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Teaching With Technology: Strategies for Engaging the 21st Century Learner

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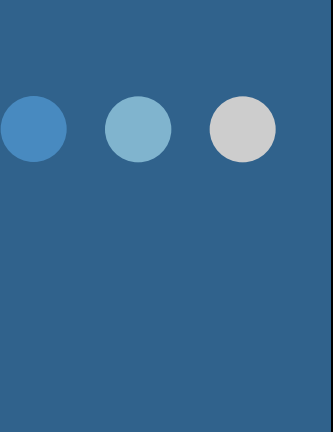


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Teaching With Technology: Strategies for Engaging the 21st Century Learner

Julianne M. Miranda, CPCC and Kelley J. Hall, Ph. D

Midwest Sociological Society

March 25, 2011

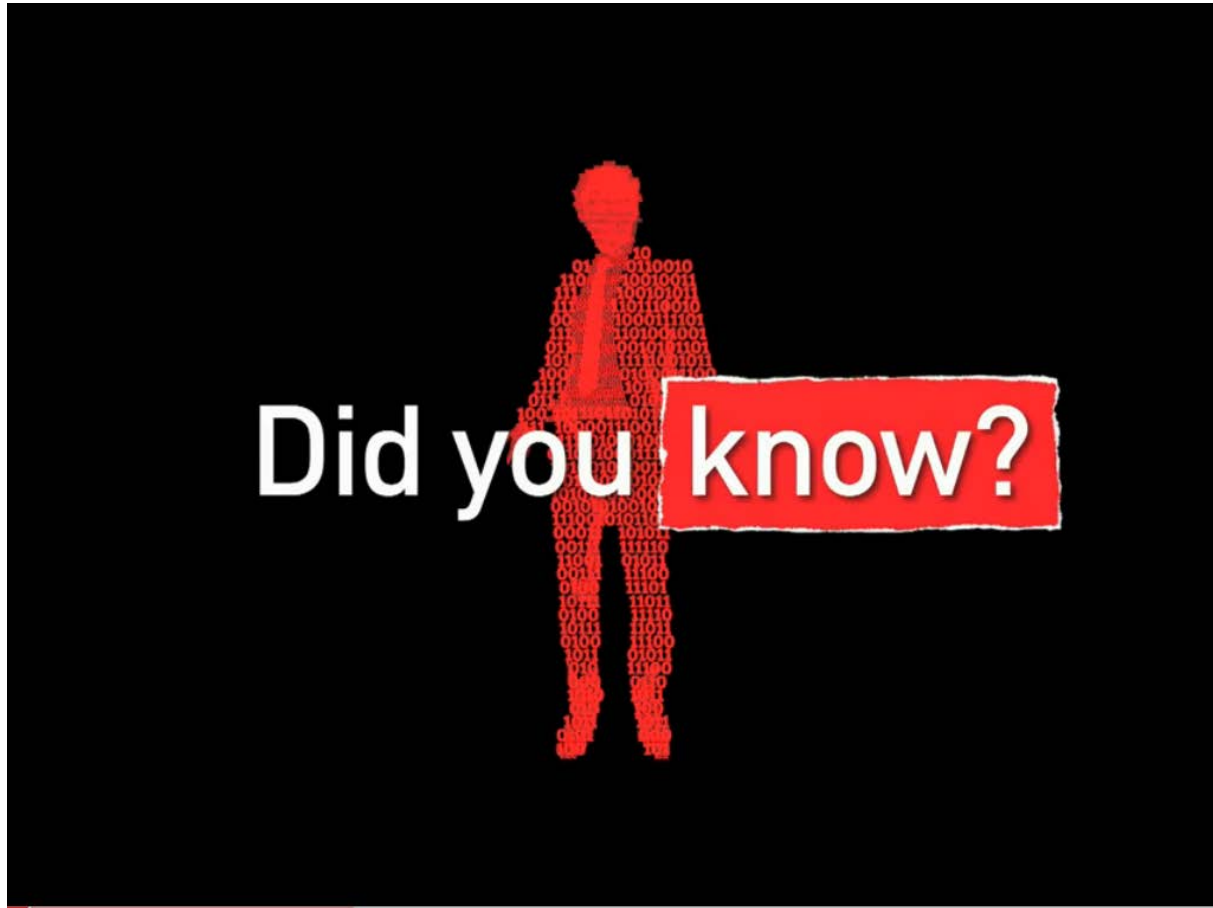
St. Louis, MO



Overview

- Who are our students?
- Principles of engagement
- Social media/web 2.0
- Specific tools
- Questions/answers

● ● ● | Did you know?





Participatory Culture

- Few barriers to artistic expression
- Support for creating and sharing creations
- Contributions matter
- Some degree of social connection
- Informal mentorship through peer interaction

Characteristics

- Affiliations (MySpace, Facebook)
- Expressions (eZines, Blogging)
- Collaboration (Gaming, Knowledge Quests)





Seven Principles of Good Practice

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.



Best practices in action

Principle	Strategy for Implementation
Enrich and extend student to student cooperation	<ul style="list-style-type: none">➤ Group work using LMS, Facebook, or other collaborative online tool➤ Peer editing, collaborative writing using a WIKI➤ Use commenting feature of LMS, Diigo, Facebook or other tool to have students reflect on one another's work
Enrich and extend active learning	<ul style="list-style-type: none">➤ Simulating real-life experience, supporting apprentice-like activities➤ Use social networks to connect to sociologists "in the field"➤ Use polling or microblogging tools to interact with lecture
Support diverse Student Talents and Ways of Learning	<ul style="list-style-type: none">➤ Provide multiple means of presenting information – paper, digital story, blog➤ Use discussion boards to "level the classroom"➤ Encourage exploration of unknown technologies

Gotoweb20.net

The screenshot displays the homepage of Gotoweb20.net, a directory of web applications. The header features the logo "GO2WEB20 WEB APPLICATIONS INDEX .net" and a Facebook "Like" button with 8K likes. Navigation tabs for "DIRECTORY", "BLOG", and "MEMBERS" are visible. A search bar with a "FIND APPS" button and options for "Install Browser Search" and "Clear Search" is present. The main content area, titled "Online tools and applications", shows a grid of 50 application icons, including memolane, Tango, yobongo, fluxlab, launchrock, Beetailer, greplin, chicisimo, Hello There, ditto!, FOOD JOURNAL, slidebomb, SHARE & DISCUSS, Brix, cronsync, BandCentral, little piratales, Shaloc, Pen.io, convore, Find The Best, Canvas, .me, docmein.com, FanGager, SPUNZU, appsplit, PostPost, DocRaptor, IMGuest, toonti, readmeo, part of the PICTARINE, uJam, beachionary, NextStyler, tastebuds, Call Loop, bambooHR, diyfractional, sprouter, summify, miimr, HOVERME, meltinpop, RemindThis, and mixlr. A pagination control at the top right of the grid shows "1 2 3 4 ...70" and a view toggle icon.

Web 2.0 Tools for Education



● ● ● | Exemplars

Exemplars





Using Diigo in Sociology

Diigo Discussion Groups Introduction to Women's Studies WMST140

To aid in class discussion, this course will use the social bookmarking tool Diigo, to post, annotate, share and discuss online materials such as academic and pop culture articles, YouTube videos, cartoons, advertisements, historical documents and more. Each student will be assigned to a group that will be responsible for posting materials to Diigo by 8pm the day before class (Sunday, Tuesday, or Thursday). Each group member should post at least one item with relevant insights for their assignment and class members should respond, comment or otherwise engage in dialogue about those posts. Everyone in the class is responsible for checking and responding thoughtfully to Diigo entries. The minimum requirement is once a week—I would like to see more than that from each student. However, one insightful post is better than several unrelated throw-away posts. Assignment of dates are noted on the syllabus. I will also announce Diigo discussion topics in class. These will serve as in-class activities or short homework assignments.

My goal is that class members will supply relevant, insightful research, information or examples that we can critique, connect and apply to the course and beyond. The larger goal is that we will create a learning community where we share information and resources—relevant tags (or keywords) will help us achieve this. This is a rubric for social bookmarking, for examining the process of recording and remembering key sites and URL's. The activity is in its simplest form at **remembering** level but as we add detail, explanations and structure it advances into **understanding**.



Rubrics for Social Bookmarking

Level	Bookmarking
1	The user adds site to Favorites (Internet Explorer) or Bookmarks (Firefox) or adds URL to social bookmarking site. The user does not add tags (keywords) or comments. These locally stored bookmarks lack structure or organization.
2	The user adds a site to the Favorites or Bookmarks. The bookmarks are organized into appropriately-named folders. Or the user adds the URL to social bookmarking site. The user sometimes adds either tags or comments. The resources are added regardless of their validity or connection to course content or topics.
3	The user adds URL to a social bookmarking site. The student adds tags or comments. Tags are mostly well-constructed and suitable keywords. There is some shared/common use of tags (e.g. singular and plural keywords). There is some limited filtering on basis of validity to the course and unique disciplinary background (attempts validation). The comments or notes are simple. The user shares the bookmark with all members of their network
4	The user adds URL to a social bookmarking site and adds detailed, insightful comments and appropriate tags. The comments summarize the resource well and there is consistent use of shared/common tags with solid connection and validity to the course content and unique disciplinary background. The student shares the bookmark with appropriate members of their network.



Questions?

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