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

Elizabeth Kelly
Georgia Southern University

Susan Smith
Georgia Southern University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sswc

Recommended Citation
https://digitalcommons.georgiasouthern.edu/sswc/2014/2014/31

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Student Success in Writing Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Teaching, and Technology, and Theory, Oh My!: Teaching with Technology for Learning’s Sake

Elizabeth Kelly, MA, Faculty, Coastal Pines Technical College
Teresa Marie Kelly, MAT, Faculty, CM 107
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

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.

Writing resources are created by instructors who want to retain control over their teaching materials and the student experience.
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)
<table>
<thead>
<tr>
<th>Tool Mastery Should Not Be Rocket Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>When managed correctly, very little class time should be consumed teaching students how to properly use technology.</td>
</tr>
<tr>
<td>Most often, students adapt quickly.</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
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.
What sets good technology apart is the ability 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 / 57 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
MindMapping

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//

<table>
<thead>
<tr>
<th>Episode Title</th>
<th>Runtime</th>
<th>Products Covered</th>
<th>My Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adobe Connect Overview</td>
<td>00:02:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is Adobe Connect?</td>
<td>00:02:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Connect: Jumpstart for participants</td>
<td>00:02:06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Connect: Jumpstart for presenters</td>
<td>00:02:45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Connect: Jumpstart for hosts</td>
<td>00:02:52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Connect for IT Overview</td>
<td>00:03:14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adobe Connect for eLearning Overview</td>
<td>00:03:49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accessibility in Adobe Connect</td>
<td>00:03:11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Glogster
http://edu.glogster.com/
Prezi
http://prezi.com/prezi-for-education/

Education

Check out some of our favorite educational prezis for inspiration.

Prezi Ambassador Program Info...
Ashley Whittatch 16368 112

Canvas My Campus - Nanyang...
Andrew Yin 3473 159

Navigating the Flipped Classroom
Natasha Barreto 13768 100

What is Yale STEAM?
Chanthia Ma 4622 52
Padlet
https://padlet.com/auth/login
Screen – Cast – O - Matic

Welcome • Go Pro!

Make it Easy

One-click screen capture recording on Windows or Mac computers with no install for FREE!

Just click **Start Recording** to record.

Or you can download an application to launch from your Start menu:  Download + Install

---

New! v2.0 Beta

Stay up to date on latest news:

Enter email address  [Submit]

- or -

FOLLOW US ON twitter

---

Watch a very quick demo

Help spread the word about SOM

Tweet  4,535

Like  9k

Views  3k
Get inspired

THIS YEAR'S SKILLS SHOW STARTED WITH A BANG

Warwickshire College
References


http://www.edtechmagazine.com/higher/article/2012/08/7-tips-designing-mobile-apps-education

http://www.educause.edu/ero/article/finding-right-one-mobile-technology-higher-education

http://download.cnet.com/blog/download-blog/take-note-a-virtual-sticky-notes-roundup


Kaufman, L. (2012). The best text to speech (TTS) software programs and online tools. How to Geek.

Reif, C. (2012). 10 ways to use microsoft word more effectively. Cheryl Reif Writes.
http://www.cheryltreif.com/2012/03/27/10-ways-to-use-microsoft-word-more-effectively/#comments

http://www.edutopia.org/blog/texting-classroom-audrey-watters
QUESTIONS AND CONTACT INFORMATION

Liz Kelly: ekelly@coastalpines.edu
Teresa Kelly: tkelly@kaplan.edu