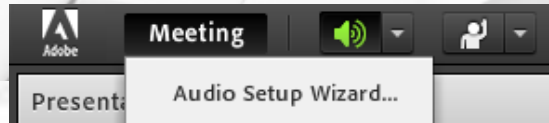


Welcome to Teaching + Learning Tuesdays

April 19th, 2016 | 2:30PM

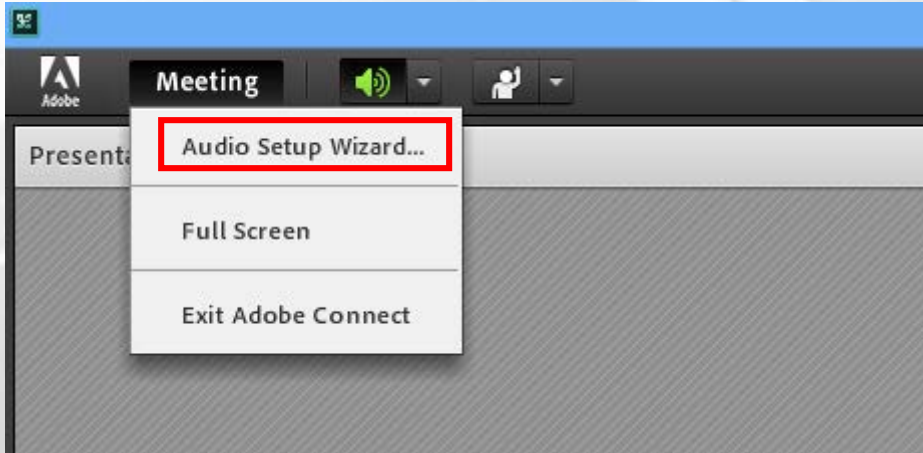
Please adjust your audio using the Audio Setup option under the Meeting menu.



Teaching + Learning Tuesday



Audio Setup Wizard



Context

Numbers Game:

8.38

Context

\$8.38 Billion

Ed-Tech Market

2012-13

Data from Education Technology Industry Network

Context

Numbers Game:

1,500,000

Context

1,500,000 apps

Available in Apple App Store
July 2015

CONTEXT

Actively looks at the connection between teaching learning. Shares best practices from faculty, with faculty.



Creates needed oversight as it relates to online course development and implementation.



CONTEXT



Learning Technologies

Grants and Initiatives:

- Active Learning Faculty Fellowship Program (Title iii)
- QEP: Technology Intensive Course Development
- Gaming Faculty Community of Interest

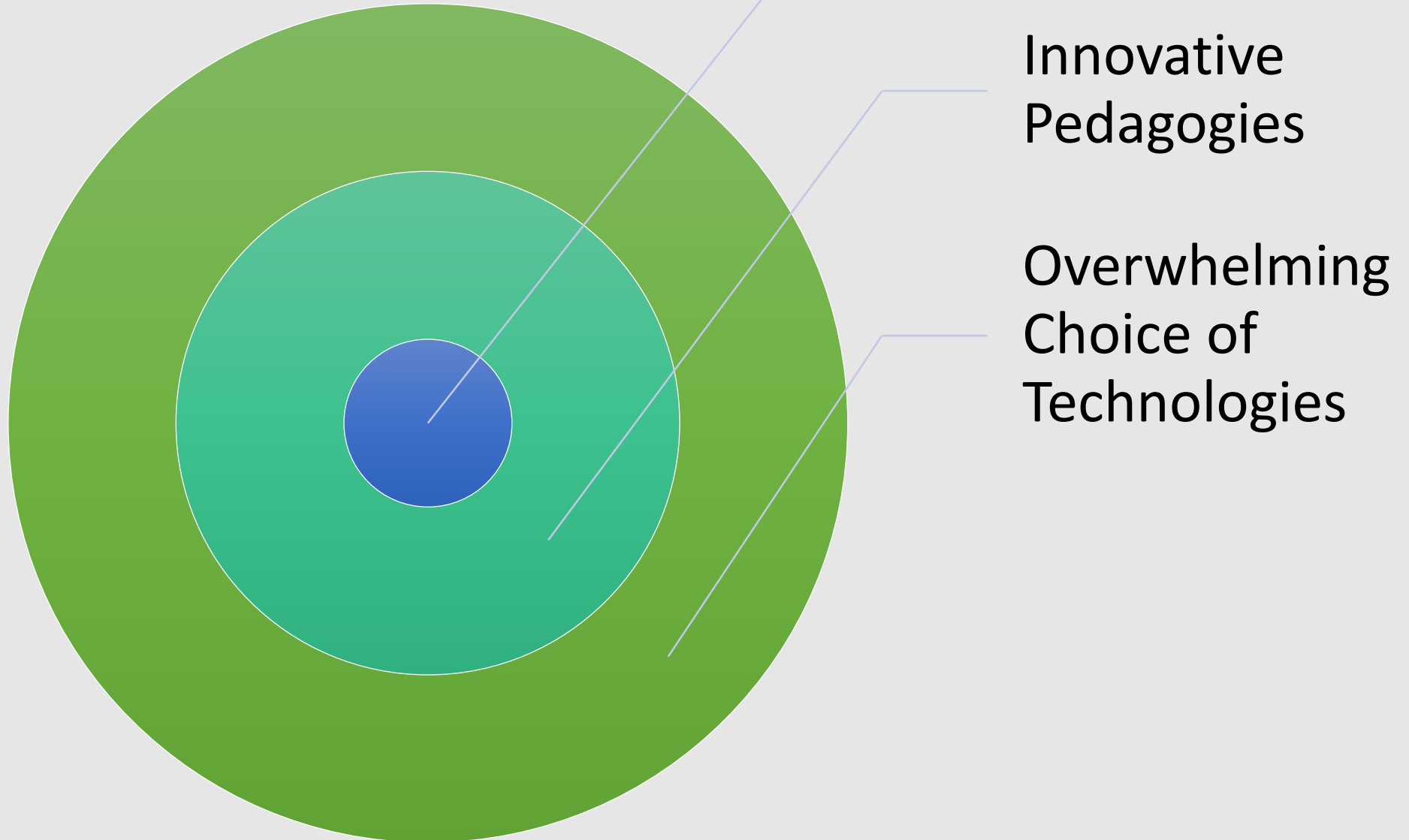
Course Development:

- Individual or Group Consultations
- Distance Ed Partnership on Online Teaching Certification
- Academic Partnerships-Formalize Trainings

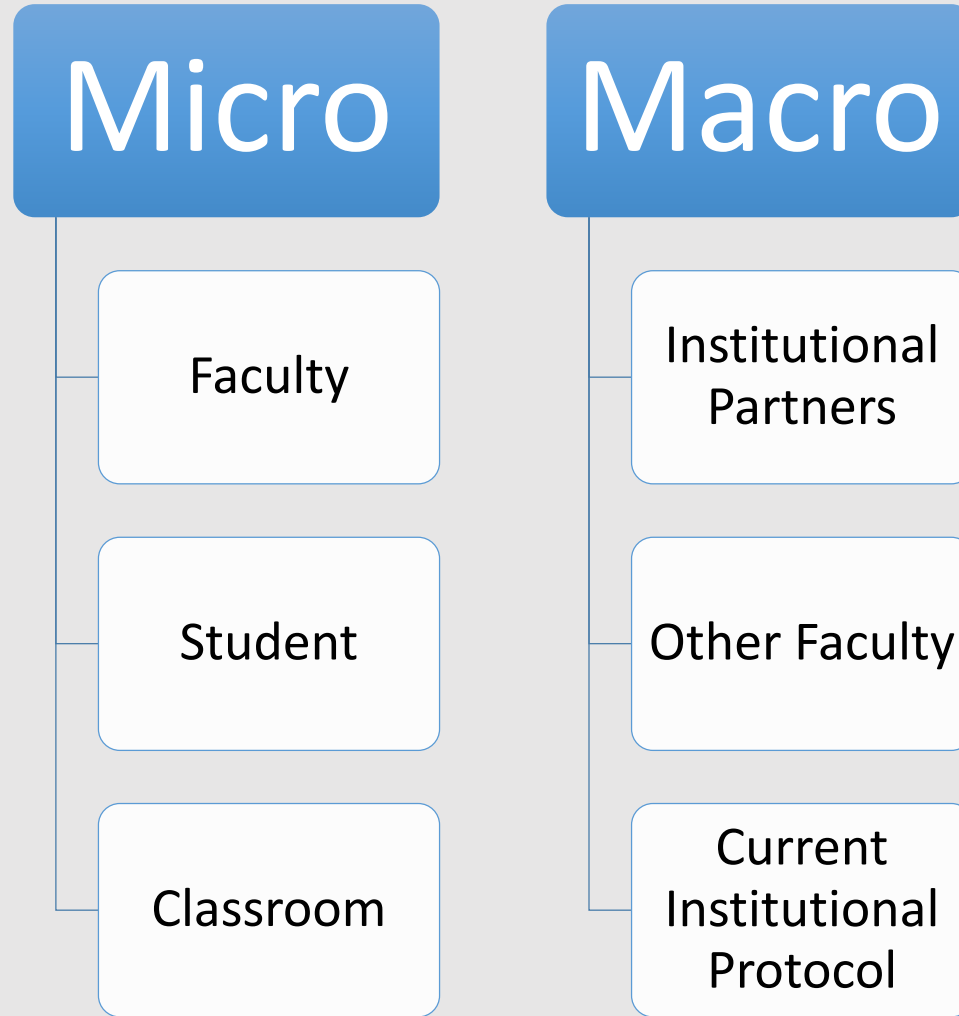
Research:

- Actively finding opportunity for research
- Promoting research being done with faculty through our services
- Collaborating with faculty on research as it relates to teaching and learning practices

Our Objective



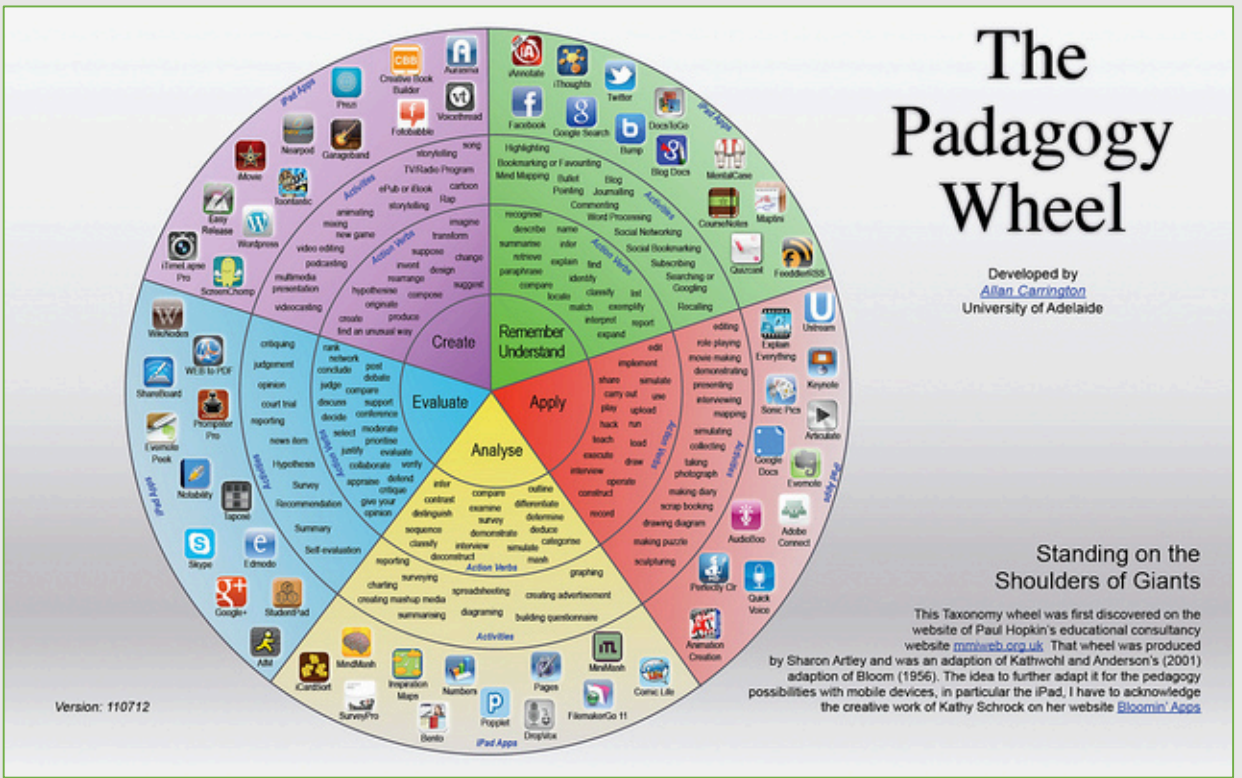
The Scopes





Let's Define: [x] Pedagogies

- Flipped Learning Pedagogy
 - [Place Definition Here]
- Active Learning Pedagogy
 - [Place Definition Here]
- Digital Pedagogy
 - [Place Definition Here]
- Engaged Pedagogy
 - [Place definition Here]



Let's Define: [x]Technology

- Lecture Capture Software
 - [Place Definition Here]
- Learning Management System
 - [Place Definition Here]
- Quiz Creation Tool
 - [Place Definition Here]
- Gaming Software/Tools/Concept
 - [Place Definition Here]
- Office Processing Enterprise (Office365/Google Drive)
 - [Place Definition Here]



Let's Unpack

Interactive Activity:

When you plan your course (or training), what is the first thing you think of when you start the planning stages?



Micro: *Course Planning*

Interactive Activity:

Think of an activity you do in your course.



Micro: *Course Planning*

Reflective Activity:

Think of an activity you do in your course.

Look at your learning objective. Does it match?

Let's Unpack: Course *Planning*

1. Learning Objectives
2. Topic
3. Activities
4. Technology
5. Assessment



Micro: *Course Planning*

In what pedagogical
lens are you trying
to plan your course
around?

What in the world?
Condition + Behavior
+ Criterion

Active Learning Lesson Plan Worksheet

Introduction: Active learning can be challenging to implement within the classroom. To assist you in creating active learning activities within your class, here is a self-guide worksheet that will achieve this goal!

Learning Objectives associated with Worksheet:

1. Apply active learning definition to classroom activities in higher education
2. Design a foundational portion of an active learning section at USC-Upstate

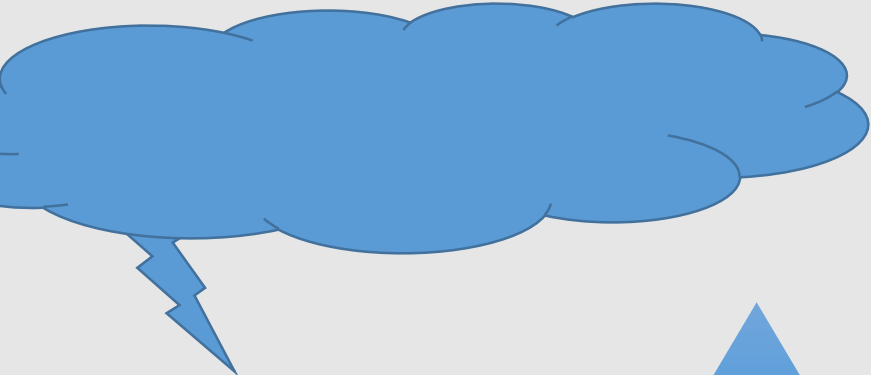
Instructions:



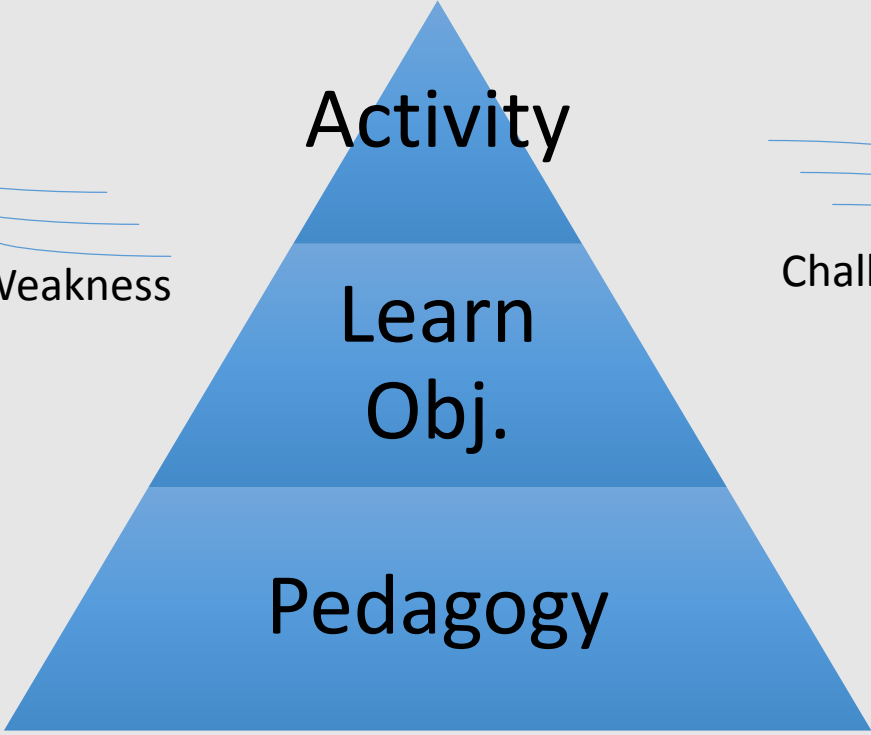
1. **Write down the active learning definition** as created by the University of South Carolina Upstate. Although this seems like a tedious task to do, it will help you create an activity that directly connects to the definition.
2. On the reversed side of this worksheet, **write down the course topic** you are interested in having your students learn for a given class period or periods.
3. After you have your topic written down, **write down the learning objective** that the topic is associated with. Although this seems weird to do since you are only looking for getting to your active learning activity, it is better to know that the activities you are creating align with the objective and topic you want your students to understand. It can quite easy to create an interactive activity that strays away with what message you would like to convey!
4. Finally, **write down what your activity will be**. Ask yourself the following questions:
 - a. How will you distribute instructions to your students?
 - b. How will the students interact with you? With each other?
 - c. Is there technology you are planning to use?
 - d. NOTE: think about the diversity of learning styles in your activity!
5. Lastly, reflect on the activity you just created. Does it match the learning objective and topic you wanted to discuss? Is there a rubric you created to evaluate student performance?

NOTE: The boxes on the left side of the worksheet will help those of you who might want to recall what they did to teach a topic in the traditional classroom setting... not required but definitely recommended.

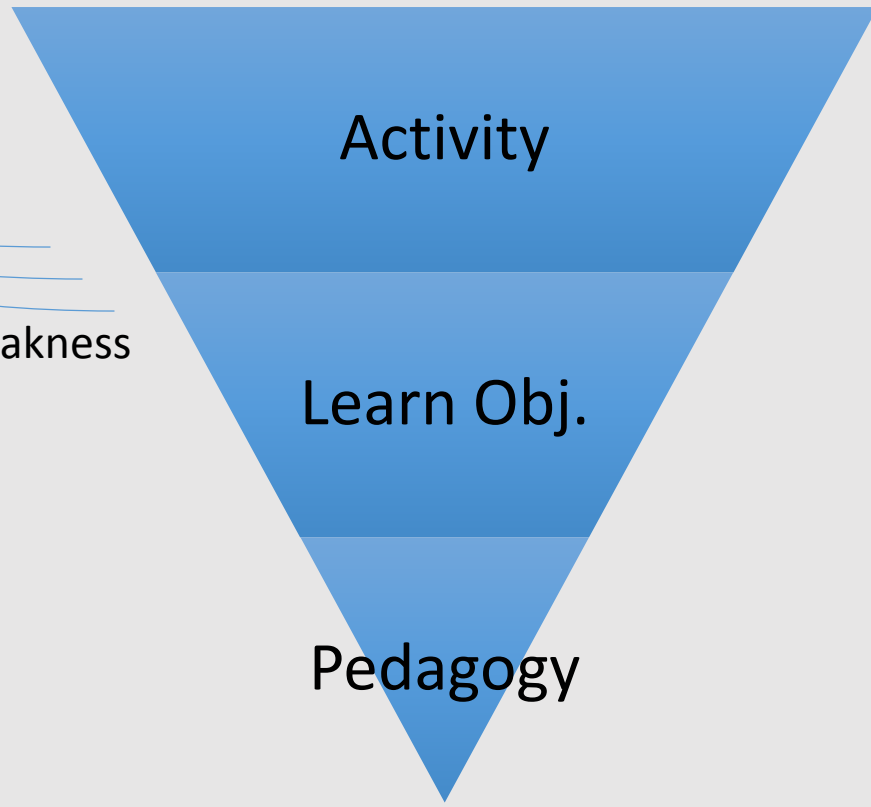
Micro: *Course Planning*



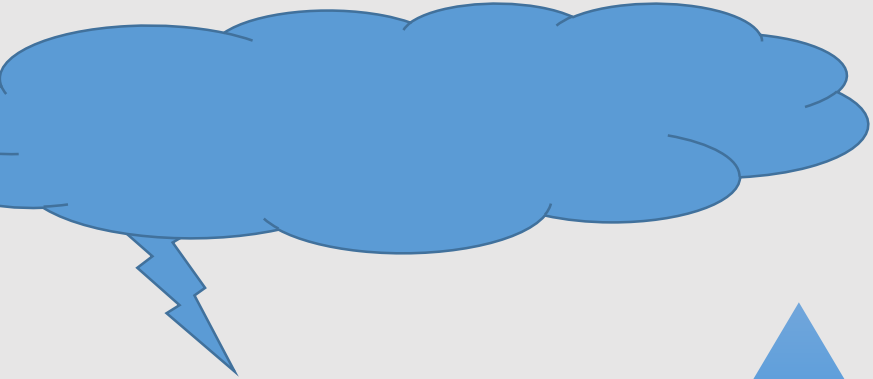
Challenges/Weakness



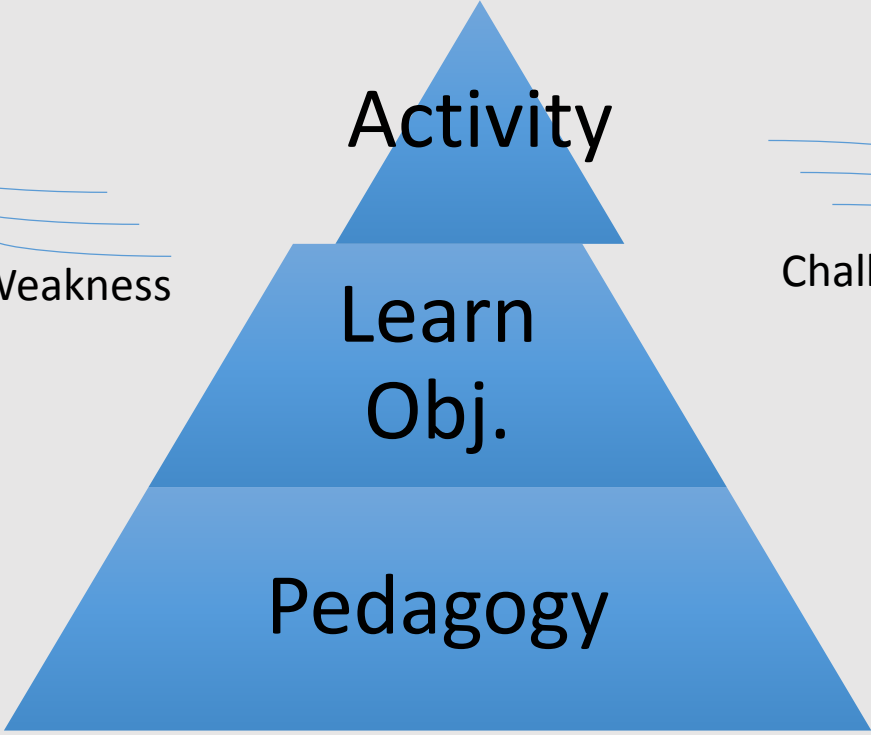
Challenges/Weakness



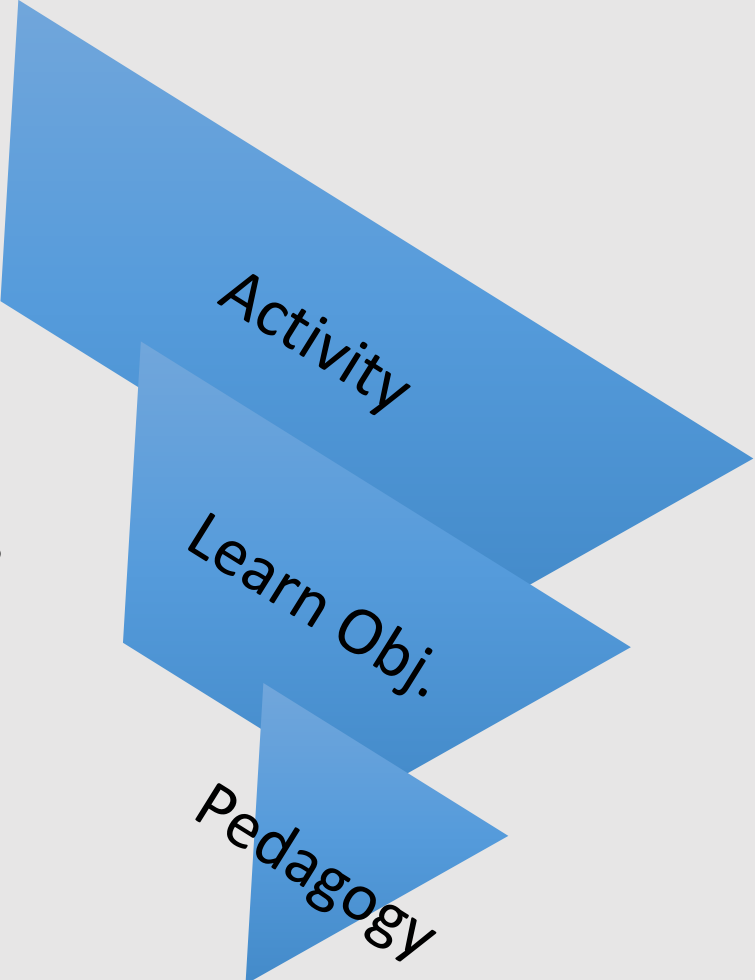
Micro: *Course Planning*



Challenges/Weakness



Challenges/Weakness

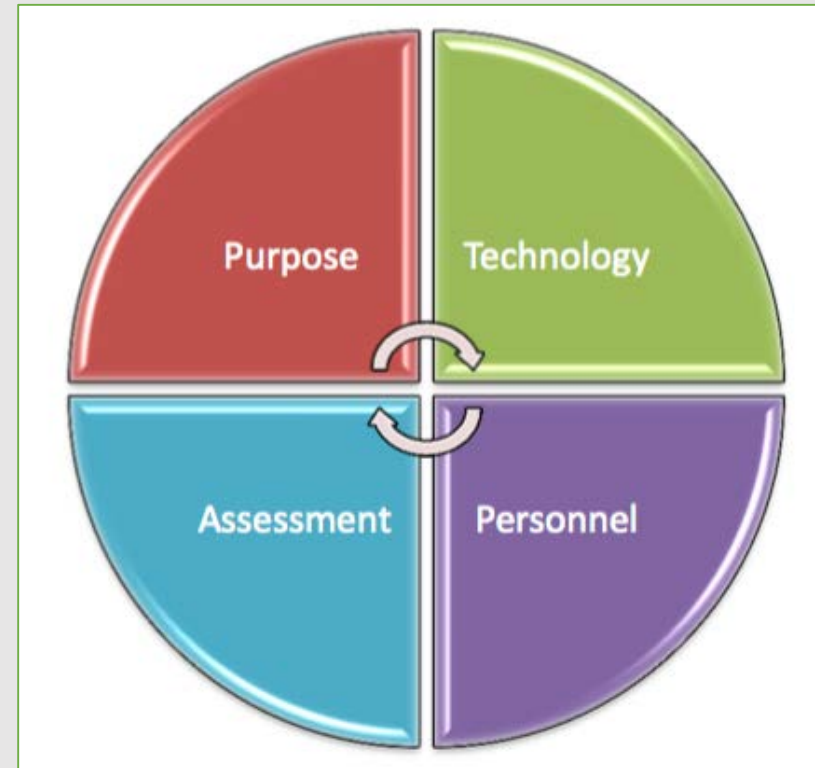


Micro: Course Technology

Reverting to Last Year's Presentation on Online Learning Theoretical Framework

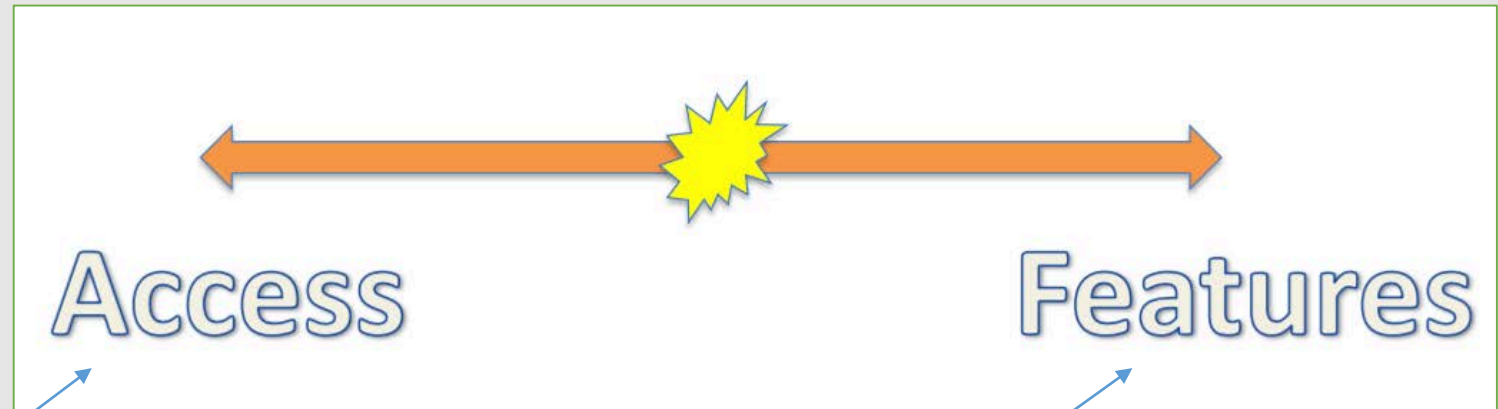
Micro: Course Technology

1. Purpose
2. Personnel
3. Technology
4. Assessment



Micro: Course Technology

Finding the
Sweet
Spot!

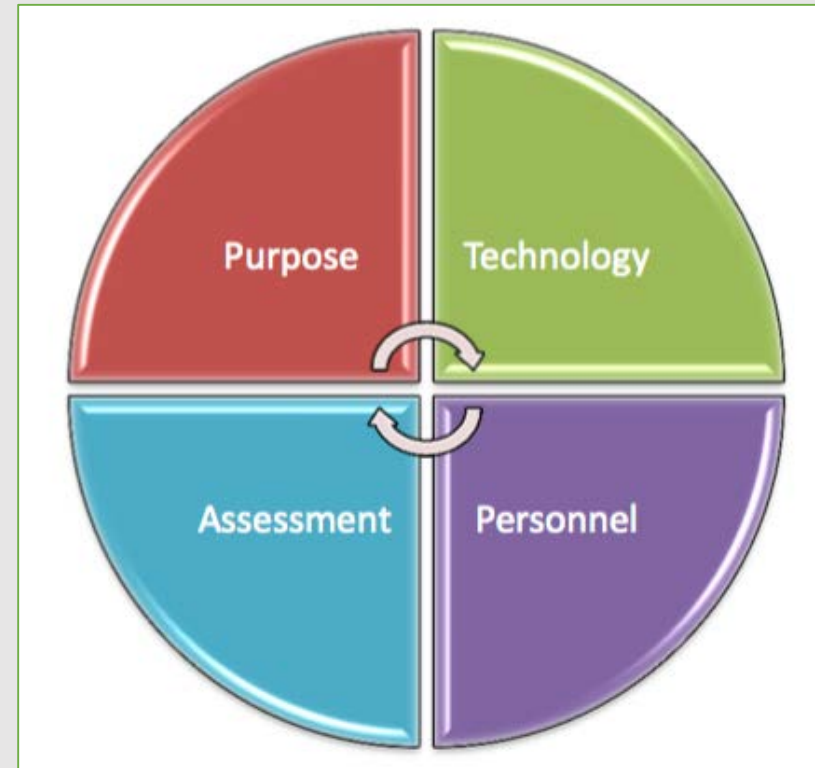


How easy it is for the common user to access, use, and process information?

Are the features good/needed enough to overcome the challenge of accessing the technology?

Micro: Course Technology

1. Purpose
2. Personnel
3. Technology
4. Assessment



Macro: Rethink Motivation

Don't we encourage life-long learning?



Macro: Rethink Motivation

1. Choice
2. Challenge
3. Control
4. Collaboration
5. Constructing Meaning
6. Consequences



C'S

Macro: Reflection Question

IT Administrator:

- What are the benefits and challenges surrounding university supported software?

Macro: Reflection Question

Faculty Leader (Dept Chair/Faculty Senate):

- Are you truly doing what you can to allow your fellow faculty to be innovators of teaching?

Macro: Reflection Question

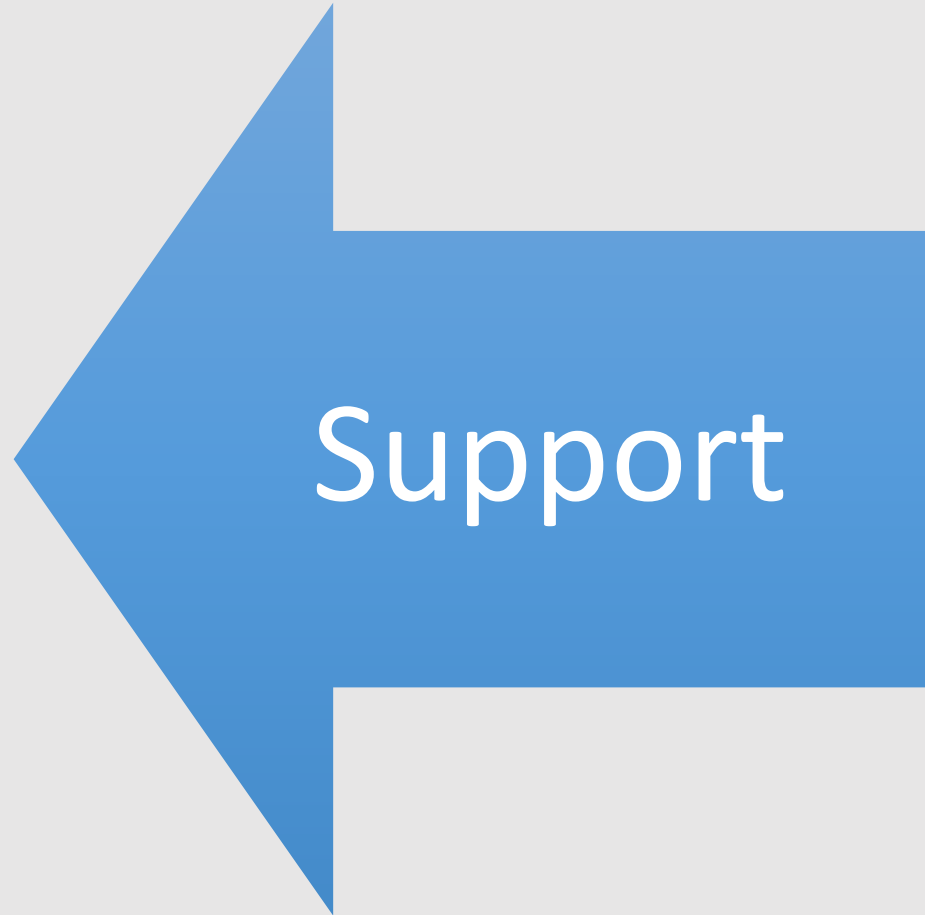
Faculty Leader (Dept Chair/Faculty Senate):

- If you are, are you doing the best job communicating that to faculty?

Macro: Reflection Question

**Why are these question important for
technology in the classroom?**

Macro: The Teetering Act



Macro: The Teetering Act

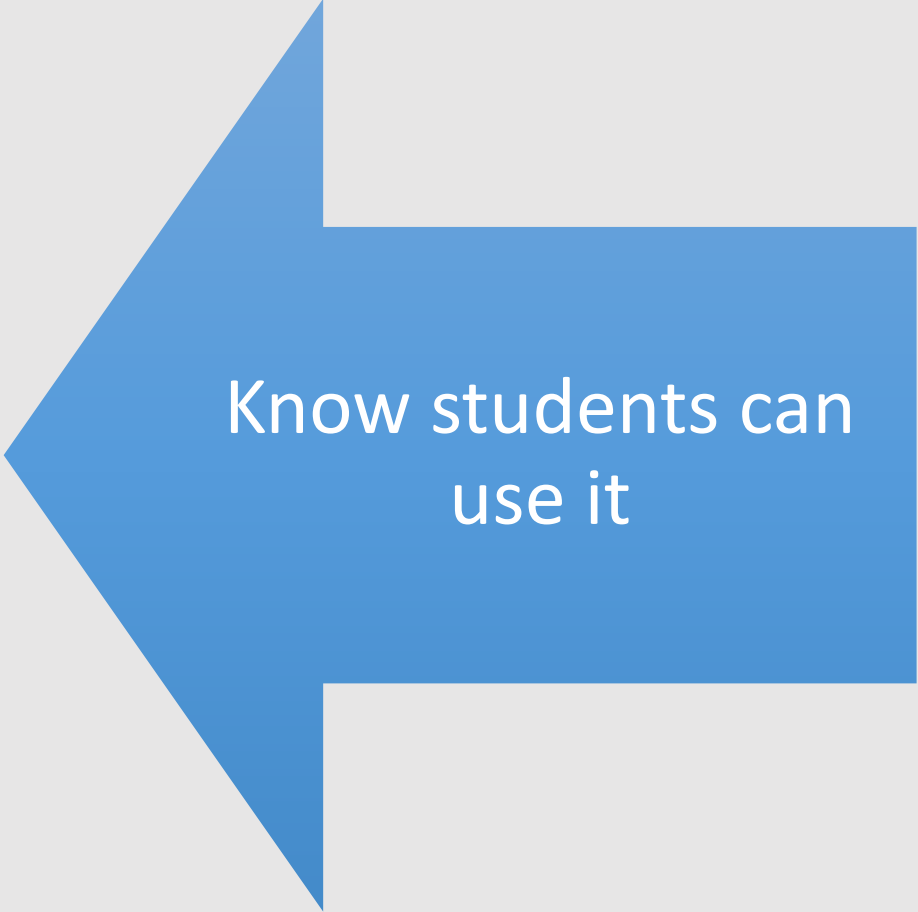


University
Supported




Freedom of
Technology

Macro: The Teetering Act

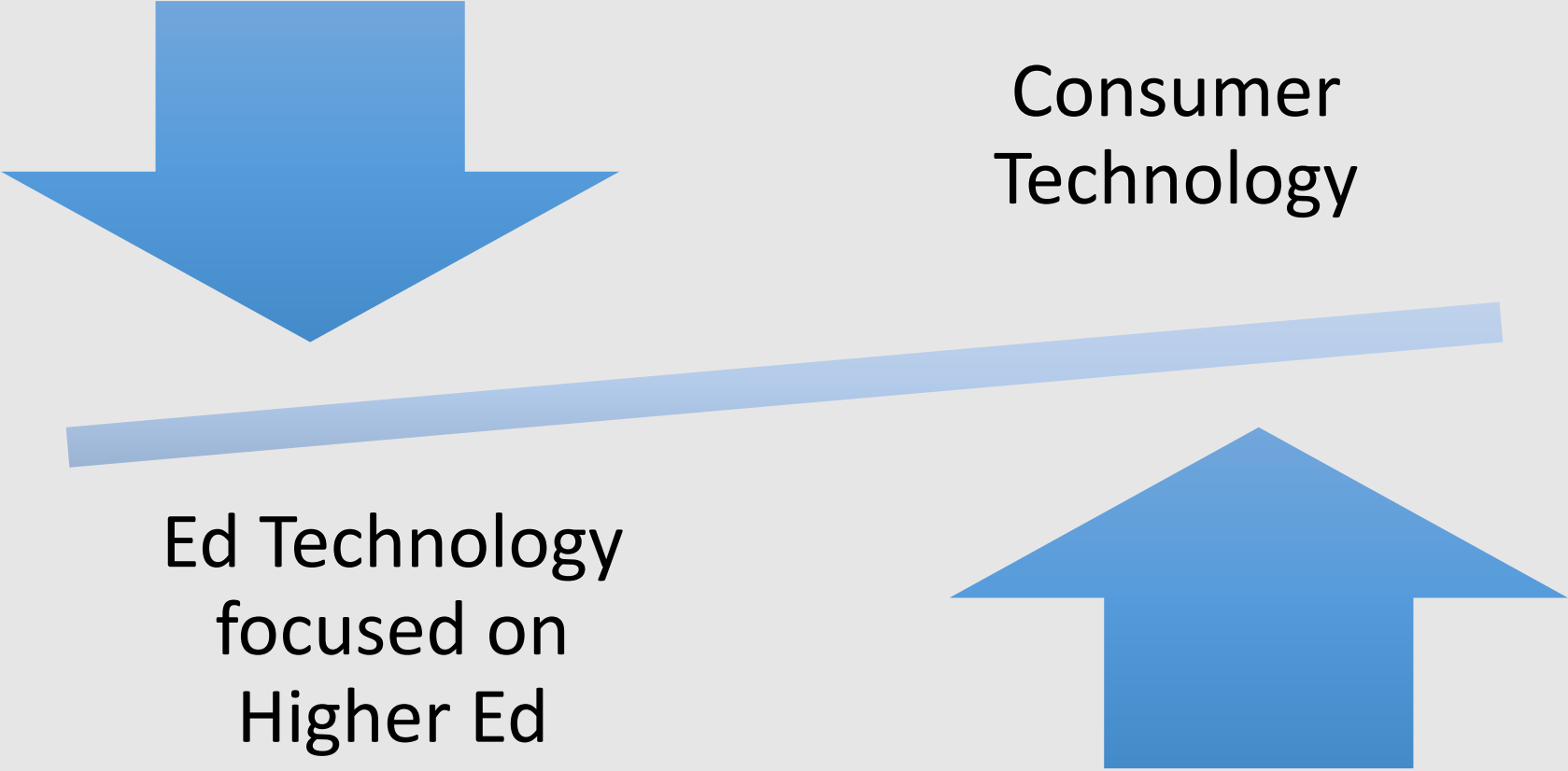


Know students can
use it



Have a chance for
creative interactive
experience

Macro: The Teetering Act




Macro: The Teetering Act



SCREENCASTOMATIC

Consumer
Technology



Ed Technology
focused on
Higher Ed



echo³⁶⁰
active learning

Summary

When teaching a course...

- Know your learning objectives
- Don't use technology for technology sake
- Use the people/resources around you

Summary

When you are leading...

- Find the balance between freedom and support in classroom technology
- Do the best job allowing for teaching innovation, with or without technology

Summary

Twitter: @situationalist

Host of the Active Learning Podcast
Available on iTunes

mlampe@uscupstate.edu

864-503-7352



May TLT Session

May 17, 2016

2:30 pm

Poverty and Pedagogy in the Community College

Presenter TBA

www.sctechsystem.edu/tlt

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