

ON TEACHING

Teaching With Technology

by Yvette LaPierre, Senior Lecturer and Assistant Coordinator, Integrated Studies

New technologies, such as software that allow people to socialize on the Web, are revolutionizing the way information is presented and the way people communicate, two foundations of education. These technologies have great potential to enhance traditional classroom teaching and engage students who already use them on a regular basis.

“We see the huge use of social software primarily by young people,” says Lori Swinney of the Center for Instructional & Learning Technologies (CILT). “The question is how do we tap into that passion in education in a productive way?”

For many of us, however, the thought of learning a new technology and incorporating it in the classroom is scary. Luckily, UND has many resources available for faculty, lecturers, and GTAs who are just beginning to think about using technology, as well as those who have been using it in a limited way and want to do more.

Last spring, for example, CILT and the Office of Instructional Development (OID) sponsored a 6-day seminar/workshop for faculty to explore new technologies to enhance traditional classroom teaching. Participants planned and designed a technology component to a class they would be teaching in the coming year.

One area faculty explored was how to get more out of Blackboard. “Up until attending the Teaching with Technology Workshop, I used Blackboard as a static filing cabinet to hold course documents,” says Elizabeth Scharf, Assistant Professor, Department of Anthropology. “After the workshop, I decided to add some more interactive functions to my Blackboard site.” Scharf is now using Blackboard to set up online “virtual” study groups in the hope that students who are too busy to meet outside of class will collaborate via Blackboard. Scharf also created online

surveys through Blackboard which allowed her to indirectly and directly assess student learning.

Faculty also can use Blackboard to create discussion groups, journals, wikis, blogs, and other social software innovations. “Journals are an age-old teaching strategy, and now there’s an easy way to do it on Blackboard,” says Swinney. “The journal is on-line, you can respond on-line, and it’s private. It’s a nice place to be interactive.” A blog, short for “weblog,” is a web-based journal that is typically updated frequently and open to anyone to read.

A wiki is a tool that allows students to work together to build a web page. Students add and edit content on-line, and the professor can view a detailed history of student activity on the page. When it is finished, the page can be uploaded to a public arena like Wikipedia. For her course, Scharf set up student groups in Blackboard that were each responsible for producing a wiki that could serve as a review for a portion of the material to be covered on the next exam.

Students in Dana Harsell’s Introduction to State and Local Government class last summer created a wiki on the Powers of the Governor. “Everyone had to make substantive contributions to the page and perform edits to correct or improve someone else’s work,” says Harsell, Assistant Professor, Political Science & Public Administration. “They added some cool content to the page. I was impressed. It reads very well, and it is accurate.” Harsell plans to upload the page to Wikipedia.

Harsell says it took him about two hours to learn how to do a wiki, and then another two hours to teach students in his summer class. He held class in a computer lab and demonstrated how to create a wiki.

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Then students spent the rest of the time practicing creating their own personal wikis. Harsell found that a few students were apprehensive when asked to use technology that they were not familiar with. "I tell my students, if you can do a Word document, you can do a wiki," he says.

Another popular technology is podcasting. "Basically it's putting an audio or video file up on the web for someone else to listen to," says Swinney. "An instructor can record and send voice files to students, and students can send voice files back. It's a way to hear every student's voice." Swinney says that recording and posting lecture notes is not the most effective use of the technology. "But, for example, at the end of the week you could go over the points from the week that you think students are struggling with and give an introduction to the coming week."

Steven LeMire, Assistant Professor, Department of Educational Foundations & Research, is using a software program to create *screencasts*—recordings of his computer

screen with audio narration—to create instructional videos for an applied introduction statistics course. After a class period discussing how to compute and interpret a one-way ANOVA, for example, LeMire will post on Blackboard an instructional video that allows students to watch a step-by-step demonstration of running a one-way ANOVA with commentary. Students can use the video to refresh for an assignment or test, or for future learning. "Students can download the videos to their computers and burn them onto a disk," says LeMire. "In addition to notes and the textbook, it's a nice asset to take away from class. That's its biggest value."

OID and CILT are sponsoring another 6-day "Teaching with Technology" workshop this May for faculty to get advice and individual help from experienced technology users, share ideas with colleagues, and plan and design a technology project. Registration is limited to 10 faculty, a \$600 stipend is offered, and the deadline for application is April 1. For more information, call CILT/ITSS at 777-2129.

FOCUS ON ESSENTIAL STUDIES: WORKSHOPS AND MODEL PROJECTS

To help faculty, departments and programs provide adequate course offerings for students in the new program, the Essential Studies Transition Team is offering four Course Design Workshops on Friday, Feb. 8, from 1-4; each will focus on ES Special Emphasis course requirements. Further information on the new Essential Studies (ES) program is available online at <http://www.und.edu/dept/oid/getf.htm>.

Special Emphasis Course Design Workshops

Friday, February 8, 2008 from 1-4:00 pm (River Valley Room)

Following a general introduction to Outcome Based Curriculum Design and the ES Program, the following workshops are being offered: Workshop on Quantitative Reasoning (conducted by Joan Hawthorne); Workshop on US Diversity and Global Diversity (conducted by Anne Walker); Workshop on Advanced Communication (conducted by Lori Robison); Workshop on the ES Capstone (conducted by Tom Steen). RSVP has been extended to Feb. 5, 2008. Please contact Jeanne Boppre at oid@und.nodak.edu or 777-3325.

Essential Studies Model Project Grants

Proposals due February 29, 2008

In support of the new Essential Studies (ES) Program, the Office of Instructional Development is also making available a targeted Model Projects program. This program is for faculty who want to develop or redevelop "model" courses, focusing explicitly on Essential Studies Learning Goals. By the conclusion of the project, courses should be ready to be offered within the new ES program. Funding of \$3000 for 4 week projects or \$1500 for 2 week projects may be requested. Course projects can focus on any of the following: quantitative reasoning; information literacy; creative thinking; global social-cultural diversity; U.S. social-cultural diversity; capstone courses (addressing at least two of ES goals). For more information visit the Faculty Funding link at the OID website (<http://www.und.edu/dept/oid/funding.htm>) or call OID at 777-3325.

Extended Writing Across the Curriculum Faculty Workshop

Six morning sessions, May 16 (F) and 19-23 (M-F)

8:30-12:00 daily

The text for this workshop is John C. Bean's *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Bean writes for "busy college professors from any academic discipline" who are interested in helping students learn the ideas, skills, and thought processes unique to their field.

To apply: In no more than one page, describe the course you're working on and the role writing will play in that new or redeveloped course. If this is an existing course, explain how and why it is changing (for instance, to meet new Advanced Communication or ES Capstone requirements). *Please apply early!* There is space for 10 participants, and qualified applicants will be accepted as applications are received. For more information, please contact Kimberly Crowley (kimberly.crowley@und.edu or 777-6381) as soon as possible.

Participants will receive a \$600 stipend for the workshop (subject to standard deductions).

FIDC GRANTS AVAILABLE

Will you be traveling to a teaching-related conference this spring? presenting on pedagogy? The **Faculty Instructional Development Committee (FIDC)** may be able to support your work if it is directly related to teaching and student learning in your classes. For example if you are

- making a professional presentation on pedagogy, OR
- participating in a teaching-related workshop, where you will learn new techniques or approaches that can be brought back to specific classes at UND, OR
- learning about new and innovative ways of teaching your subject.

Funding for travel is limited to a maximum of \$750 per trip (\$1250 for intercontinental travel) and can go towards transportation, lodging, meals and conference registration. FIDC meets monthly to review and act on proposals (due by noon on the 1st of the month) which must be submitted prior to travel.

Faculty Study Seminar (FSS) Offerings for Spring Semester

Three Faculty Study Seminars will be offered during spring 2008. The seminars provide a means for faculty with common interests to learn more about a teaching-related topic. Each group meets four times a semester, at times mutually agreed to by participants, to read and discuss a teaching-related book (books provided by the Office of Instructional Development). The participant's only obligation is to read and to show up for discussion. This semester's offerings are:

Made to Stick: Why Some Ideas Survive and Others Die by Chip Heath and Dan Heath (Random House, 2007). Many faculty struggle with how to communicate ideas effectively and how to get those ideas to make a difference: an (unnamed) history professor spends fifty minutes explaining social construction, and a week later only six students remember it! Based on a class at Stanford taught by one of the authors, this book profiles how some ideas "stick" in our minds while the majority fall by the wayside. Drawing on the work of psychologists, education researchers, and political scientists, the Heaths identify six traits they think all great ideas--from urban legends to public policy to product design--have in common. If you are interested in reading this book as part of a Faculty Study Seminar, contact Anne Kelsch at anne_kelsch@und.nodak.edu or 777-4233.

Enhancing Learning Through the Scholarship of Teaching and Learning (SoTL) by Kathleen McKinney (Anker, 2007).

Faculty members as well as administrators and academic staff will find the practical advice McKinney offers useful. POD, the Professional and Organizational Network in Higher Education, lists this book as one of the two best overall sources on SoTL. If you are a newcomer to the SoTL field, this book is a great primer. It is also a very useful resource for those who have done work in the area. McKinney offers background on SoTL and its role in higher education, how to use SoTL for your professional goals, and, perhaps most importantly, how to use SoTL in the classroom. If you are interested in reading this book, contact Kimberly Crowley at kimberly.crowley@und.edu or 777-6381.

Student Success in College by George D. Kuh *et al* (Jossey-Bass, 2005). Many colleges (UND included) claim to provide high-quality learning environments. But do we? Recent data from the National Survey of Student Engagement (NSSE), widely viewed as the most credible measure of student engagement, shows that UND students participate in fewer "high impact" learning practices than do students at similar institutions elsewhere. In this FSS group, we'll look at UND through the lens of student engagement, examining data from UND's own students and faculty, and reading *Student Success in College*, a book by the team of faculty who conducted the research behind the NSSE. If you are interested in reading this book, contact Joan Hawthorne at 777-4684 or joan_hawthorne@und.nodak.edu.

MINI-PROJECT GRANT APPLICATIONS DUE MARCH 14

Have you been thinking of making changes to better measure or enhance student learning in a course you will be teaching next year? Mini-project grants are designed to support faculty working on teaching/assessment projects that can be completed in 1-2 weeks during the summer. Projects may relate to individual classes or to department/program needs. For example:

- designing a major class project
- assembling web-based resources for a class or program
- analyzing data collected in conjunction with the department's assessment plan.

Grants range from \$750-\$1500, depending on the size of the project, and are paid as salary stipends. More information is also available on the OID website at <http://www.und.edu/dept/oid/index.htm>

ON TEACHING
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Upcoming Events and Dates

You'll find details about many of these funding opportunities inside this edition of *On Teaching*.

February 8:	Essential Studies Curriculum Design Workshops River Valley Room, Memorial Union (see pg 2)
February 29:	FIDC General Education Model Project applications due (see pg 2)
March 3:	FIDC Grant Monthly Deadline (see pg 3)
March 14:	FIDC Mini-Project Grant applications due (see pg 3)
March 17:	WAC Extended Workshop applications due (see pg 2)
April 1:	FIDC Grant Monthly Deadline (see pg 3)
April 1:	Teaching with Technology applications due (see pg 2)