## Interactive Teaching & Learning

Here is a little test for you:

Directions: **Please check the box next to the questions which relate directly to *you*.**

- ☐ Did you take copious notes in university using a pen, or pencil and paper?
- ☐ Did you use index cards to make study notes or to compile report resources?
- ☐ Did you use a typewriter to type your Master's thesis or project?
- ☐ Did you use a mimeograph machine to produce multiple copies of examinations, tests or handouts for your students?

If your answer was yes to one of the above questions then obviously you have had to change gears as technology marches on. You have experienced technology immersion and you are being pulled and pushed by the explosion in technology use especially by NET Generation students. The teaching tools that you have been accustomed to are now becoming antiquities.

PROTESTING AGAINST NEW TECHNOLOGY – THE EARLY DAYS
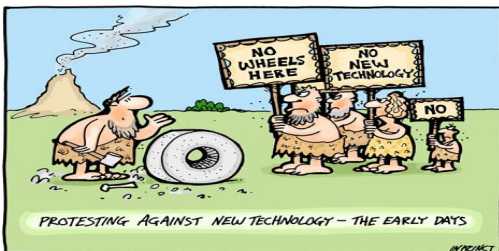
Special points of interest:

- The **Teaching Tips Newsletter** is a publication of the Instructional Development Unit (IDU) at the UWI, Mona.

- The Newsletter will be published once per month and will focus on tips for improving teaching and learning in higher education. The Newsletter will be available online as well as in the office of the IDU.

- If you have an area that you would like to explore using this medium, do not hesitate to contact us at the IDU.

Here is a list of the new tools. However, note that the list changes rapidly since new products are being developed regularly and used by savvy higher educational persons, both students and teachers.

Pre 2007	2007
Chalk	Digital Ink
Index Cards	Electronic Slide Notes
Paper	Laptop/Computer
Chalkboard	Smart Board
Paper copies, Write a note	Email to all and/or IM
Internet, phone, TV, movies, music, etc.	iphone

Web 2.0 Tools for Higher Education

In the last Issue of *Teaching Tips*, we started a discussion about Web 2.0 and how these new and not so new web tools can be used to facilitate teaching and learning in higher education. In the last issue we focused on *blogs*, in this issue we will continue the discussion by looking at *wikis.*

Wikis

Most of us have heard probably about Wikipedia. As a matter of fact, if you do a Google search for anything from *A to Z*, Wikipedia is probably included in the top ten hits for whatever you are searching for. Some faculty members complain that students are citing Wikipedia as a source in their research and students seem to have a problem understanding the reason for their reaction. Wikipedia is an online encyclopedia (Wikipedia.org) that utilizes the *wiki* concept to create the content accessible through this site. The word wiki comes from the Hawaiian *wiki wiki* which means *quick.* A wiki is a web page or a collection of web pages that allows persons with access to modify or edit the content within these pages. It is a collaborative webspace for creating new content on the web and it also allows users to make changes to existing content. Wikis are authoring tools that allow users to quickly and easily publish content on the web. By simply clicking the *Edit* button on a wiki site, users are able to modify existing content, delete the content completely or add their own content to the site. **Continued…...**

Wikis continued…..

With this free access to modifying content on web pages, one can only imagine the many issues that can arise regarding accuracy of the content posted to wiki sites. Despite this, however, as a collaborative tool to facilitate group construction of meaning, wikis can have multiple benefits to course facilitators and students at all levels of the education system.

Faculty in higher education have used wikis in a number of ways; to create communities of learners among students as they read, edit and extend each other's work; as a means of exploring a topic with students among others.

Students have used wiki sites to complete assigned projects where they research and post their findings online as a collaborative group activity.

The possibilities of using wiki to enhance teaching and learning in higher education are endless and limited only by the creativity and innovativeness of the faculty member.

Have you thought about how you can use wikis in your class? The IDU offers workshops to faculty which can help you use these tools to enhance teaching and learning. See the IDU schedule for details and make an appointment to attend one of these workshops.

Class Participation Protocol

When awarding points or marks for participation in a course you might want to establish a class participation protocol. Here is one that is used by Professor Stephen Brookfield:

20% of your grade for this class is based on your participation in discussion. Participating in discussion does not necessarily mean talking a lot or showing everyone else that you know or have studied a lot. Good discussion participation involves people trying to build on, and synthesize, comments from others, and on showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a quiet interlude, bring a new resource to the classroom, or post an observation on line. So there are multiple ways quieter learners can participate.

Below are some specific behavioural examples of good participation in discussion:-

- Ask a question or make a comment that shows you are interested in what another person says

- Ask a question or make a comment that encourages another person to elaborate on something they have already said

- Bring in a resource (a reading, web link, video) not covered in the syllabus but adds new information/perspectives to our learning

- Make a comment that underscores the link between two people's contributions & make this link explicit in your comment.

"I heard on TV that everyone is getting rich on the Internet. Is this little slot where the money comes out?"

Class Participation Protocol continued….

- Use body language (in only a slightly exaggerated way) to show interest in what different speakers are saying

- Post a comment on the course chat room that summarizes our conversations so far and/or suggests new directions and questions to be explored in the future.

- Make a comment (online if this is appropriate) indicating that you found another person's ideas interesting or useful. Be specific as to why this was the case.

- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts – this can be done online

- Make a comment on your CIQ that prompts us to examine discussion dynamics

- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others, time to think

- Make a comment that at least partly paraphrases a point someone has already made

- Make a summary observation that takes into account several people's contributions & that touches on a recurring theme in the discussion (online if you like)

- Ask a cause and effect question - for example, "can you explain why you think it's true that if these things are in place such and such a thing will occur?"

- Find a way to express appreciation for the enlightenment you have gained from the discussion. Try to be specific about what it was that helped you understand something better. Again this can be done online if this suits you better.

Make sure you register for the next IDU Technology Training Workshop!!!

Instructional Development Unit
Voice: 970-0376