

FALL Brown Bag Workshops

Creating & Implementing WebQuests

Friday 10/29/04 12pm – 1pm 111 HRY
Wednesday 11/03/04 1pm – 2pm 205A Devos

Collaboration & Communication Tools:

Changes & Best Practices for Blackboard 6

Monday 11/15/04 1pm – 2:30 pm 204A Devos
Tuesday 11/16/04 12pm – 1:30pm 111HRY

Getting Started with a Digital Camera

Tuesday 11/30/04 12pm – 1:30pm 204A Devos
Thursday 12/02/04 1pm – 2:30pm 111 HRY

2005 Teaching with Technology Fair
March 23, 2005
Pew Campus
Keynote Speaker: Alan November

I-tech
Integrating technology into
teaching & learning
<http://www.gvsu.edu/it/itech/>

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Academic Computing &
Educational Technology

EDUCATIONAL
TECHNOLOGY

FALL 2004
BROWN BAG SERIES

Workshop Resources

October 18, 2004

October 24, 2004

Topic:

**Active Learning Strategies
Enhanced with Technology**

Presenters:

Jacque Melin, College of Education
Kay Reick, Kirkhof College of Nursing
Glenna Decker & Kim Kenward,
Educational Technology

7 Principles for Good Practice in Undergraduate Education

1. encourages contact between students and faculty,
2. develops reciprocity and cooperation among students,
3. **encourages active learning,**
4. gives prompt feedback,
5. emphasizes time on task,
6. communicates high expectations, and
7. respects diverse talents and ways of learning.

#3 encourages active learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

Chickering, A.W., and Gamson, Z.F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. New Directions for Teaching and Learning. Number 47, Fall 1991. San Francisco: Jossey-Bass Inc. (Emphasis added)

13 strategies integrating technology for active learning

1. **Use PowerPoint effectively. Imbed slides that require activity.** Examples:
 - Open with a question, (perhaps focused listing or Reversal) Use Think-Pair-Share to discuss.
 - Leave a blank slide in the middle to remind yourself to check in for student questions.
 - A note-check slide
 - End with the two-minute-paper slide.
 - Use PowerPoint games templates for review (Rozaitis & Baepler)

2. **Think-Pair-Share**
Pose a question within a group's discussion board. Students can read/respond to a partner within the board. Next, the group can read each other's responses, develop a summary and post it to the main discussion board for the entire class.
3. **Jigsaw**
Using the group pages for expert groups, students can share their perspectives and resources on a presented question. The class discussion board forum is then used for the expert's summaries with guiding questions for pulling it all together. This is especially useful if each expert group holds only one piece of a final puzzle.
4. **Expert Panel**
Assign a topic and each student in the group an expertise to research. Groups are also assigned task of generating questions for the expert panel. Questions can be posed and answered on the class discussion board or planned as class presentations.
5. **Case Studies**
Using group pages, students discuss a case study that is then presented to the class. One further step is to assign roles to students. Students can use group pages to act out their role and apply strategies, then summarize their experiences on the class discussion board or present in class.
6. **Debate**
This activity can be carried out online throughout a longer duration as a way to keep students actively engaged with the material and critically thinking. Must be very organized and laid out with assigned group roles.
7. **Guest speakers**
Bring in an expert from anywhere in the world to your class via Blackboard. Students can then can "chat" or use the class discussion forum to engage.

8. **Summarizing: Half-life game.**
On the discussion board students are asked to summarize a topic first using no more than 32 words. After reading other's posts, they will then reduce their summary to 16 words, then 8 words, 4 words, 2 words. (Salmon, p 133)
9. **Question & Answer / Review**
Using the online discussion board, students pose and answer review questions. This can also be done using group pages.
10. **Online tests and surveys**
Make sure students come to class prepared. Require a short objective test on the reading so class discussions can be more active. This can also be used as a review following lecture. Use Bb surveys to assess prior knowledge to generate interest and direct your lecture. Surveys are also great for post lecture feedback and determining clarity.
11. **Peer Feedback**
Students can submit assignments on the discussion board and review and provide feedback on their classmate's work.
12. **Journal writing**
Students can keep a running account that summarizes what they are learning and how they will apply it. This can be submitted via the Bb Assignment Manager, or created as an online blog.
13. **Use the Internet.**
Pose a topical problem and require students to solve it using professional online resources. Consider developing a webquest to direct them. This is a great group activity.

Resources:

Rozaitis, B., & Baepler, P. *Active Lecturing with PowerPoint*.
http://www1.umn.edu/ohr/teachlearn/workshop/powerp/active_learning.html

Salmon, G. (2003). *E-tivities*. London: Kogan Page.