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EMS
Educational Media Services



Welcome to the first edition of Teaching & Technology CROSSROADS



Patricia Atherley
Coordinator
of Media Services

The central emphasis of the newsletter, therefore, is “sharing”.

A blessed new year to the entire Cave Hill Campus Community! May the year bring fulfillment of all your goals and resolutions!

If you are reading this greeting, it means that you have successfully downloaded the first issue of *Teaching and Technology Crossroads*, the new monthly newsletter of the Media Services and Instructional Development Unit (MSIDU) of the Learning Resource Centre.

This newsletter is intended to serve four main purposes:

- To keep you up apprised of the services, activities and programmes being offered by the Media Services and Instructional Development Unit, in particular opportunities for training in instructional strategies and use of technology;
- To share information and research on new developments in teaching and learning in higher education;

- To share links to resources and materials designed to enhance teaching and learning;
- To disseminate and promote the sharing of good practices in teaching, including innovative use of technology.

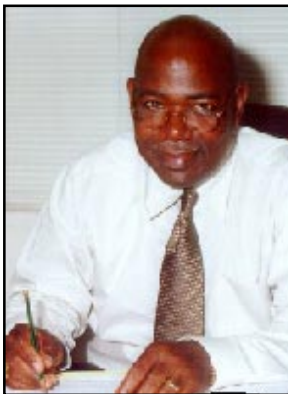
The central emphasis of the newsletter, therefore, is “sharing”. We hope that this will become a medium through which faculty will share and discuss classroom innovations, good practices and lessons learned “in the trenches”. We will also be seeking out and highlighting best practices of faculty at other institutions.

We welcome your views on the newsletter and how we might best use it to contribute to the common goal of sustained enhancement of teaching and learning within our academy.

Email comments, contributions to: edmedia@uwichill.edu.bb

Foreword

A blessed and productive new year
to you all!



Prof. Arthur G. Richardson
Coordinator
Learning Resource Centre

The Educational Media Services and Instructional Development Unit (MSIDU) was established a year and a half ago as part of the reconfiguration and refocusing of the Learning Resource Centre. The central mission of the unit is to support faculty in their efforts to enhance teaching and learning, through coordination and delivery of a range of services. These include organization of workshops and other training initiatives and consultancy services on teaching methodologies and strategies; use of appropriate technologies, in particular, web-based technologies; and curriculum design and development among other areas. They also include production and advisory services for the development of multimedia materials for teaching and dissemination of information on best practices in teaching in higher education.

... technological developments and the potential of the new technologies to transform teaching and learning are redefining long-established roles of teacher and student.



The higher education sector is facing the challenges of a rapidly changing environment. Globalisation, knowledge-based economic growth, and developments in information and communication technologies are the major driving forces in this new environment in which universities are being challenged to rethink their

traditional approaches to teaching and learning. Indeed, technological developments and the potential of the new technologies to transform teaching and learning are redefining long-established roles of teacher and student. The university teacher is being called upon to become a facilitator of learning; guide;

motivator; creator of the learning environment, materials and opportunities which support the role of the student as an active learner, responsible for constructing his own knowledge, critical thinker, investigator and problem solver.

MSIDU has a major role to play in providing the resources to support faculty in negotiating the path from the traditional paradigm to the new. To be successful in the new environment teachers will need to possess and apply a combination of content knowledge, pedagogical knowledge, practical knowledge, knowledge of how students learn, and

now, more than ever before, technological knowledge as well.

MSIDU has been mandated to bring together the best resources from within and outside the university in support of its programmes for faculty development. We welcome the appointment of Mr. James Halliday as temporary Instructional Development Specialist in the unit and wish him a mutually rewarding period of service with the university.

I congratulate the MSIDU on launching this newsletter and trust that you will find it to be a valuable resource. ■

A video recording session in the Media Services Studio. Dr. Anthony Phillips of the Department of History in dialogue with visiting scholar Dr. Peter Yearwood of the University of Papua New Guinea, for EMS' Insight video series.



JAMES HALLIDAY

Appointed ID Specialist



James Halliday
Instructional Development Specialist

The Media Services and Instructional Development Unit welcomes Mr James Halliday to the post of Instructional Development Specialist (Ag). James, a native of St Kitts/Nevis, is no stranger to the University Community. He was among the first batch of students to study at Cave Hill when the new campus was opened in 1967. After graduating in 1971 with the Bachelor's degree in Mathematics and History, he returned to St Kitts to teach at the secondary school level.

He holds the Diploma of Education, with Distinction in Theory, from

UWI; the Master of Science in Curriculum, specializing in Maths Education, from Central Connecticut State College; and the Master of Arts with specialization in Education Measurement from the University of Toronto. He has pursued doctoral studies in Measurement and Evaluation and is currently working on his thesis.

Mr Halliday has taught a range of subjects at secondary schools in at least three Caribbean territories. He worked as a Maths and Research tutor at the Teachers College in St Kitts for several years and has been a part-time lecturer in Measurement and Testing at UWI, Cave Hill for some time.

Mr Halliday worked at the Caribbean Examination Council (CXC) from November 1979 to December 2001. He first held the position of Assistant Registrar responsible for Mathematics and some of the Business Education subjects. He was promoted to Technical Coordinator in

1992, Officer in Charge of Measurement and Evaluation in 1993, and Senior Assistant Registrar in 1997. He was Head of the Measurement and Evaluation Division when he retired from CXC in December 2001.

During his tenure at CXC he was responsible for ensuring that all syllabuses developed for the CSEC and Cape examinations met the technical standards to which large-scale testing organizations subscribe. In this capacity, he worked with several senior UWI staff who participated in the development of Cape syllabuses.

His experience in curriculum development, measurement and testing and his experience in training and working with teachers should prove a valuable asset in undertaking the job of Instructional Development Specialist. ■

Campus Acquires



LICENCE

(Integrated courseware will facilitate creation of interactive web-enhanced courses)

The Cave Hill Campus has joined sister campuses Mona and St. Augustine in acquiring a licence for the course management system WebCT. This is a fully integrated courseware package, offering a suite of tools to facilitate interactive web-enhanced teaching and learning.

WebCT was originally developed at the University of British Columbia and is currently the leading course management system, used by universities and colleges all over the world.

With the 2003-2007 Strategic Plan for Cave Hill emphasizing the use of information and communication technologies as part of a strategy to both increase flexibility of access and support more learner-centred approaches to teaching, WebCT offers a powerful solution to the achievement of these goals.

The use of the Internet to enhance course delivery has been growing steadily on the campus over the past few years. Currently, there are over 70 courses maintaining course websites with use ranging from simple online syllabuses and course outlines, to more interactive sites incorporating audio and video and interactive tutorials. A few courses have made use of external tools to provide for online communication including discussion forums and course email.

WebCT makes it easy for course designers/lecturers to incorporate these features, and more, to produce an integrated, seamless course site. When setting up a course, faculty can select from a range of tools depending on how they plan to use the Web in delivering the course. These include:

- tools for course content: “paths” for organizing related content. (Content may include text, graphics, audio, video, animations, simulations etc.);
- templates to help faculty set up a homepage and welcome page for their course;
- tools for communication and interaction: white board,



asynchronous discussion board, chat rooms, course e-mail;

- tools for assessment: quizzes, student presentations, self-grading tests, student web pages;
- Support tools for students: glossary, index, search tool;
- Course management tools including tracking of student use, online grade books, course schedule/calendar, online submission of assignments, tools for managing student grades, tools to control release of content.

Faculty can choose to use as many or as few of these features as they want. For example, some faculty may decide to use only the computer-generated, self-grading quizzes to provide ongoing feedback for their students or create links to relevant websites as sources of additional material or as part of structured web-based activities. Others may choose to add a syllabus and/or handouts and lecture notes, while still others may want to use the discussion board to

A course management system like WebCT provides a consistent, campus-wide, supported option for web-enhanced/online course delivery. Faculty with limited computer skill can learn to set up a sophisticated website for their course in a relatively short time, with little or no knowledge of the hypertext mark-up language (html) used to create web pages, and without having to worry about design issues. Students in turn are assured of a common interface and navigation structure for all web-enhanced courses.

Over the next few months Educational Media Services in the Learning Resource Centre will be coordinating a series of workshops for faculty and staff to introduce the WebCT courseware.

Why Use the Web In Teaching

Online technology can enhance or support your teaching in many areas depending on your teaching methods. Research has shown that technology can also be used effectively to better cater to the different learning styles of students. In the process of re-thinking your course and/or teaching methods towards integration of technology you may also discover new ways of approaching your teaching.

Research has shown that technology can also be used effectively to better cater to the different learning styles of students.

extend discussion beyond the classroom or to “invite” an expert from any part of the world to participate.

teaching & technology CROSSROADS

Ways in which technology might be used include:

- Allow re-allocation of time to provide for more in-class or out-of-class discussion of course-related materials;
- Generally, increase the options for participation of and communication with individual students and groups of students (e.g. project work groups) and encourage student communication, involvement and “active learning” both in and out of the classroom;
- Support collaborative learning;
- Make available course-related information (schedule or assignment changes, test and quiz dates, etc.);
- Provide student access to content-related resources, online databases and Internet web links;
- Provide ongoing assessment and feedback on long-term student projects or papers and facilitate involvement of peers in the feedback process;
- Give students access to confidential personal course grade information;
- Get effective, regular student feedback and evaluative opinions on course-related issues;
- Establishing clear performance reference-based standards and expectations (style sheets for written work, attendance policies, evaluation guidelines, test preparation aids, grading policies);
- Provide options for augmenting course content with visual/audio materials. ■



Students Give Course Website Passing Grade



The course website established to support teaching of the Foundation Course FD10A (English for Academic Purposes) has received more than a passing grade from users. The course site was developed by Educational Media Services (EMS) in the Learning Resource Centre with content provided by Lecturer Korah Belgrave who was also responsible for updating the course information on an ongoing basis and monitoring use of the site.

The course site was developed using “Cave Hill Uplink”, a template

designed by EMS utilizing Microsoft FrontPage software. It was one of four courses which have so far been piloted to assess student response. From the course homepage, students click on links to access a range of course information including course objectives, guidelines for participation, relevant Internet-based resources and lecture notes. Online communications including a discussion forum and course email are provided through a link to a freely available tool, the Internet Classroom Assistant (ICA) available at www.nicenet.org. In addition to the discussion board and email, the ICA also allows classmates to share web resources.

At the end of the semester an evaluation form was added to the FD10A site for students to complete and submit online. Forty-six (46) persons responded.

Students were asked to comment on:

- Frequency of use of the course site
- Adequacy of instructions on the use of the communication tools (discussion and email)

The Internet Classroom helped me to clarify any points which were unclear. The fact that questions were asked and answered was also useful as it prevented me from wasting time in lectures by asking these questions.

- Usefulness of communication tools
 - Usefulness of course site
 - Value added by the site to course delivery
 - Course sites for all courses
-

Frequency of Use of Course Site

93.4% of respondents reported using the site very often (45.6%) or fairly often (47.8%). Those who used the site hardly ever (4.3%) or never (2.1%) cited lack of a personal computer at home, and lack of computer competence as the reason for lack of use.

Usefulness of Communication Tools

91% of respondents found the communication tools to be very helpful (34%) or fairly helpful (59%).

Reasons given include:

- So that one can ask questions and get speedy responses.
- It answered questions relating to current assignments and provided a lot of useful tips.
- The Internet Classroom helped me to clarify any points which were unclear. The fact that questions were asked and answered was also useful as it prevented me from wasting time
- in lectures by asking these questions.
- It made finding help on difficult topics quite easy.
- It was an interesting approach to a class and the instructions were very straightforward.
- It didn't matter if one had prior experience with a computer.
- It helps to give an idea of other students who have similar problems with the course and how they work around these problems.
- You can ask questions and have them answered here if you were too shy to ask in the lecture.
- The site was often stagnant and inactive, however, once or twice I saw replies to questions that actually, in turn, helped me.
- To have access to the ideas of others as well as the possibility of sharing my ideas was very useful. However, gaining feedback when I wanted it most was sometimes difficult. I guess because everyone is doing more than one subject so time is very limited. In addition, I guess that not everyone has access to a computer at their convenience and therefore consideration must be given to this fact.
- It is helpful because it allows for the students to interact with persons in the lecture who are not in their tutorial groups. It also allowed for students to get help with some problems they may

Very high value. Students were able to complete readings before the lecture and therefore saved time by not going over the readings during lectures. Lectures were used as a clarification process.

have encountered with different topics in the course.

- The Communication Tools were very helpful because you were able to share ideas with each other, therefore allowing us to facilitate peer-learning.
- They were fairly helpful in that quite a few questions were answered although you did not have the opportunity to raise them yourself.

Usefulness of the Course Site

97.8% of respondents found the course site to be very useful (60%) or fairly useful (37.8%).

The most useful features of the site identified were:

- Lecture notes
- Ability to post questions and receive answers
- Links to relevant sites
- Discussion with other students
- Notice Board
- Access to past papers

Value Added to the Course Delivery (Sample Responses):

- The website allowed for thorough examination of the course topics which would not have been possible in the short time allotted for lectures at school.

- It saved time from having to go to the library scurrying around for past papers and all the information I needed re the course is just at my fingertips.
- Very high value. Students were able to complete readings before the lecture and therefore saved time by not going over the readings during lectures. Lectures were used as a clarification process.
- Student access to materials. Less cost in photocopying.
- Easy access to information and good links.
- At least we got the course material.
- Having lecture notes before the actual lectures was a very good idea. I think it is better than trying to take notes while listening to the lecturer.
- It made the delivery less painful.
- Lecture notes helped to reinforce what was taught in class and helped you to catch up if you missed a lecture.
- It provided the objectives of the course as well as a summary of all the topic areas taught.
- Allowed you to have the notes for the lectures before hand so you could listen and learn in the lecture and only have to note down things you did not quite understand from notes.
- It enabled students to read the lecture before hand, which meant that the lecture time could be



It would make life so much easier if all the resources and notes for all the courses were online like this.

- more so used for discussion as opposed to just teaching.
- Richer, because I was able to get feedback from the lecturer and fellow students.
- A positive impact on providing information that might have been missed in seminars.
- The value is actually invaluable.
- It has added much value to the delivery of the course. It gives students who sometimes for various reasons cannot attend a lecture, the opportunity to access detailed and relevant notes. It is also a useful source of feedback. Overall, I think it's a wonderful concept that should be continued.
- It made the course much more interesting and made life easier.
- It helps with the delivery of course notes and makes it easier for tutors and students to understand each other.
- It is extremely convenient and it saves time.
- Would be of great benefit for UC010.
- It is not always easy to follow some lecturers. Having online notes would be beneficial. Also the ability to have/observe discussions with/ between your classmates is helpful.
- Definitely. It would make certain courses passable.
- It would make life so much easier if all the resources and notes for all the courses were online like this.

Website for all Courses?

An overwhelming 82.2% of respondents felt that course sites with communication tools should be developed for all courses. Reasons given included:

- It allows the student to gain more out of the lectures and learn more about the subject than the one or two hours of lectures.
- It's easier than having to go to the library for things like past papers and it's convenient to have the MLA hand book (when it would open) to check when you ran into problems with your citations.
- It is done in other campuses in the world and nowadays it is necessary to be on par with developments in the world.
- In case a class is missed for any reason, students would have an idea of what was covered.
- For some, but not all, lecture notes online would be a good thing but not being marked or graded due to ones use of the website. Furthermore, it costs money to print out every single lecture (and don't say read it on the computer because that hurts your eyes).
- More flexible for the student.
- Modern form of communication. Powerful communication tool.



Sometimes it's very hard to get notes when you miss class. Sometimes you go into a class with no one you know and in the event that you have to miss class you miss notes. A website would allow you to catch up.

- Makes information easily accessible to students. For those who have to miss a lesson, they would be able to catch up without having to solely rely on peers.
- My response is both Yes and No. Yes, because it can make the preparation for lectures and tutorials easier. No, because if a student does not have a computer/internet access it can be very difficult for the student to get the necessary information.
- Sometimes it's very hard to get notes when you miss class. Sometimes you go into a class with no one you know and in the event that you have to miss class you miss notes. A website would allow you to catch up.
- Yes – there would be the ability to download notes if one is unable to attend classes. However, I believe lectures should continue and last two hours instead of an hour – as students usually take at least half an hour before they are relaxed and willing to share information.

Of the 17.7% of respondents who did not support the idea of a website for each course, the main reasons given were:

- Lack of access by some persons to computers.
- The possibility of students choosing to miss class and rely only on online materials.

Summary

The survey clearly showed that students who used the course site found it to be a useful resource and meaningful experience which added value to the course. However, analysis of use of the discussion forum and the fact that only 46 students responded to the survey suggests that the large majority of the students did not make use of the course site. Transferring the course to an integrated course management system like WebCT would make it possible to track and more accurately gauge the level of student use. It would also make use of the discussion forum easier for students.

It is clear that lack of personal access to computers is a factor which might hinder the large-scale introduction of web-enhanced teaching/learning across the campus. The experience with FD10A demonstrated the inadequacy of the number of labs available for student use to support such initiatives. The University might have to consider the implementation of a scheme to support student acquisition of personal computers in the future if strategic plans for greater use of web technologies in teaching and learning are to be realized. ■

CHECK OUT THIS SITE

This is where we introduce high quality websites relevant to teaching and learning in higher education

This month's pick is the Learning and Teaching Support Network (LTSN) site at

<http://www.ltsn.ac.uk>

The LTSN is a major network of **24 subject centres** based in higher education institutions throughout the UK offering subject-specific expertise and information on learning and teaching, and a single **Generic Centre** offering expertise and information on learning and teaching issues that cross subject boundaries.

It aims to promote high quality learning and teaching through the development and transfer of good practices in all subject disciplines, and to provide a 'one-stop shop' of learning and teaching resources and information for the higher education community.

When you visit the site, click on "Subject Centres" or "Generic Centre" from the menu across the top of the page and select the subject in which you are interested. This is a site which you will want to visit again and again, so be sure to bookmark it! ■

USE ACTIVE LEARNING TO ENHANCE YOUR CLASS

(Excerpt from the website of the Centre for Teaching and Learning, University of Cleveland, <http://www.csuohio.edu/uctl/tchtips3.2.html>)



**“Tell me and I’ll
listen.
Show me and I’ll
understand.
Involve me and I’ll
learn.”**

Active Learning changes the student from a passive recipient of information to a full participant in learning the material you think most important.

What is Active Learning?

- Students become involved
- Students develop learning skills
- Students read, write, and discuss
- Students engage in higher-order thinking – analysis, synthesis, and evaluation
- Students explore how their attitudes and values relate to your topic

Why Use Active Learning?

Research shows that active learning is the equal of lectures in helping students to master content and is superior in developing students’ thinking and writing skills. It also finds that students prefer active-learning strategies.

Does Active Learning Mean Never Lecturing Again?

Not at all. But you may choose to modify your approach to lecturing.

Start Slowly.

Modify Your Lecture By:

- Pausing to enhance retention and comprehension because it focuses on clarifying and assimilating the information.
- Use frequent tests and quizzes – some ungraded. They help students retain almost twice as much information.
- Use demonstrations to stimulate curiosity and improve understanding of difficult material.

Three Alternative Formats for Lectures

- Feedback Lecture – two mini lectures separated by a small-group study session.
- Guided Lecture – a half-class lecture with no note taking, followed by a short period of individual student recall, in turn followed by small-group activity – reconstruction of the lecture with instructor assistance.
- Responsive Lecture – devote one class each week to answering open-ended, student-generated questions. Questions may or may not be submitted in advance. ■



ACTIVE LEARNING IDEAS

Simple ideas for engaging students

Think-Pair-Share

A problem is posed. Students think about it alone for five minutes or less, then pair up to discuss their views. The pairs share their conclusions with the rest of the class.

Concept Map

Divide the class into groups and give each group a pen and a large piece of paper or a transparency. Each group should write down the topic being studied in the centre of the paper inside a circle or rectangle, then place key examples or related concepts inside smaller shapes and connect them to the main topic. There are many possible models of the relationship among concepts, i.e. chains, spiders, or more complicated ones. Students might then use projection equipment to share and discuss their maps with the class.

The Minute Paper

Pause after 15 minutes of class and ask students to take a minute to write a two-sentence summary of what he or she has learned so far. Depending on how much time you want to devote to this, the students could pair up and help each other better understand the material for a few minutes or a few could report to the class.

End of Class Query

In the last three minutes of class ask the students to report anonymously two things they learned and what questions remain. Use this information for preparing the next class, or, if you have a course website, use the discussion forum to post answers to the questions raised. ■

WORKING THE WEB

– What other are doing



Integrating the Discussion Board into the Course Presentation

“I integrate the use of the discussion board into each class. The outline of each class is posted to my web site. Included therein are the questions or subjects we will discuss during that class. Also on the discussion board, are the subjects that we will discuss and the students’ opinions, insights or decisions about what we are addressing.

There are two benefits:

1. Every student is encouraged and given the opportunity to think through his or her point of view, or recommended course of action and to put it into writing. This can be done before or after the class discussion. The archive of these written opinions is impressive. It becomes a valuable record of how we spent our time in class.
2. We are no longer limited to the class time. The discussion can be extended after the class ends. For example, one night we were discussing the options open to

one company. It was a great discussion. However, at 6:15P.M., we still had not addressed what we would recommend that the company do. So I suggested that everyone post his or her recommendation (with reasons) to the discussion board of the course.”

Dr. Stanley Goldstein
School of Business, University of Miami

Peer-Group Discussion

“For graduate students and upper-level undergraduate students, preparing essays or research projects: Define groups of 3-4 students, and have students post to the discussion forum descriptions of their project, with outline, justification, and preliminary thesis. Within one week, they have to comment on the proposals of their group members, identifying the reasons the project might be successful, suggesting improvements, and asking questions. Once all group members have

commented, I comment on the proposal as well as the suggestions, identifying those I think are most important to consider and adding anything I think necessary. For larger projects, students go on to post a revised proposal, to a different group of students. As a result of this process, most students produce a better organized final product, written in an appropriately broad tone, and seem to suffer less from writers-block.”

Michelle Warren
School of Arts and Sciences,
University of Miami

(From “Good Practices in Teaching with Technology”, University of Miami website <http://www.miami.edu>).

If you are using the Web in your teaching please share your “good practices” by email to edmedia@uwichill.edu.bb.