

Engaging Faculty With Rethinking Learning and Teaching With Technology

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LT3 Centre – Centre for Learning and Teaching Through Technology

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During this presentation participants will consider:

- changes in thinking about learning spaces / course design
- an instructional design model (T5) that provides a framework
- the connection to OBASL
- how technology can support student learning
- educational implications – ‘learning time’ / ‘learning space’



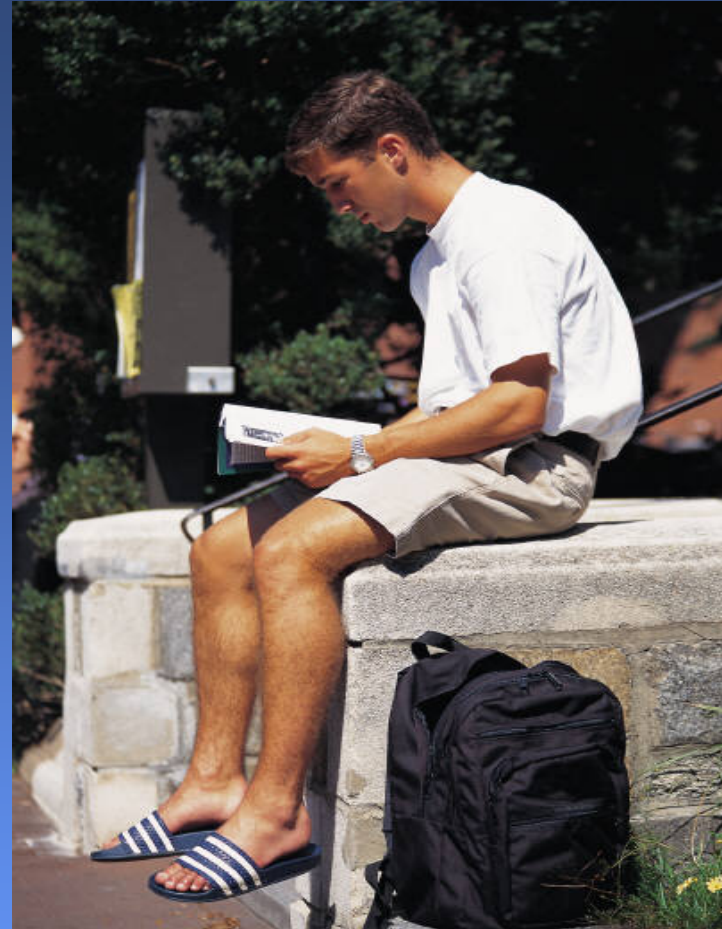
Your Preferred Learning Environment(s)???

**What are you
doing ?**

?

**Where are
you?**

**Is anyone
with you?**



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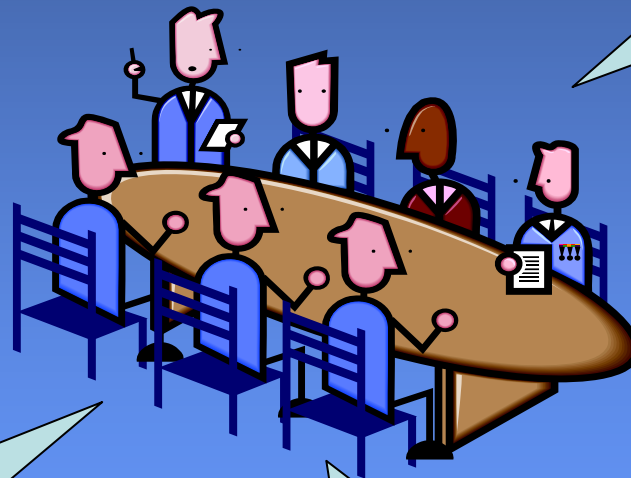


What type of Learning Spaces ...

Around a table in 'real' space?

In a 'virtual world' ?

In a lecture classroom?



In class Blog or Wiki ?

Discussion Online or face to face ?

Individual or Group... ?

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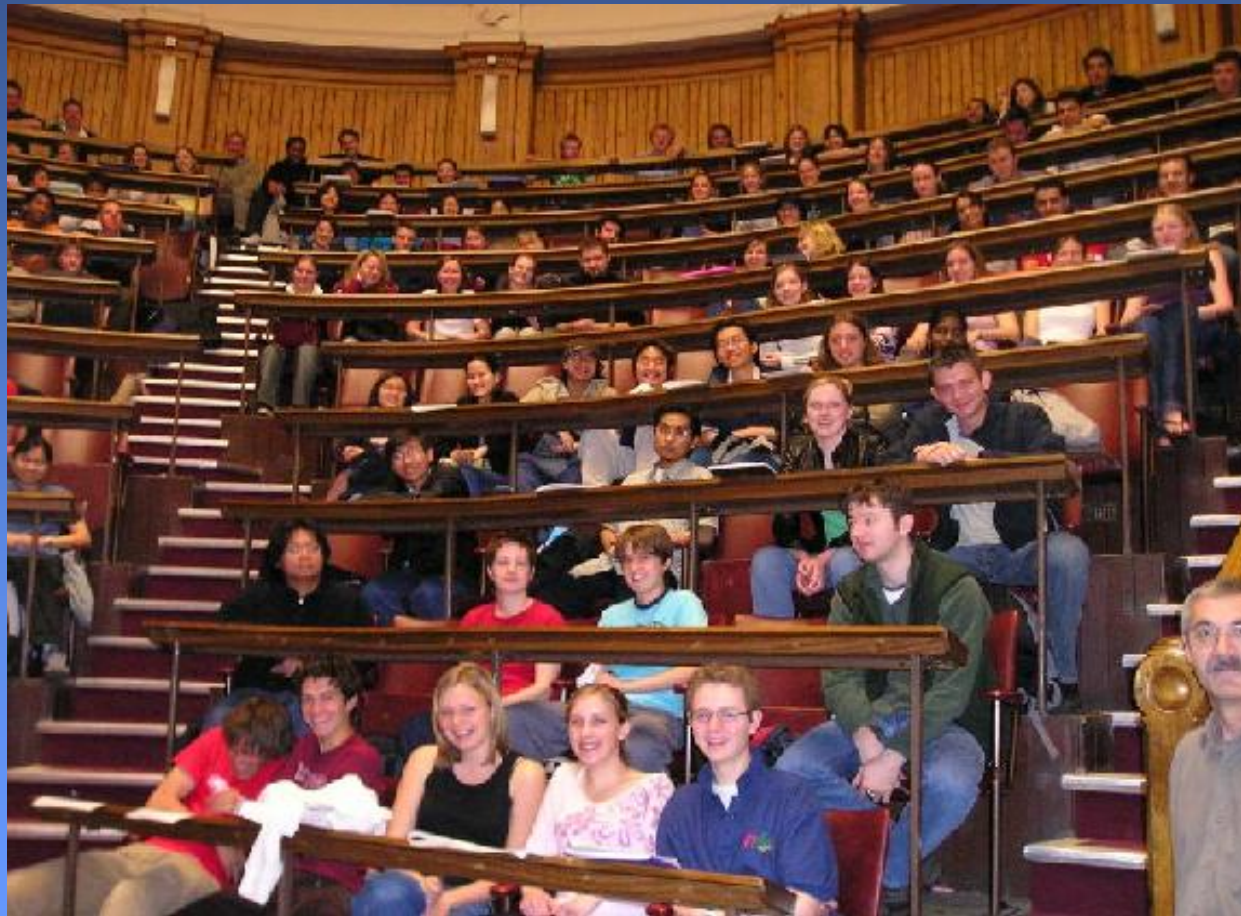


“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.”

(Chickering and Gamson, 1987, p. 3)

Large and Larger.....

50... 100500.....1000...



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The 'traditional' didactic approach

My job is to talk.

Your role is to listen.

PLEASE LET ME KNOW IF YOU FINISH FIRST!

Why plan for 'Active' Lectures?

Problem of Attention span

Psychological constraints on learning:

Concentration drops with sustained and unchanging low level activity (such as sitting and listening), but to follow lecture content concentrated effort is required.

*Students attention is typically maintained for
????*

_____ minutes.

Comparing Lectures to Discussions

(Pascarella & Terenzini, 1991, review of 17 studies)

Lectures = Discussions Learning **Low Level Factual Material**

Discussions > Lecture

Retention of Information

Transfer of Knowledge to New Situations

Motivate students to learn more



What is Innovation?

Doing old things in new ways?

Doing new things in new ways?

‘Rethinking’ old and new things to use new tools in new ways?

Pedagogy ↔ **Technology** ↔ Pedagogy

Past Experience with Online Learning Spaces (Delivering 'Content')

Early use of online:

(Why do you think this model was so common?)

Content resources:

- Lecture Notes
- Power Points
- Syllabus

Problems??

Challenging assumptions: Biggs and Tang (2007) suggest:

Stop thinking about the next lecture that we have to give, and start considering how to create 'situations for student learning'.

(within the lecture as well as out of class)

Shift the focus from 'how do I teach this' to 'what should the student to do to 'learn this'.

Stop assuming that all learning takes place within a teacher-directed classroom.

How do we introduce the paradigm shift ?

How do institutions support the change?

Academic Development around Strategic Initiatives

- 'Rethinking Learning Series' U Waterloo
- E-scholars Hong Kong Polytechnic
University
- OBASL University of Hong Kong



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4 Phases of Support

1. *Professional Development*
2. *Subject development (technology support)*
3. *Implementation*
4. *Evaluation, Dissemination, Revisions.*



The T5 Model

- a learning-centred instructional design structure where learning outcomes define the framework for a unit of study.
- learning tasks and feedback are the primary vehicles for learning.

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T5 Model: Components of a learning environment

Learning Outcomes Tasks/feedback Assessment

- **Tasks** (learning activities)
- **Tutoring** (feedback)
- **Teamwork** (collaboration)

Ownership ▲

Reuse ▼

- **Topics** (course resources)
- **Tools** (resources/social networking/repositories)

Followed by Reflection – Next iteration

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What is the relationship of the learning task to the content?

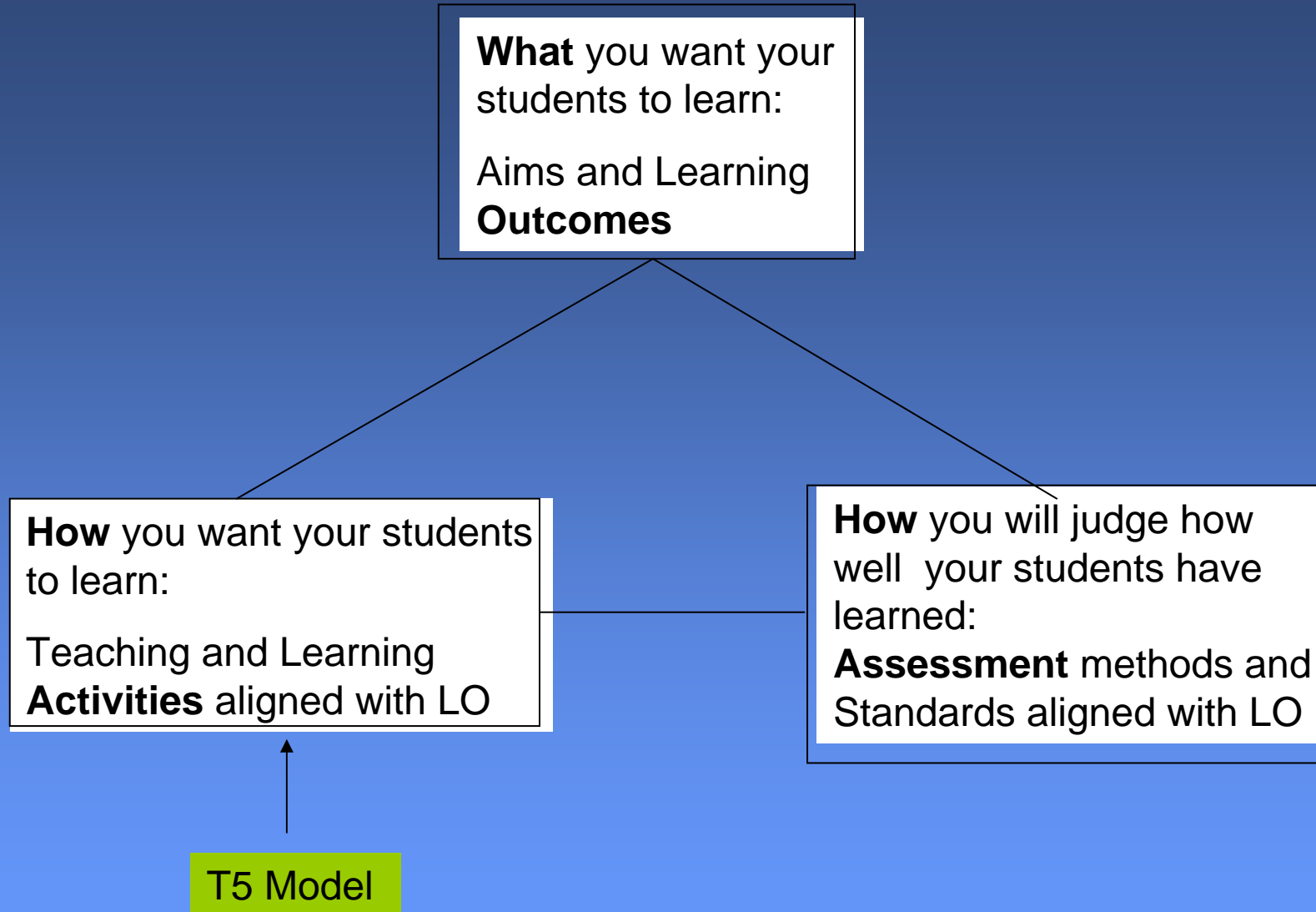
*Encourages 'learning for meaning'
Vs 'learning for replication'*

Tasks (learning activities)
are open questions
which students respond
by engaging with the
content.

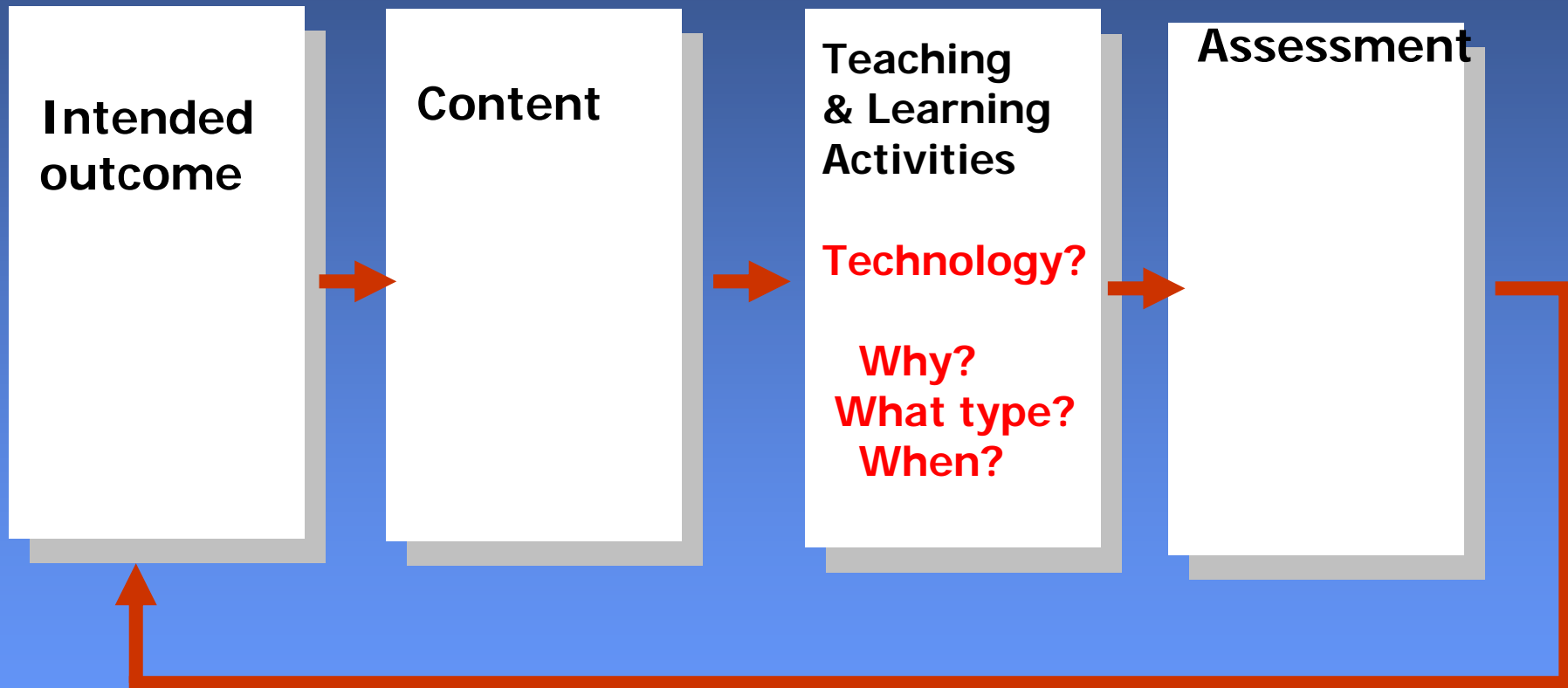
Content
resources to help the student
to resolve the task.



Model of OBASL



Outcome-based Approach



(Consider alignment)

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What is the desired Learning Outcome?

Before deciding on the use of a technology option

Consider

What types of Learning Activities might be appropriate to help the student achieve the outcome?

- Audio Visual Presentations
- Field Trips/guests/panels
- Demonstration and Practice
- Small group Discussions
- Case Studies
- Interviews
- Lectures (but Active Lectures)
- Other

Then – consider online options to support student learning
ALL of the above can be done using technology

Learning Mapping

Provides a framework for considering the course Learning Outcomes and designing appropriate Learning Activities

Can be paper based (with templates) and/or

With 'web-based tools' with online templates

Mapping

Content (Topic)

Activity:

- what does the learner do?

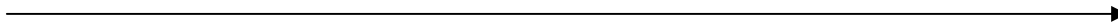
- what does the teacher do?

- what are the deliverables?

- what is the feedback?
(how deliverable evaluated)

Unit of Study
content
content
content

Timeline



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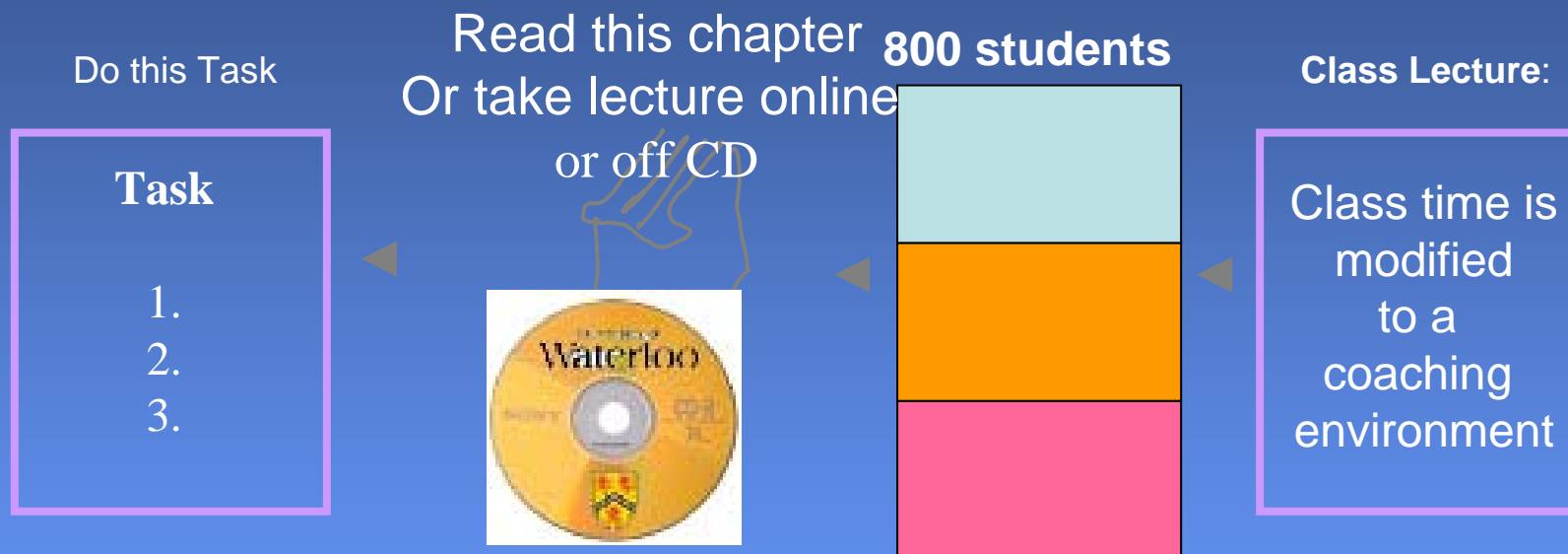
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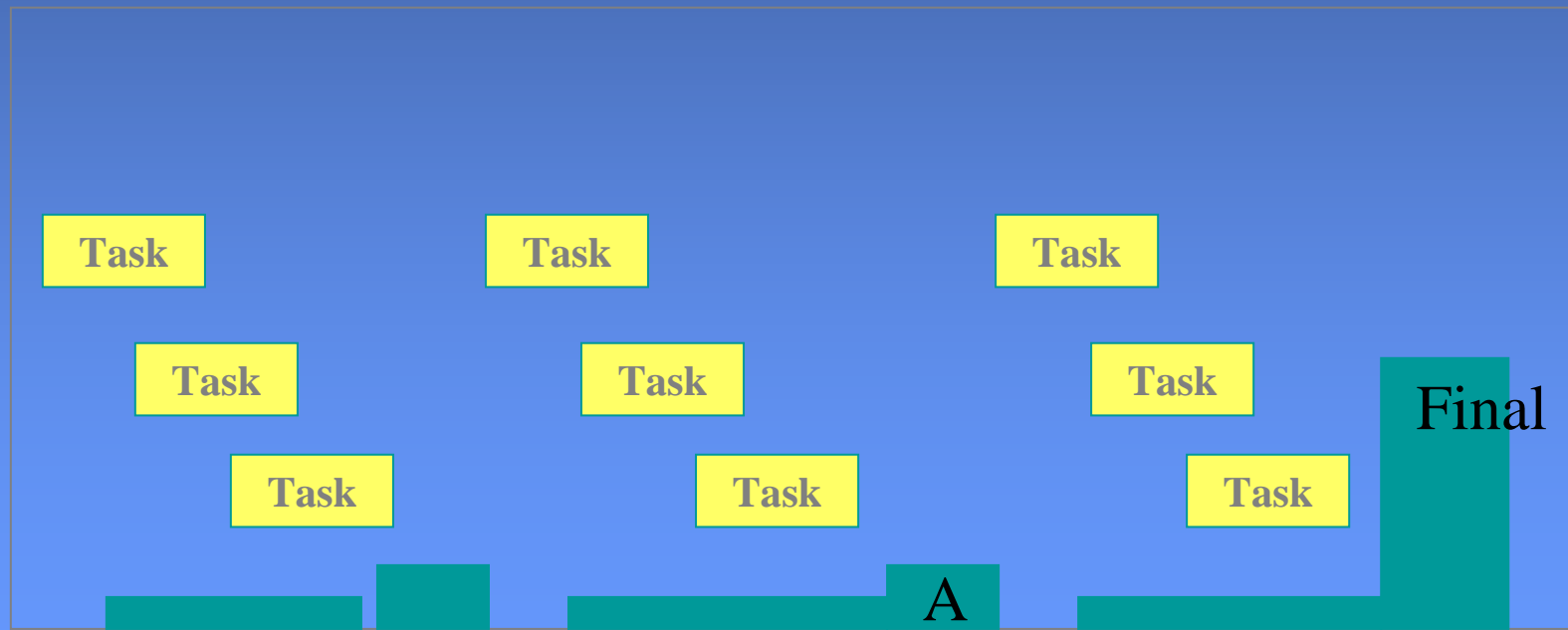
Changes to:

In Class	Out of Class
What the learner does	What the learner does
What the teacher does	What teacher does

Pre Class Tasks



Homework Patterns



Time Spent
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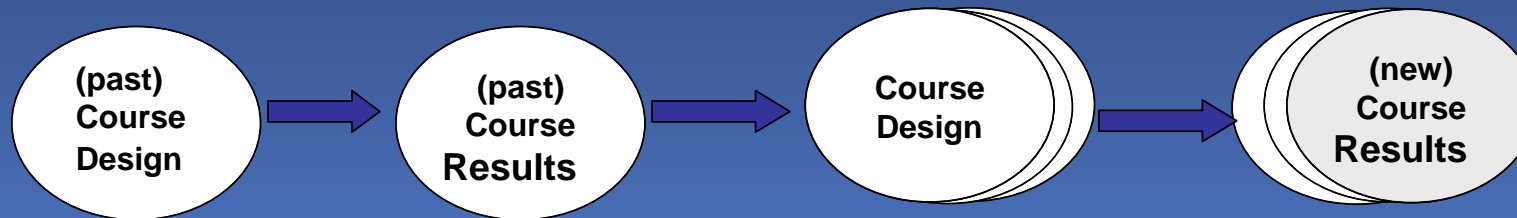
Weeks



Your examples



The Simple View of Course Redesign



Dr. Tom Carey

Professor, Management Sciences, Faculty of Engineering,
University of Waterloo, Canada

on leave as

Visiting Senior Scholar

Higher Education Quality Council of Ontario

and

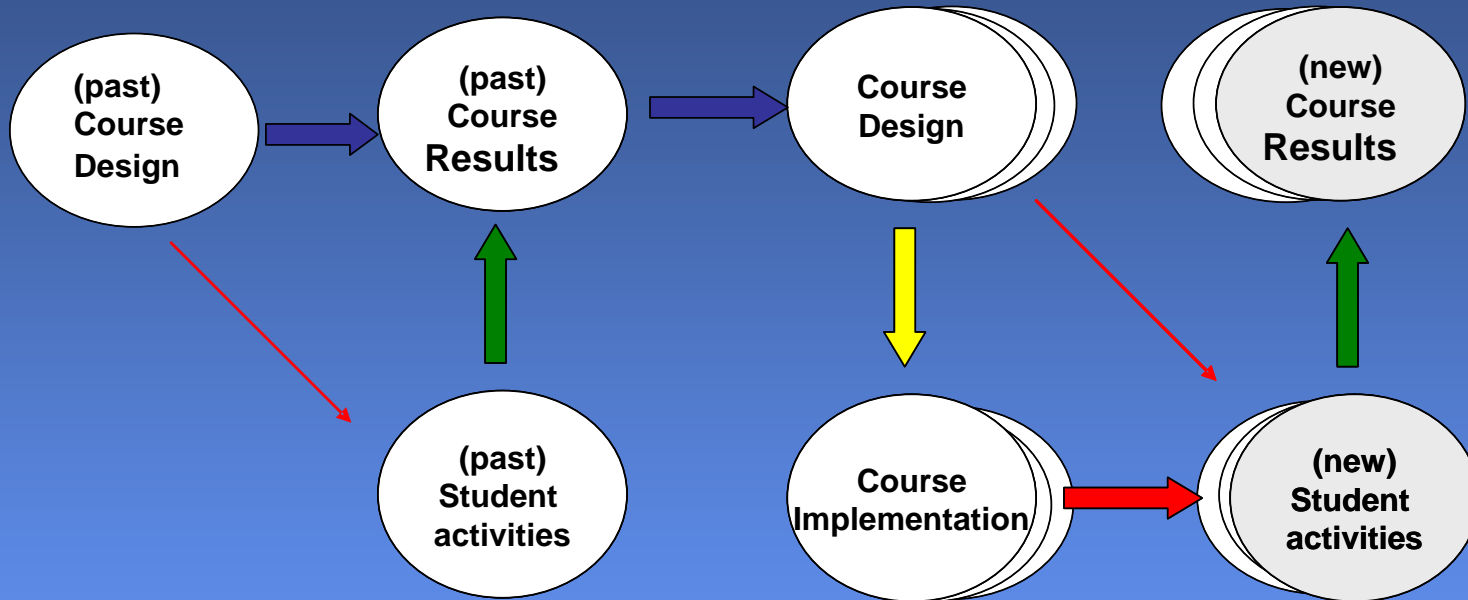
Visiting Senior Scholar, Chancellor's Office, California State University

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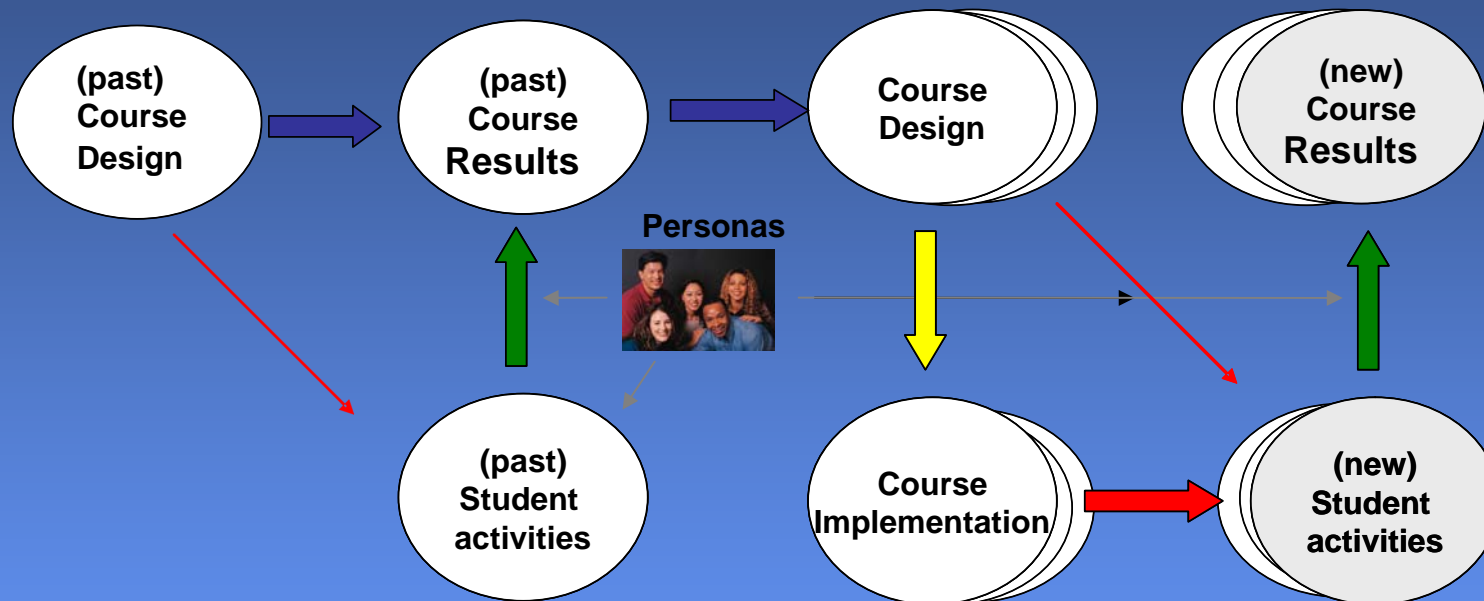
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and the grandest Designs are subject to details of Implementation..



Where Student Personas can help us in Course Redesign...



How will you/your institution deal with change?

- RESIST?
- PRETEND?
- EMBRACE?
- CREATE?

Change Agents

Thank you!

Questions/Discussion/Comments?

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