regular basis and displayed in reverse chronological order; shortened form of **weblog** or **web log**.
 - May be used within a course management system (usually private) or on a number of free, public, blog sites available throughout the Internet (typically organized by common theme, topic or point of interest)
- Examples:
 - <http://awd.cl.uh.edu/blog/>



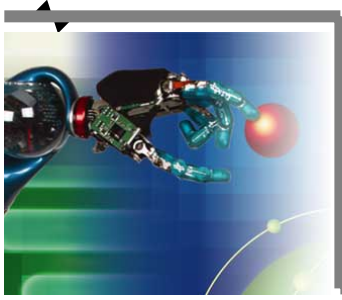
Blog Ideas

- Dissemination of news or experience
- Outreach activities
- Opinion forming
- Archives of human thought
- Reflection or learning logs
- Electronic scrapbooks
- Assignment submission and review
- Dialogue for groupwork
- Content-related blog as professional practice
- Networking and personal knowledge sharing
- Reflective or writing journals
- Share course-related resources
- Course announcements and readings
- Annotated links
- E-portfolios



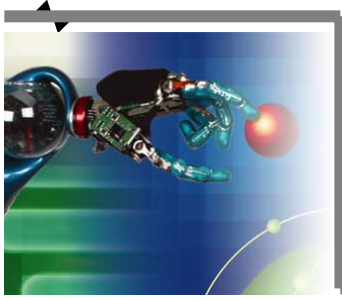
Blogs Investigated

- Advantages:
 - Instant or real-time commentary
 - Promotes free speech
 - Encourages reflective thought and integration of knowledge/opinion
 - Promotes dialogue and immediate peer-review
 - Freedom from typical academic writing
- Concerns:
 - Questionable credibility
 - Concerns over faddish nature
 - Lack of control, supervision or content-restriction
 - Difficult to differentiate fact from opinion
 - Potential academic misconduct



Wikis

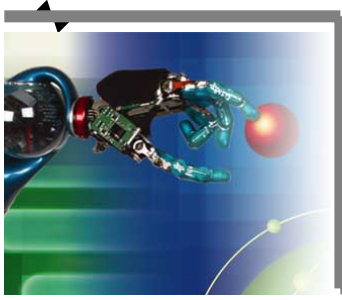
- What?
 - A piece of server software that allows users to freely create and edit Web page content using any Web browser; supports hyperlinks and has a simple text syntax for creating new pages and crosslinks between internal pages on the fly.
 - A type of website that allows users to easily add and edit content and is especially suited for collaborative writing.
- Example:
 - http://en.wikipedia.org/wiki/Main_Page



Wiki Ideas

- Brainstorming
- Planning
- Document editing
- Perpetually updated lists
- Bulletin boards
- Create reference lists
- Collaborative experiments
- Writing prompts
- Informational debates
- Collections of work
- Support writing instruction
- Teaching network literacy
- Ongoing revisions, changes and modifications

An example: <http://www.writely.com/>



Wikis Investigated

- Advantages:

- Breaks down the barrier between content creator and content consumer
- Promotes genuine interactivity and collaboration
- Encourages the ongoing nature of learning, knowledge and investigation

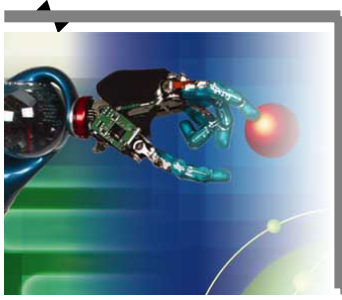
- Concerns:

- Identifying authorship and plagiarism
- Overcoming possessiveness of work
- Online vandalism
- Lack of hard security and privacy
- Difficult readability, organization and tracking



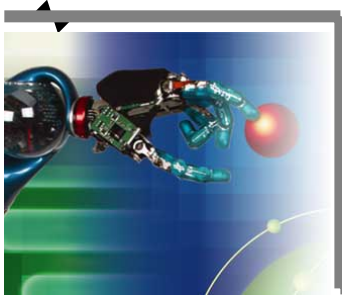
Podcasts

- What?
 - A method of publishing audio and video programs via the Internet that lets users subscribe to a feed of new files.
 - Audio recordings (made via cell phones, digital voice recorders, computer microphones, etc) typically made into downloadable MP3 or RSS files.
- Example:
 - http://www.npr.org/rss/podcast/podcast_directory.php



Podcast Ideas

- Instructional explanations
- Lecture supplements
- Student presentations
- Student introductions
- Guest speakers
- Commentaries on current issues
- Project soundtracks
- Integration of news media
- Audio books
- Immersion activities for non-native speakers
- Music enhancements
- Creative assessments such as relevant playlists



Podcasting Investigated

- Advantages:
 - Instructor provides audio supplements; students can reply with audio responses or reports
 - On-demand education that allows students access information when they need it
 - Students have a safety net; should they miss a class, they've got a recourse
 - Tailors to various learning styles
 - Provides additional resources for non-native English speaking students
- Concerns:
 - privacy and copyright concerns
 - FERPA issues
 - ADA compliance
 - Technology accessibility
 - Audio quality
 - Classroom attendance



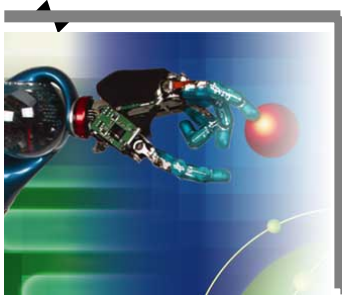
Podcasting Effectively

- “We've reached the point where audio learning must be part of what we consider in our learning solutions. It's easy to create, gives experts a real voice, and is informal and disposable. But we have to do two things: Design it properly – short, modular clips, not 30 minute monologues. And, make access easier – nearly 40% of survey respondents believe they don't have the right technology to access audio.”



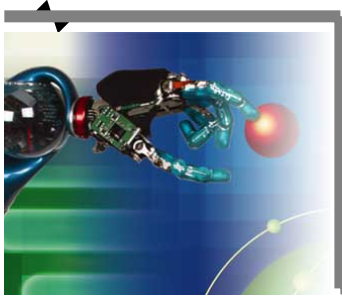
Technology Reality Check

- Classroom technology is not a passing phase. It will continue to adapt, expand and evolve to change the nature of higher education. The paradigm is shifting. . .as educators, it is our task to ensure the responsible, educational, and appropriate use of technology within the classroom for the benefit of student learning.



Practical Advantages

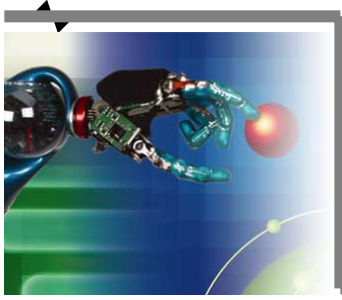
- Cost & Convenience:
 - effective, low-cost way to deliver instruction and promote interaction while freeing students to review material at their own pace and convenience
- Adaptability:
 - online options also let students participate in discussions electronically and allow instructors the flexibility to make quick changes if they want to delve into, say, a new scientific discovery



Possible Pitfalls

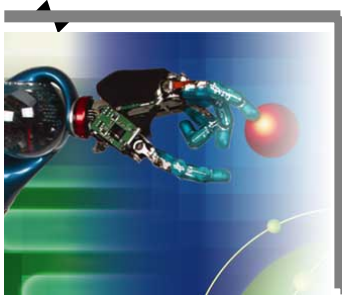
- Attendance:
 - "Getting students out of their media bubble to be in class is getting progressively harder."
- Reliance:
 - Too much technology may lead to a passive learning environment
- Accessibility:
 - Integration of advanced technology may intensify the socioeconomic, age or access gaps between students
- Academic Honesty
 - Rise of digital access challenges authorship, plagiarism and classroom cheating





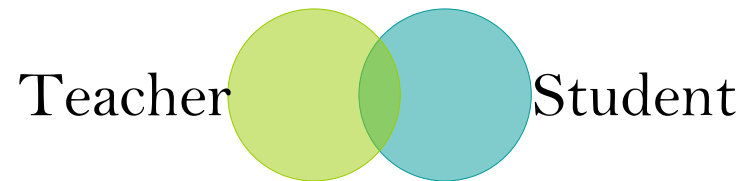
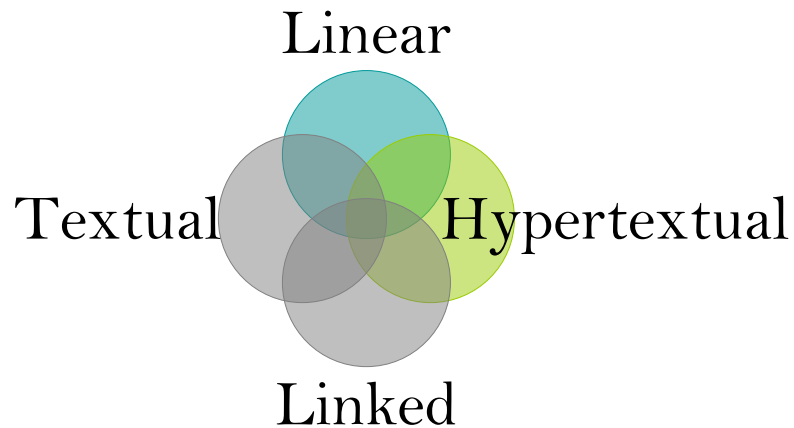
Integration Tips

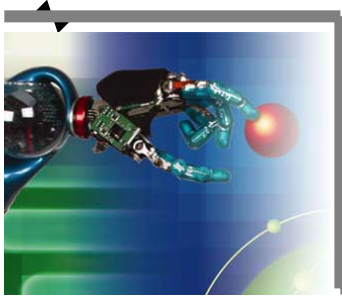
- Changing the Classroom Experience:
 - Use technology to relay more of the basic information so that class time is freed for more discussion or Socratic teaching methods
 - Enhance individual participation in large classes by providing outlets for academic expression of ideas
 - Release time-pressure nature of learning by moving instructional activities outside the classroom
 - Engage students both in and out of the confines of a typical class period



Final Thoughts.....

- Technology is more than a delivery medium; it is a *way of learning* that challenges current views of teaching, thinking and instruction by blurring the line between teacher and learner and shifting the focus from knowledge acquisition to critical application of information.





Bringing it home.

- Brainstorm 3 ways that you could envision using emergent technologies to enhance one of your existing courses.
- What would be your greatest challenge in implementing these ideas at your campus, with your students or within your particular circumstances?
- What must be done in order to assist you in overcoming these challenges?



Contact Information

- *For more information, please contact:*

Emily Donnelli-Sallee, Amber Dailey,
& B. Jean Mandernach

Center for Excellence in Teaching and Learning

cetl@park.edu

Park University