



Chapter Council Presents Sharing Roundtables

MLA Annual Meeting

Chicago IL

Sunday, May 18, 2008

Final Report Form: Table 29: Using New Technologies and Instructional Design for Teaching

Participants:

Facilitator: Marcia Henry; *Recorder:* Trish Duffel; *Other Participants:* Kathy Skhal, Linda Spadaccini, Kay Deeney, AHIP

Table #29, May 18, 2008 noon-2 pm

Using New Technologies & Instructional Design for Teaching

- Marcia's handout included a number of talking points to break the ice and help focus the discussion. It began with a definition of the field. "Instructional Design and Technology is ... dedicated to applying what is empirically understood about how humans learn and improve upon performance to the design, development, implementation, and evaluation of learning and performance support products, processes, and environments. Instructional technologists understand and leverage technologies as both product (such as a Web-based course for distant learners or print-based job-aids for the workplace) and process (such as an iterative and formative approach to learner assessment)." [source: (<http://www.soe.vt.edu/idt/>)]

Barriers to Delivery of Course Content

- 1) IT constraints
 - a) Security
 - b) Availability of the technology
 - c) Cost
- 2) Attitudes of the teachers and the students
- 3) Boredom
- 4) Too busy
- 5) Resistance to be taught (sometimes a credibility problem, sometimes it's territorial issues)

Instructional Design Considerations:

- 1) Varied audiences/professions and their receptivity to instruction and how they prefer information to be delivered. Here discussion covered a wide variety of points (Again, in random order):
 - a) Medical School programs are integrating more and more evidence-based medical decision-making instruction in their individual courses (as opposed to separate course).
 - b) Traditionally, nurses do not use the library, but times are changing. Nurses need on-the-spot, just-in-time instruction. Nursing instructors tend to be territorial so it's hard to build collaborative relationships with them. Magnet initiatives are slowly altering this.
 - c) When teaching a class of nurses, what technology to teach?
 - i) Online resources available (emphasize quick answers)
 - ii) Cochrane/Evidence-Based care giving
 - iii) Teach the nurses how to create their own courses incorporating the above.
 - d) Pharmacy students and pharmacists are information hungry. They use a variety of databases and resources to help them in their daily professional lives. They need fast, current information and are very receptive to finding out about new, better, and faster ways to find and use information. Currently, most, if not all, pharmacy schools require instruction in effective use of information.
- 2) Active vs. Passive learning
 - a) Evidence-based vs. task-based course content (understanding why it's done vs. learning how it's done)

- b) Teachers in professional schools (medicine, dentistry, nursing, public health, pharmacy, allied health, and library schools) could benefit in learning how to teach effectively. (Many still seem to equate instruction to the dictation of notes to classrooms rather than the facilitation of learning).
- c) Medical, veterinary, pharmacy and dentistry schools are finally moving away from the recitation and regurgitation model of instruction but nursing schools and the allied health sciences programs do not seem to be embracing that concept as well.

Technology and Learning; Technology and Teaching; Technology and Instruction

- 1) Method: Using **web pages** as a vehicle for instructional content.
 - a) **FrontPage** to make pages for institutional intranet (integrates well with SharePoint, see below). This product is being replaced by Microsoft with either **Sharepoint Designer** (<http://tinyurl.com/y5rv7t>) or **Expression Web**. (office.microsoft.com/en-us/frontpage/) Alternative produce is Adobe's **Dreamweaver**.
 - b) **ADA compliancy** as a barrier to effective delivery of content vs. ADA compliance as a way to ensure content can be delivered to portable devices such as cell phones and PDAs (as well as include a more diverse population).
 - c) The web is good for asynchronous learning or review of information. Traditional websites only deliver information but do not engage the student unless some sort of interactivity can be built in (Web 2.0 technologies). (Assessment and Evaluation is difficult).
 - d) When designing a web-based course or instructional module consider:
 - i) audience-based (i.e. patients vs. students vs. practitioners vs. specialists)
 - ii) subject-based (i.e. delivery of information on a specific narrow topic to all levels of learners - difficult to carry off effectively unless the info is "chunked up" so that people can go to the areas of their knowledge weakness).
 - iii) course-based (traditional)
- 2) Technology is a tool, not a panacea. Can make learning entertaining/fun. BUT need to have good instructional design of content.
- 3) Method: **Video**. Extends the classroom: Lecture-based information is being **videotaped**, watched before a class time (or afterwards for review) leaving class (face) time for discussion, hands-on, discovery, and questions. (Expand delivery to broader audience by making available on the institution's intranet, on the web, *via YouTube* (<http://www.youtube.com>). Extend the time over which content can be delivered - resolves scheduling issues.)
- 4) Method: **Hands-on and Small group learning**
 - a) Teaching small groups is easier & often more effective because you can tailor the content to the student's knowledge, interest, learning styles on the fly.
 - b) Small group discussion engages the student. Ex. Give group a broad question and set them loose on it. They discover how to design an answerable question. Gives them a low-risk, comfortable arena in which to solve a problem/answer a question.
 - c) Give the student (or group) a quest to discover and explore a product (or service) then ask them to present their experience & the "product" to the larger group
 - i) The old surgery model of "See one, do one, teach one"
 - ii) Tricky because the instructor need to keep the learning objectives in mind as the presentation is made in case a major point was not discovered/presented.
- 5) Method: **Wiki**
 - a) Linda discussed the experience of trying to set up a Patient Safety Wiki. As in many hospitals, the IT Department would not allow this due to security concerns. Instead, they used **Sharepoint** (Microsoft product) to emulate a Wiki successfully.
 - b) Great for group-projects, especially when group members are distributed geographically or can't get together at the same time due to time constraints.
 - c) Free wiki software: PBWiki (<http://www.pbwiki.com>) , WetPaint (<http://www.wetpaint.com>), and Google Sites (<http://sites.google.com/site/sites/>)
- 6) Method/product: **LibGuides®** (<http://www.springshare.com/libguides/>) Allows you to integrate videos, links, tabbed browsing, can even include a **Meebo** widget.
- 7) Method/product: **Ning** (<http://www.ning.com>) is a platform for creating your own social networks. (some IT departments are not as restrictive of this Web 2.0 technology)
- 8) Method/product: **Assessment and Evaluation Tools**
 - a) Live presentation of final project is a live assessment of what is learned.
 - b) **HotPotato.com** (fun ways to test knowledge at pre- and post-test stage). Can make game-like tests that are less boring than the usual multiple choice, fill-in the blank exams: Crosswords, Puzzles, etc.
 - c) Use **SurveyMonkey.com** to deliver course evaluations
 - i) Increase participation by offering incentives if evaluation is returned (coupon for coffee or something similar)
 - ii) Can better assure student of anonymity

- d) **Respondus Study Mate**. (<http://www.respondus.com/>) StudyMate Author 2.0 is an authoring tool that lets you create Flash-based activities and games using templates. The Flash activities are usable with any web server or can be published directly to Blackboard, WebCT, or ANGEL courses. Enter information into it and it will create games, crossword puzzles, etc. to enhance learning
- 9) Method/product: Meeting Managers
 - a) **GoToMeeting**, online meeting product is a great tool for presenting to a geographically distributed “class” and allows group interactivity. (<http://www.GoToMeeting>)
 - b) **Adobe Acrobat ConnectPro** (more expensive but more features than GoToMeeting). A great way to follow up on a live meeting. (free trial at <http://tinyurl.com/4q59yb>)
- 10) Method/product: Adobe **Presenter**, (<http://www.adobe.com/products/presenter/>) a module of Connect that is less expensive). Import PowerPoint slides, can embed quizzing along the way. Can be used in a classroom setting and use handheld responders to check on class’s comprehension of a topic before continuing with program.
- 11) Method/product: Use **LecturePro** to integrate:
 - a) **Audacity** (to create a sound file, and edit it <http://audacity.sourceforge.net/>)
 - b) **PowerPoint**
 - c) Export to **QuickTime** or other video format.
- 12) Method/product: **PowerPoint** can also be used to record audio with presentation timings but it is occasionally quirky and export options are limited. (see How to at <http://tinyurl.com/33g9u4>)
- 13) Method/product: **Camtasia** (TechSmith - www.techsmith.com/camtasia.asp) and **Captivate** (Adobe -- www.adobe.com/products/captivate/) are competing screen recording tutorial creation tools. Captivate is quite a bit more expensive but has more capabilities.
 - a) Hardin Library is using Captivate to create a series of “Done in 60 seconds” tutorials on a variety of topics.
- 14) Method/product: **Illuminate** (www.illuminate.com/). “Virtual classroom” - “a real-time virtual classroom environment designed for distance education and collaboration in academic institutions. Use Academic Edition to extend the physical boundaries of your traditional classroom or to add live discussion and dynamic interaction to your asynchronous distance learning.” Pair with Illuminate Live with Illuminate Publish (produce content for iPod or other mp3 players)
- 15) Method/product: Simulation Center will be using **CyberAnatomy** that uses high-tech 3-D glasses to allow students to manipulate what they see on a screen (“move the liver to see what’s under it”) <http://tinyurl.com/3ksy8s>

Google Groups: (groups.google.com) Search for Libraries and Curriculum and see their meeting notes. They have posted samples of effective assignments and assessment tools.

TechEd meeting coming up in March 22-25, 2009 in Ontario, CA (<http://www.techedevents.org/>). Kay mentioned that it had been valuable to her. For example, she attended a 1hr session on **Moodle** (www.moodle.com , a free Open Source course management system designed to help educators who want to create quality online courses), she also learned more about Illuminate

Recorder: Please send your report (MS Word file attachment preferred) by Monday, June 9, 2008 to:

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