

Meeting the Top Challenges in Teaching and Learning Discussion Session
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Facilitators: Charles Patrick Kohrman, II, Pennsylvania State University
Maureen McCreadie, Bucks County Community College

Given time constraints, three of the five Challenges were selected for discussion:

- Creating learning environments that promote active learning, critical thinking, collaborative learning, and knowledge creation.
- Reaching and engaging today's learner.
- Encouraging faculty adoption and innovation in teaching and learning with IT.

Participant Comments and Discussion:

Creating learning environments that promote active learning, critical thinking, collaborative learning, and knowledge creation

- Using mobile learning devices in creative new ways – forestry class
- Blogs – language class
- Wikis – artists page on Wikipedia
- CMS – used to promote active learning
- PBL – Problem Based Learning – our institute for transforming undergrad education, deals with PBL and encouraging faculty to use in class, classroom set up space
- Creative learning spaces – setting up learning spaces that you can have
- Special PBL classrooms
- Create spaces that encourage more collaboration
- Clickers
- Constructivism – Getting students more doing rather than being passive
- Anonymity – linked to clickers, importance of that when you have sensitive topics, allow students to be drawn out to have discussions
- Started listing and then worried that they aren't adding anything new; discussion shifting to, "how do we get faculty to do this?"
- Start with instructor's pedagogical goals, helping them understand the learning theory, faculty may not be comfortable with that; are content experts not teaching experts, have support for that
- What is barrier to faculty adoption?
- How has new generation changes things
- Intentionality – where do we want to go?
- What does the business community requires? Critical to develop those skills in students
- Reaching the shy learner – how can technology facilitate that
- Learner sees intended learning outcomes during process
- E portfolios – able to see their own growth over the course of four years
- Need to be sure to stay on the innovative edge of technology

Encouraging faculty adoption and innovation in teaching and learning with IT

- Faculty Institutes or Camps, offered in summer and winter, usually one week in length, what is the carrot? Get a laptop for participating, 35 spots, faculty incentive of laptop of getting to learn a lot, highly motivated people, come out with a laptop and way ahead of

game, have to apply, have a project they are planning to work on; hav ea specific project in mind

- Newsletters – resources are discussed, electronic, using IT to get message out, resources are highlighted, spotlighted pedagogical practices, interviewing and instructor or admin and ask what they are doing to contribute to learning and incorporating IT into every day world as well as teaching
- Mini-grants offered for faculty who work in conjunction with students, partnership, work on a project, have to present on their project, oftentimes, give portion of grant to students so they can present on it
- Tablet loaner program, technologies that are put on that laptop, people get to test it out, “test drive” professor liked it so much, he didn’t want to give it back, caused some issues, way to introduce technologies
- How to get the students involved, workshops, workshops are centered on teaching issues, and illustrations of how technology supports that pedagogy rather than focusing on technology, John McDurrit, U. Pennsylvania
- Blogging – Penn State – Encouraging people to blog, partnership between faculty and students
- Incorporating multimedia into ventures, suggestions for integration, incorporating all types of multimedia into online world, admin training, etc.
- Mentoring – pay students to work with faculty, creating a partnership, students have to present at the end
- New technology evaluation and reviews – use RSS feed so that faculty find out about new reviews
- Faculty Institute and Faculty Showcase (beginning and end) Drexel – institute, people talk about cool technologies using examples, showcase is where faculty demonstrate what they’d done, turns out to be a big inspiration for faculty, invite people from five states to come, over 80 participants
- Penn State – Annual Symposium to discuss Innovations
- Web sites – having information for faculty
- Support for new faculty (adjuncts – often the ignored people), online outreach to those groups

Reaching and engaging today’s learners:

- Using social networking with self-selected groups. Erin Long, Penn State – idea of social networking, getting info from social networks, in surveys, students check campus email three times each week, check facebook profile 14 times each week, using the new social networking place to get our name and brand across, trying to maintain the brand
- AI – Adopt a student, very much in touch with what’s going on with technology, someone who is really living in facebook and thinking outside the box with it, talk to them about learning in class and helping to learn about their classmates, I’m picking their brain, getting survey results from one student
- Take and survey students at start of semester about how they using their cell phones, using it for talking, how many for texting, pictures, etc. Found out – collecting info about the news, in other classes, football game, allowed me to start seeing that they are collecting info in small pieces, microblogging in class
- Students are fast-moving targets, we find them here and when we mold, they are already moving away, trying ot find out as much as we can moving forward
- Pam Joyner – UNC-CH – changing the way that we deliver the curriculum, 150 students per class, lots of lecture and Powerpoint, want students to be critical thinkers, changing two as part of a pilot to be more multimedia, interactive, get assessment as they go

through modules, pharmacology course – have to prep outside of class, use in class time for instruction and discussion

- Students generate content using tools they know – faculty member presents concept, have to use YouTube, Facebook, etc. to draw connections and construct ideas around it, pass on to other members of class, what have they drawn from the content?
- Set goals, boundaries, and using their tools to meet expectations
- Teacher s and leaders or guides developing a “map” – teachers are guides, my goal is to not just teach them the content but to teach them how to develop their own ideas, think about how they would present ideas, help them develop own learning, how they get there is less important, they are constructing own meaning along the way
- Know the “what” but also know the “how”
- Embedding info literacy into courses – repackaging library research tool – Christy from Temple, Library, reaching and engaging students is working with faculty one on one an getting our resources into your courses, repurposing or repackaging our tools, making it more concrete and useful for you, students are just flailing about the Web sites
- Knowing your students names – Ken Toht, Bucks County Community College – years ago teaching with 90-100 students, thought very important to know names as early as possible, to do that, putting a seating chart, had digital camera, students took own picture, pass around digital camera, have them take a picture, I would print the pictures, pass them around, and they will acknowledge who they are, establishes relationship with student from beginning, office next to reception desk, students often come to receptionists and ask for a teacher, says, he’s 55, wears sunglasses at end of semester, surprised how many students don’t know their teachers name
- Online course – take a picture of class, have a class photo, use discussion board to “decipher” who is who, using discussion board in a non-threatening way, think its fun to figure it out, sometimes manipulate photos, make them firemen... etc.
- Simulations – back to Erin, Penn State, this generation is all about instant gratification and to know, “what’s in it for me.” Don’t want to learn something they might use in the future, want to know that what they are being taught is something they can use know, Business School – beer game, supply chain majors, go through cycle of beer distribution, if one person over or under orders, what it does to rest of system, supply chain majors realize how it will impact their job; trading floor at Penn State, accounting major come in, pick stock, have to manage their portfolio throughout the semester, make lots of money, some crash, learn lessons