Teaching with (and about) Digital Technologies

Carrie Anderson
Jason Mittell
Alicia Peaker

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Overview

Understanding a platform (Jason)

Implementing a technological assignment (Carrie)

Assessing and re-iterating an assignment (Alicia)
What should we ask about a platform?

Technologies as “non-transparent”

Compare in-class discussion with Moodle discussion thread

Seven factors to consider
What should we ask about a platform?

Modes of Participation
Temporal structure
Spatial location
Sensory Possibilities
Storage / Replicability
Reach
Social cues
Takeaway

Choose a platform whose features & possibilities match your learning goals & contexts

Acknowledge and discuss how platforms shape learning with students
HARC 309: GLOBAL BAROQUE

Mapping Dutch Still Life
OVERVIEW OF THE ASSIGNMENT

Each student constructed a database that assigned a geographic origin to each object represented in the paintings of one Dutch still-life artist (options provided). Using WorldMap, we generated a collaborative map that visualized our data. From this map, each student formulated individual research questions, which drove their final research papers.

ASSIGNMENT COMPONENTS

Collect Information/Conduct Research
Assemble a Database
Map the Data
Analyze the Data
Develop a Research Question
Assignment Priorities

1. Make sure the project is a good fit for the content of the course

2. Make sure the digital component is in dialogue with the goals of the research project

3. Allow time for reflection/analysis
MAP ANALYSIS

Are there regions of the world from which all five artists represent products? Where are these regions? Are the artists representing the same product or different products? What are the products?

Are there any regions that are not represented during any decade? Is there anything conspicuous about these absences?

In what ways is our map inaccurate or misleading?

How might you develop some of your observations into a research paper? Please indicate three possible avenues for further exploration. Remember, these topics do not need to be directly connected to Dutch still-life. Rather, you should draw on your still-life research and mapping in conjunction with issues brought up in class discussion and course readings.
Assignment Priorities

1. Make sure the project is a good fit for the content of the course

2. Make sure the digital component is in dialogue with the goals of the research project

3. Allow time for reflection/analysis

4. Anticipate and mediate technological learning curves (my own and my students’
Assessment & Iteration
Modes of assessment

- Transparency and dialogue throughout the process
- Multiple check-ins with students
- Written feedback from students
- Consultations with academic technologists
How do you know it worked well?

- The quality of the products
- Meeting your learning goals
- Listening to students
- Intuition
Next iterations

- How well did the technology facilitate the learning goals?
- How much in-class and out-of-class training was necessary?
- What kind of feedback did students need?
- What changes need to be made in the syllabus to account for training time, skill development, and feedback?
A COLLECTION OF UNHEARD VOICES

By English 2111A Class 2010
Take-Home Examples

Jason: Wiki final exam - multiple course examples

Carrie: Mapping Dutch Still Life Assignment Sheet

Alicia: Post-Apocalyptic Digital Anthology Assignment Sheet

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