

# “LEARNING BEYOND THE CLASSROOM”

ELEVENTH ANNUAL  
INDIANA UNIVERSITY SOUTHEAST / IVY TECH  
TEACHING SYMPOSIUM HOSTED AT IU SOUTHEAST  
FRIDAY, JANUARY 26, 2007

Sponsored by: IU Southeast Institute for Learning and Teaching Excellence (ILTE)  
Ivy Tech State College\*  
IU Southeast Faculty Colloquium on Excellence in Teaching (FACET)  
IU Southeast Office of Academic Affairs  
\* Funded in part by a Carl D. Perkins Grant

## EVENT SCHEDULE

8:30-8:50 Registration and FACET breakfast buffet (**Multipurpose Room**)  
8:50-9:00 Welcoming and Introductions  
9:00-10:15 **Keynote** Thomas Girvin  
10:15-10:30 Explanation of the day and dismissal to first breakouts  
10:30-11:20 **Breakout 1 (KV classrooms)**  
Teaching Non-Tech Courses Online (Thomas Girvin) **KV002**  
How I Taught My Web-Assisted Class and What I Learned (Sam Sloss) **KV001**  
Using Technology to Enhance Learning While Maintaining Students’  
Accountability for Learning (Paul Pittman & Bruce Kepley) **KV006**  
11:30-12:20 **Breakout 2 (KV classrooms)**  
*Repeat of session 1*  
12:20-1:30 **Lunch** Pasta Buffett with Salad and dessert (**Multipurpose Room**)

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### A Note About Our Guest Speaker:

After completing his B.A. (Environmental and Urban Planning) and M.A. (Media Studies) from Antioch University, Thomas earned an M.F.A. in Cinema Production from the University of Southern California and spent the next 15 years doing the “Hollywood shuffle” as a screenwriter/script doctor while teaching television, screenwriting and film production at U.S.C. and UC Irvine.

Thomas returned to his home state of Ohio to pursue his Ph.D. in Communication at Ohio State University and for the past decade has taught both traditional and non-traditional students in on-ground, blended, and on-line modalities at a variety of public and private colleges – Ivy Tech, Sinclair Community College, Antioch University, Ohio State University, University of Dayton — here in the heartland. In his current position as Lead Faculty at the University of Phoenix Cincinnati Campus, Professor Girvin, or “Uncle Thomas” as his students typically call him, has designed and/or taught nearly a dozen different courses, 100-level to 400-level.

Keynote note agenda is on the reverse of this page.  
Breakout session information is attached.

# **Keynote Presentation**

## **Learning Beyond the Classroom**

### **Thomas Girvin**

As a follow-up to Chuck Dziuban's August workshop, this year's Teaching Symposium will focus on Learning Beyond the Classroom. As an experienced online and web-assisted instructor, Thomas Girvin will help us take the next step in web-assisted teaching. In addition to discussing the advantages of teaching web-assisted and fully online, Thomas will focus on Do's and Don'ts of effective web-assisted and fully online classes and the differences in content development. All of this from a non-techie, online instructor!

- I. Introduction
  - A. Thomas
  - B. University of Phoenix
  
- II. Why we need to learn how to teach effectively in web-assisted & on-line modalities
  - A. Necessity
  - B. Desire
  
- III. The advantages of teaching in web-assisted/on-line modalities.
  - A. Advantages for the student
  - B. Advantages for the school
  - C. Advantages for instructors?
  
- IV. The particular challenges inherent in on-line and web-assisted instruction
  - A. Computer-Mediated Communication
  - B. Challenges for students
  - C. Challenges for instructors
  - D. Challenges for the university
  
- V. Differences in teaching on-line
  - A. Design of content
  - B. Development of Content
  - C. Delivery of Content
  
- VI. Do's and Don'ts of effective on-line and/or web-assisted teaching
  - A. Content
  - B. Process
  - C. Students
  - D. Faculty
  
- VII. How to make a course great
  - A. Content
  - B. Process
  - C. Students
  - D. Faculty
  
- VIII. Conclusion
  - A. Future Perspective
  - B. Encouragement

## **Teaching Non-Tech Courses Online**

### **Thomas Girvin**

How we can teach courses online that “cannot be taught online” (e.g., Public Speaking, which Thomas has taught online for Ivy Tech). Other topics include transposing studio and production courses to web-assisted and online modalities as well as the effective use of A/V media online.

## **How I Taught My Web-Assisted Class and What I Learned**

### **Sam Sloss (Sociology)**

In the fall 2006 semester, Sam was one of a handful of IU Southeast faculty who participated in the Academic Affairs/ILTE Web-Assisted Course Initiative. During this breakout session Sam will demonstrate to attendees how he taught his class—including how students participated in the online and face-to-face portions of the class—and share some of the challenges he had working with students new to taking classes online.

## **Using Technology to Enhance Learning While Maintaining Students’ Accountability for Learning**

### **Facilitated by Paul Pittman and featuring Bruce Kepley on the mind-mapping software**

When considering moving your course to web-assisted, or even when adding more technology resources to your course, one often wonders how to keep students accountable for their learning. Yes, the students still ask for the day’s presentation to be put online—or maybe even they complain that the lecture presentations are not online before class. How can we use technology to make our teaching and learning more flexible and still help students remain (or become more) accountable for their own learning. How has the use of technology changed the way you approach class your expectations on student learning?

Paul Pittman will lead the attendees in a group discussion focused on answering some of these questions and elaborating on some of the issues. While the discussion is taking place, Bruce Kepley, founder of ATA (A Technological Advantage), will use a technique called mind-mapping utilizing a computer program to capture the group’s comments as a way of depicting how notes can be taken in a non-linear fashion. The mind-mapping notes will be supplied to session attendees via the ILTE website.

## **One last note from Thomas**

Since I was running a little long and had to truncate the last part of my presentation Friday, I have generated the following list of Do's and Don'ts to effective on-line instruction, i.e., how to make your on-line course (or on-line portion of your web-assisted course) great—

**DON'T neglect the rules of “Excellent” instruction; DO privilege:**

- 1. Facilitation of learning*
- 2. Instruction interest in student learning*
- 3. Effective communication*
- 4. A well organized learning environment*
- 5. Respect for students*
- 6. Effective assessment of student progress*

DON'T forget the basic differences between teaching face-to-face and facilitating online interactions; DO be aware of various teaching and facilitation techniques that are, and are not, suitable for online classrooms.

DO keep any *netlectures* conversational.

DO design your course to be a learner-centered system based on dialogue and cooperation among the students.

DON'T just copy an on-ground course; DO Change the organization of the course.

DO design/create a curriculum that specifically encourages students to learn from: a) course materials, b) the instructor, and c) each other.

DON'T just provide content; DO design learning experiences.

DON'T be the center of the scheme; DO be a facilitator who guides and supports the learning process.

DO remember that the actual process of learning takes place independently of the instructor.

DON'T just be an oracle and/or lecturer; DO be a guide and resource provider.

DO encourage increasing self-direction.

DON'T emphasize your own expertise; DO emphasize acquisition of individual and collaborative learning strategies.

DO maintain an environment that both fosters trust among learners and the instructor and seeks to promote a cooperative and collaborative environment.

DON'T limit course content to materials posted by the instructor; DO expand access to resources.

DO invite guest "lecturers" to join the conference, so students can interact directly with experts in their fields.

DO bring the outside world into the classroom and open the classroom to the world.

DO help students learn how to scrutinize information located on the World Wide Web.

DON'T try to maintain total control of the teaching environment; DO validate students' autonomy, independence, and self-motivation.

DO be sensitive to students' own learning styles.

DON'T just provide the initial structure; DO require increasing self-direction.

DO model appropriate interaction and facilitation techniques on screen.

DO persuade participants to utilize correct academic writing style when composing their contributions to class discussion.

DON'T be afraid to relinquish control over the process; DO convince students to accept the responsibility for their own knowledge creation.

DO nurture all three interactions: student-content, student-student, and student-teacher.

DON'T just be a provider of answers; DO be an expert questioner.

DO provide metaphors and analogies to personalize and humanize the transactional space.

DON'T permit students to passively receive hand-me-down knowledge; DO force them to construct their own knowledge.

DO assist the active processing and combining of course content with students' prior knowledge and provide ample opportunity for each student to do something with the knowledge he or she is attempting to learn.

DON'T let students just memorize facts; DO require them to solve complex problem

DON'T be a solitary teacher; DO be a member of the learning team.

DO maintain regular contact with students, monitor their participation, and actively seek out those who seem to be falling along the wayside.

DO remember that your major role is to remove (or at least be aware of) obstacles that impair students' normal progression.

DON'T fail to appreciate "learning is a social activity;" DO provide opportunities for students to work as group members on collaborative/cooperative assignments.

DO help students see topics from multiple perspectives.

DON'T assign activities that might stifle or discourage interaction; DO maximize teaching methods and techniques to foster interaction (process) and collaboration (product) among students and teacher online.

DO clearly differentiate which student queries should be made within the class (public) and which may be made outside of class (private).

You DON'T need to be savvy about all the technology, but you DO need to have support staff who are.

DO first make yourself comfortable, then make the technology transparent.

DO test and re-test technologies and ensure adequate opportunities for students to access all aspects of the course with their own systems prior to enrollment.

DO have the university set up tutorials and/or preparatory labs as necessary for students having trouble successfully interacting with class technology.

DO develop intervention techniques to help students anticipate problems and prepare them for difficulties (so they do not become paralyzed until the technical issue is resolved).

DON'T underestimate the time required for course development and maintenance; DO plan further in advance than you normally would (especially for your first course).

DO front-load the course and ensure your content can stand on its own.

DO go to great lengths to anticipate and address any and all student expectations and mis-expectations at the outset.

# ILTE Teaching Symposium 2007

## How do you use tech in classrooms

- PowerPoint
  - sample test & study guides
  - Google to find information for class ex. econ data
- Oncourse
  - problem sets and keys
  - distribute info
    - push more responsibility to students
    - research articles
  - grade book
    - more potential checks and balances
- List of articles and links beyond classroom
- Computer Simulations and interactive software
- Software tools for solving problems ex. higher level stats
- Publishers are developing a wealth of tools ex. homework management system from Pearson ex. Virtual hospital simulation for nursing

## % of your class preparation time preparing using technology

- 25%, 75%, 90% Feedback was all across the board
- 5 Years ago less the 10%
- The paradigm is shifting and don't know how much time will be taken up in the future

## How does it change the way you teach your classes

- Make students more accountable
  - notes
  - no excuse
- Use Oncourse vs. using class time
  - Students have an idea of what is expected in class and start class with meat of the class
- Applications, examples and etc and use Internet in class
  - Student involvement and they have to present and prepare for class
  - Use the Internet to gather real world examples and use in class
  - Use clickers to get instant feed back in classrooms
  - Adjunct support may be lacking with Online classes

## How has technology changed students expectations

- Instant gratification
  - Students would like online tests
  - Students want it now
- What faculty is doing in other classes is effecting your class
  - Students expect PowerPoint and other tech
- Some students are scared away from school
  - Students may be using technology to shift the burden back to instructors
- exp older students cant learn ipod, wiki, etc.

## How can we use technology to enhance students learning

- Paperless / virtual
  - Combine course work at many different schools
  - books, ipod, calc, etc. all in one device
  - Tech is bringing two or three generations together (helping each other)
- Students start to respect each other
- Online is evolving and schools are setting up teams to provide the support
- The tools and way students learn online is changing wikis, pod casts, blogs, etc.

## Has tech enhanced your teaching.

- How students are learning is fundamentally changing and how do we measure that.
- The students brains are starting to work diff
- Removing the teacher gatekeeper
- Hard for students to pay attention online
- We may take offense of
  - Maybe students are learning while multitasking
  - Instructors have to provide all the support and content development

## Web links

- Interesting Mindmaps
  - [www.learningwiki.com/mindmaps](http://www.learningwiki.com/mindmaps)
  - [www.learningwiki.com/mindmapsflatterworld](http://www.learningwiki.com/mindmapsflatterworld)
  - [www.learningwiki.com/mindmapswisdomcrowds](http://www.learningwiki.com/mindmapswisdomcrowds)
- Using Wikis for Collaborative Learning
  - [www.wearesmarter.org](http://www.wearesmarter.org)
  - [www.notemesh.com/?a=home](http://www.notemesh.com/?a=home)