

Faculty Technology Workshop (section 5b) Final Report

Feb. 9, 2005

Sharon Gray and Cheryl Swanson

Participants:

Margaret Preston, Mike Mullin, Susan Schrader, Shelly Gardner, Richard Swanson, Donn Grinnager (he did not receive a stipend, since he is not faculty)

Workshop schedule:

Monday, June 14 9:00-10:45 Digital images
 11:00-noon Digital video overview
 noon-1:00 lunch (provided)
 1:00-3:00 Hands-on work time

Tuesday, June 15 9:00-noon Webpages
 noon-1:00 lunch (provided)
 1:00-3:00 Hands-on work time

Wednesday, June 16 9:00-noon WebCT (Richard Swanson helped)
 noon-1:00 lunch (provided)
 1:00-3:00 Hands-on work time

Thursday, June 17 9:00-10:15 Excel Gradebook (Brian Moore helped)
 10:30 – noon PowerPoint (Peg Preston helped)
 noon – 1:00 lunch (provided)
 1:00-3:00 Hands-on work time

Initial feedback form results:

(Note: Three participants completed the initial feedback form. The participants' answers are in bold. My comments are in italics.)

1. The workshop met my expectations.

2 Very well **1** Adequately ___ Not very Well ___ Not at all

2. The material was covered at the right pace.

2 Good pace **1** Too fast ___ Too slow

3. I anticipate I will be able to use what I learned in my teaching.

3 Agree ___ Agree somewhat ___ Disagree somewhat ___ Disagree

4. Please rank the topics in terms of "most useful" to "least useful", with "1" being "most useful"?

___ Graphics ___ PowerPoint ___ Webpage Design ___ WebCT

(Two participants put "1s" for all four. One put "1s" for all except PowerPoint.)

5. Please rate your skill level regarding each of the topics (0 = complete novice, 10 = expert)

<u>Before workshop</u>		<u>After workshop</u>
2, 0, 5	Graphics	3, 1.5, 6
4, 6, 5	PowerPoint	4, 7, 6
6, 2, 5	Webpage Design	7, 4-5, 6
0, 0, 5	WebCT	4, 3, 6

(The greatest gains were in the area of WebCT while the smallest were in the area of PowerPoint.)

6. It was helpful to have other faculty share their experiences with using technology.

3 Agree Agree somewhat Disagree somewhat Disagree

7. I am more aware of the instructional technology resources available on campus.

Agree **3** Agree somewhat Disagree somewhat Disagree

8. The group lunches were a good addition to the schedule.

3 Agree Agree somewhat Disagree somewhat Disagree

9 I would recommend this workshop to my colleagues.

3 Agree Agree somewhat Disagree somewhat Disagree

10. Please write any additional comments you have about the workshop to help us better design future workshops.

"Try out the technology/computers that will be used in demonstrations before we begin." *(We encountered some difficulty with a few of the computers in the training lab!)*

At the conclusion of the workshop, the spoken feedback was that the workshop went *very* well. The participants were quite pleased. They especially liked the opportunity for sharing that was provided by taking lunches together as a group. They also liked that their colleagues were presenters for different sections of the workshop. They appreciated the compressed, focused nature of the workshop, where the morning was devoted to instruction and the afternoon devoted to application, allowing them to apply what they had learned and have assistance available if they needed it. The workshop fostered candid sharing of ideas on what works and what doesn't work. Participants didn't feel pressured to adopt any particular technology. Rather, they were free to explore the possibilities.

Feedback AFTER participants had time to incorporate the technology into teaching:

After some months had passed and the participants had time to incorporate what they had learned into their teaching, participants were asked to report back on how they had incorporated the technology into their classes and what impact the technology had upon learning. Following are the individual responses:

Margaret Preston:

While currently using power point, I have made some adjustments to my presentations to make them more clear as well as more dynamic. I will be creating a dvd of film clips that I use in class and had every intention of doing that as early as this past fall but other priorities took precedence. I fully plan on creating this dvd. In learning more about WebCT, I did not become convinced that this is a tool that is useful in my class at this time. I think we all agreed that technology is only as good as its

benefits to our work and not everything is applicable to what we do. I already use excel as a grade book and will continue to do so.

Over the years of my using power point and film clips, students, for the most part, have been positive, suggesting that it has helped them with the learning process. I do believe that it assists in their understanding of the concepts and in learning the material. I also feel that the film clips offer an important break in the lecture that can enhance or refocus the students' attention.

I found the workshop extremely helpful and was glad to be able to attend it.

Susan Schrader:

As a participant in the workshop, I found much of the information new, intriguing, and compelling. I am anxious to try out new things, but feel that I will need additional guidance to revisit them.

Before attending, I planned to develop a WebCT course for my Research Methods course and to hone basic skills in PowerPoint. I feel I have become more effective in developing sound pedagogy in my PowerPoint presentations. With regard to the other objective, my focus shifted after the June workshop, and at this point, I have used my workshop education to develop an alternate course, the End-of-Life Seminar, and that has been extremely successful!

The End-of-Life Seminar is an interinstitutional, interdisciplinary educational experience for students enrolled in nursing, medicine, pharmacy, chaplaincy, and social work (and sociology/gerontology). Having the readings, course objectives, and access to Internet resources in WebCT has been invaluable to the organizing group (the Partnership for Improving End-of-Life Care in South Dakota, of which I am Chair). We have been able to formalize our instruction and develop curricular content that will be accessible to many students without (perceptible) cost. Faculty who teach the End-of-Life Seminar are delighted with this addition.

Mike Mullin:

The easiest answer is that I have begun using WebCT for my courses. I used it as a trial experiment in History 303, and while I was not happy with it, I am going to modify how I use it this semester in my History 110 and 121 courses. I am experimenting with the digital video stuff we covered. I will spend this semester transferring all the various elements I use—VHS, DVD, CD, onto a single platform via the library's system. The goal is to make the integration of technology and lecture more seamless. I do not know what the result will be.

Students had mixed reaction to WebCT. It started well, but it was difficult to sustain interest and conversation over the entire semester. I am hopeful that things go better this semester. I have assigned a family history paper for my History 121 class. I am hoping the papers will integrate photographs into the text itself. The use of Adobe Photoshop will be nice to help in that process.

Richard Swanson:

I have updated my use of PowerPoint and WebCT as a result of the class. I continue to use Excel, but am considering refining the way I use it, again as a result of the class.

I use WebCT (for instance) because of the way it improves student engagement in the course, especially because of their involvement in the online discussion forum. Research indicates, and my experience corroborates, that such forums make it more likely that more students will actively

engage in exploring the material of the course. As a result , I am glad for any opportunity to improve my use of technology in teaching.

Shelly Gardner:

I use technology in the classroom to enhance my lectures so the workshop this summer was very valuable to me. The most important part was surprisingly – Power Point. I use it in almost every class but to hear how my colleagues also use this tool was very enlightening. Many times I would simply use bullet points from the chapter to highlight what I felt was most important. Others would pull in video clips or photos to bring the subject to life in the classroom. I have implemented that tip this fall and it does make a big difference.

The second most import aspect of the workshop was the digital videos and use of photo shop. I have not had a chance to incorporate these tools into my classroom, but this spring I am teaching Business Communications and I plan to use the tools that we learned in this class.

I use WebCT to communicate with students in my classes. My syllabus is available on WebCT, and so are the students' grades. I also post PowerPoint presentations so they can print those before class to save note taking during class. WebCT is a great place for me to post links to information on the Web as well. This spring and summer I also started using WebCT for multiple choice exams. I could scramble questions to inhibit wandering eyes and the students received immediate feedback after they took the exam, which they really appreciated.

The five faculty participants are scheduled to present at the May 10th and/or May 12th Faculty Development Luncheon. They will be discussing what they learned, how they applied what they learned, and what impact that application has had upon student learning.