Workshop: Teaching, Technology, and Theory, Oh My!: Teaching with Technology for Learning's Sake

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Teaching, and Technology, and Theory, Oh My!: Teaching with Technology for Learning’s Sake

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Why Use Technology?

Using technology in teaching simply because technology exists makes little sense.

Writing teachers should use technology as tools for fostering effective teaching and successful learning by grounding that use in practical application and theory.

Focus on practical ways of using technology.

Place technology in context as a means to an end and not an end in itself.
Role of Technology in Writing Instruction

Writing resources are created by instructors who want to retain control over their teaching materials and the student experience.

Since most 21st Century students exist in the world of technology, using technology to compose those resources is critical.

In writing courses, supplemental materials and resources form the nucleus of student learning.
The Technology Equation

Easily accessible resources + Subject to instructor quality and content control = Equally accessible technology that does not depend on advanced skills in web design or coding.
The Bonus

Easily accessible resources + Use in Teaching and Learning = Students who can express themselves via traditional and digital means
Technology That Supports the Content Not the Other Way Around

Don't select technology bases on bells and whistles

Consider the functionality (Gibson, 2012)

Give some thought to whether students will actually use the technology for the intended instructional goal.

Remember, mastery of the tool is not the goal, but it can be a byproduct. (Gibson, 2012)
Tool Mastery Should Not Be Rocket Science

When managed correctly, very little class time should be consumed teaching students how to properly use technology.

Most often, students adapt quickly.

Using techniques such as a flipped classroom, students can learn how to use the tools outside of class, allowing the instructor more time during class to engage in the curriculum.
Know the Rules of Instructional Design

When designing curriculum consider how students will engage with the technology.

Take advantage of discovery, situational or problem-based learning opportunities.

These three terms are often used interchangeably, but the intent is the same: They challenge students to construct their own knowledge, either working independently or in teams.

These curricular learning units are often based on real-world events and problems students are likely to encounter including writing scenarios (Gibson, 2012).
What Are The Goals?

Be certain you've identified what you want students to learn.

Rather than using technology as a random drill and practice, clearly define what you want the student to accomplish through use of the product before introducing it into the curriculum. (Gibson, 2012)
Be (Mostly) Age Appropriate

Today's undergraduates may be more adept at using technology than graduate students or returning midcareer professionals.

Be sure the tool targets the correct age level.

Most educational technology normally include a target age that is most appropriate. (Gibson, 2012)

Caveat – older students can have ‘fun’ with technology designed for younger students and still learn. Educators can repurpose technology.
Know What You Will Measure and How You Will Measure It

As with any type of learning, data collection is very important for evaluating the effectiveness of the instruction and the technology.

Most technology does not include built-in assessment mechanisms, so mastery of the topic must be collected using another process.

Demonstration of mastery

Typically exhibited when the student or team of students is asked to present the learning unit to classmates
Also demonstrated by using a digital portfolio that represents a collection of their work. (Gibson, 2012)

Student Feedback

Assessing the effectiveness of the tool may also require gathering feedback from the students.
Build on What You Have!

What sets good technology apart is the ability to integrate with many traditional classroom technologies including:

- web-based television,
- screenshares
- interactive whiteboards

Tools that allow easy imbedding and interaction create seamless instruction.
MS Word Tools
http://www.cherylreif.com/2012/03/27/10-ways-to-use-microsoft-word-more-effectively/

- Formatting
- Editing
- Commenting
- Auto Correct
- Compare
- Integration
- Conversion

10 Ways to Use Microsoft Word More Effectively
By Cheryl Reif / 37 Comments

Microsoft Word
Love it or hate it, this word processing program is the industry standard and, for most of us, a daily tool of the trade. It's so easy to learn the program's basics, most of us start using it without taking the time to delve more deeply into its features. Why should we? Once you know how to type, format margins, and maybe do a search-and-replace, you're ready to go. At least, that's usually my attitude. I don't want to learn the program. I just want it to work!
Voice to Text
Read Out Loud
Virtual Sticky Notes
http://download.cnet.com/blog/download-blog/take-note-a-virtual-sticky-notes-roundup

Like their real-world counterpart, a quickly jotted digital sticky note placed prominently on the desktop can be just the reminder or inspirational message you need. And it won't bulk up the landfill when you trash it.

Software sticky notes are simply movable widgets that contain text, and even the simplest possess some font, color, and formatting customization. Most of the apps I looked at let you add alarms, sounds, and hot key shortcuts. The more advanced programs are surprisingly powerful, adding sophisticated synchronizing features and management platforms to track notes and reduce desktop clutter.
Virtual Mind Maps

Collaborative Mind Mapping

Millions of people use MindMeister for their creative work. Be one of them!
Remind

- Send deadline reminders and other tools directly to students.
- [https://www.remind.com/](https://www.remind.com/)
- (Waters, 2011)
Poll Everywhere

- Take the pulse of the class on everything from scheduling to understanding
- (Waters, 2011)
Celly
Text based group messaging (aka personal Twitter).
https://cel.ly/?
(Waters, 2011)
Study Boost
Text based group messaging (aka personal Twitter).
https://studyboost.com/
(Waters, 2011)
Adobe Connect
http://tv.adobe.com/show/learn-adobe-connect/

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Google Hang Out
https://support.google.com/hangouts/?hl=en#topic=2944848
Prezi
http://prezi.com/prezi-for-education/

Education

Check out some of our favorite educational prezis for inspiration.

Prezi Ambassador Program Info...
Ashley Whittatch
Views: 16368 Likes: 112

Canvas My Campus - Nanyang...
Andrew Yin
Views: 3473 Likes: 159

Navigating the Flipped Classroom
Natasha Barreto
Views: 13768 Likes: 100

What is Yale STEAM?
Chanthia Ma
Views: 4622 Likes: 52
Teresa Kelly
Multiple Literacies Poster and Movie
http://youtu.be/xZCQRcILxY

Fran Gregg and Gala Fussell
Teaching Multiple Skill Levels in the Same College Classroom

Rathi Krishnan and Barbara Green
Salad Bowl or Melting Pot: Embracing Diversity in Online Learning. Poster and Movie Presentation

Fran Gregg and Gala Fussell
A screenshot of the video presentation of the poster session.

Fran Gregg and Gala Fussell
Fran and Gala are making two presentations. The files are too big, so this is a shortened version of one of
Screen – Cast – O - Matic

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THIS YEAR'S SKILLS SHOW STARTED WITH A BANG

Warwickshire College
References


QUESTIONs AND CONTACT INFORMATION

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