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Integrating Interactive Technology to Promote Learner Autonomy: Challenges and Rewards

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Integrating Interactive Technology to Promote Learner Autonomy: Challenges and Rewards

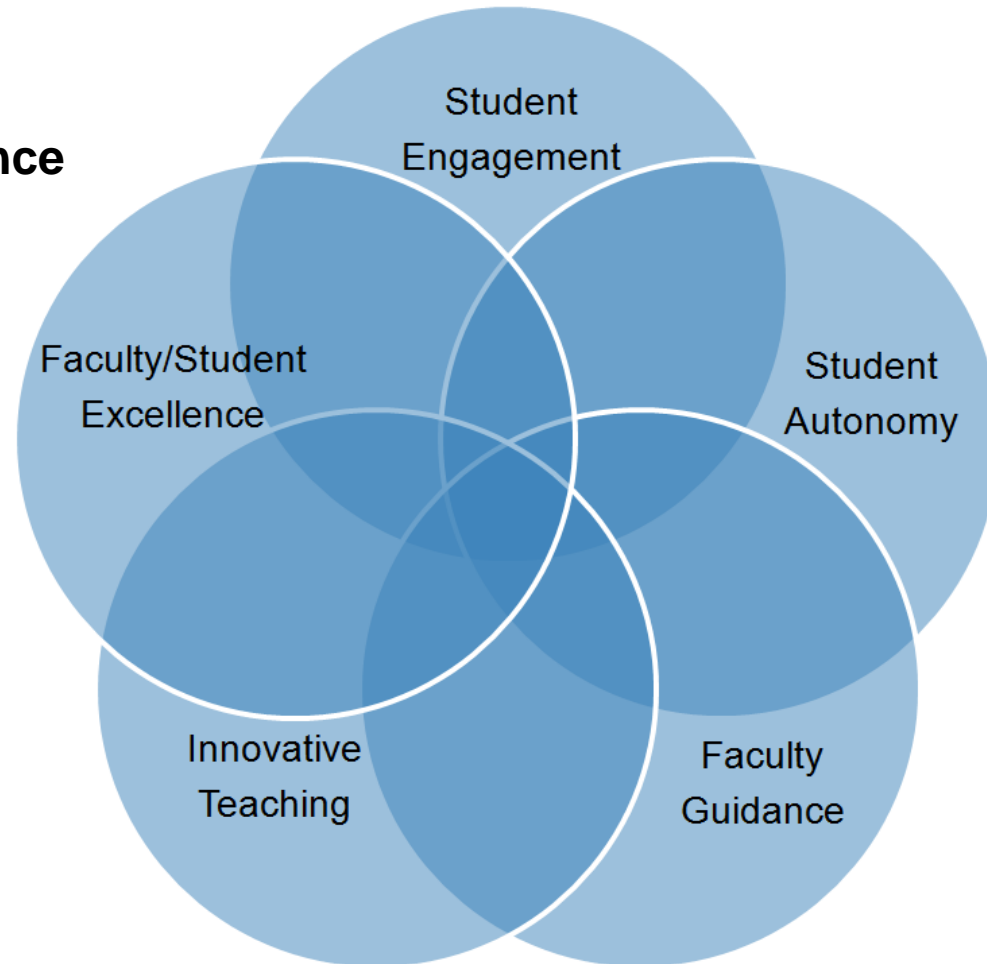
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SHU Strategic Plan

Goal 1: Academic Excellence



Challenges of Teacher Preparation Programs

In the context of digital learning:

- Educational technology skills of faculty and pre-service teacher candidates
- K-12 curriculum expectations regarding educational technology
- Educational technology in the ever-changing world

Challenges of Teacher Preparation Programs

66% of principals would like new teachers to create/use video, podcasts; 44% of aspiring teachers say they are learning this skill.

45% of principals want new teachers to incorporate student-owned mobile devices into lessons; 19% of aspiring teachers say they know how to do this.

45 % of principals want new teachers to use social media in their instruction; 25% of aspiring teachers know how to do this.

25 % of principals want new teachers to teach online; less than 10 % of pre-service teachers are learning this skill.

Source: Survey Data by © 2013 Project Tomorrow®

Rewards of Teacher Preparation Programs

Issue

- **Increase faculty educational technology skills**

Connectivist Learning Principles

- Learning and knowledge rest in diversity of opinions
- Learning is a process of connecting specialized nodes or information resources
- Learning is relevant to the learner/faculty

Strategies

- Digital Learning College Initiative
 - ❖ Incentives for faculty
 - ❖ Peer to peer digital faculty mentoring
 - ❖ Faculty prior knowledge
 - ❖ Environment for experimentation and creation
 - ❖ Application of knowledge from multiple fields
 - ❖ Knowledge sharing

Rewards of Teacher Preparation Programs

The screenshot shows a Blackboard course management system interface. On the left is a navigation menu with buttons for 'Your Professor', 'Announcements', 'Syllabus', 'Welcome/Start Here', 'Lessons', 'Discussion Board', 'mySHU Support', 'Tools', and 'Blackboard Help'. Below this is a 'COURSE MANAGEMENT' section with a 'Control Panel' containing 'Share', 'Course Tools', 'Evaluation', 'Users and Groups', 'Customization', 'Packages and Utilities', and 'Help'. The main content area is titled 'Welcome/Start Here' and contains a 'Module One Assignment' (with an attached file 'Module One Assignment.docx (15.428 KB)'), a 'Welcome video' (a black video player with a 'Download video file: Welcome 428.mp4' link), and a 'Welcome Video' section with links to 'Welcome 428(2).mp4' and 'Welcome to ED 428 Video Script.docx'.

ROSTER MANAGER MODULE

» Enroll Users

From this screen, you can locate and enroll users into your course / organization.

» Manage Enrollments

Manage user enrollments created through this utility.

Rewards of Teacher Preparation Programs

Issue

- **Increase pre-service teacher candidates Ed-Tech skills**

Connectivist Learning Principle

- The development of connections among fields is a core skill
- Learning is a social and interactive process in which networking and sharing ideas among individuals is essential for knowledge construction

Strategies

- Provide myriad of courses in which pre-service teachers use and integrate educational technology skills
- Develop authentic K-12 materials based on the use of a technology
- Address multiple modalities of learning through the use of online and digital tools
- Provide opportunities for pre-service teacher research



Mobile Technology Magazine

ADDRESSING THE NEEDS OF EDUCATORS INTERESTED IN MOBILE TECHNOLOGY INTEGRATION.

Products News

Key Words: Teacher's Best Graphing Tool

Product Name: OmniGraphSketcher

Company: The Omni Group

Price: \$14.99

URL: <http://www.omnigroup.com/products/omnigraphsketcher-ipad/>

Product Description: With this product you can create your own graphs within seconds. Teachers can create different graphs, and not take minutes or hours to create one. It is perfect for science teachers especially when the students are working with experiments and creating their own graphs. The teacher can put everyone's data on one graph for all to see. You can import data from anywhere to create wonderful graphs to use. You can shade areas of graphs, create labels, graph titles, lines, curves, and even make the lines and shading different colors. You can even import your data from other Apple Products, like Numbers®. You can save your graphs, share them over email, or even print them to a PDF to share with your students. The app is easy to use, requires only 6.9MB of storage, and support is on the website listed



above under URL. Any questions or concerns can be answered through the same website.

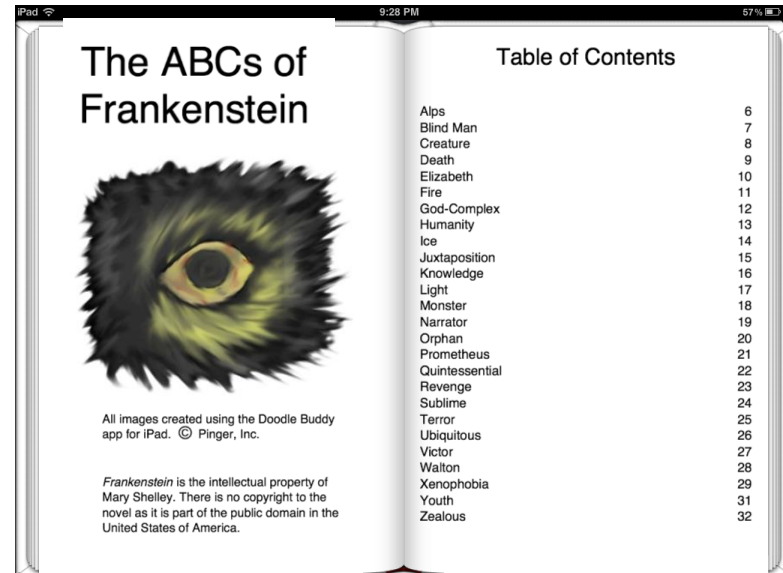
System Requirements: you need to have an iPad or iPad 2 for this device to work. It will not work with an iPhone, iPod, or iPod Touch. The program also requires iOS 4 or later software

Classroom Integration Ideas: This product could be used in all grades, especially in middle school and high school. In math, there are a lot of graphs and equations that students can graph. When students are working with parallel lines, they all can create their own version of a line. Then, all lines can be shown on a graph to show the students how many possibilities there are. The same can be done with perpendicular lines. Also, when wanting to explain concepts, like shading, what a parabola is, or anything else, you can use the product to show students what the concepts are. You can even draw on it to show slope, intercepts, where graphs meet, and more. After creating graphs, you, as a teacher, can print off the graphs and place them on your classroom walls. This way students can see their work on display and refer back to the information when they need to.

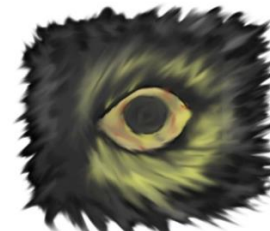
Reviewer Team: Student 1]

All pictures were taken by the reviewer on their computer using the print screen key.

February 14, 2012



The ABCs of Frankenstein

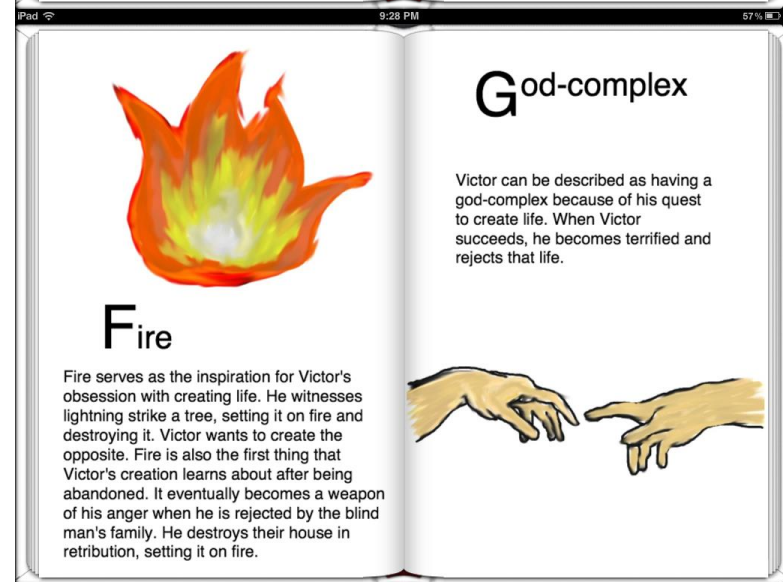


All images created using the Doodle Buddy app for iPad. © Pinger, Inc.

Frankenstein is the intellectual property of Mary Shelley. There is no copyright to the novel as it is part of the public domain in the United States of America.

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God-complex

Victor can be described as having a god-complex because of his quest to create life. When Victor succeeds, he becomes terrified and rejects that life.



Fire

Fire serves as the inspiration for Victor's obsession with creating life. He witnesses lightning strike a tree, setting it on fire and destroying it. Victor wants to create the opposite. Fire is also the first thing that Victor's creation learns about after being abandoned. It eventually becomes a weapon of his anger when he is rejected by the blind man's family. He destroys their house in retribution, setting it on fire.



Written and Illustrated by: Ms. [redacted]

Rewards of Teacher Preparation Programs

Issue

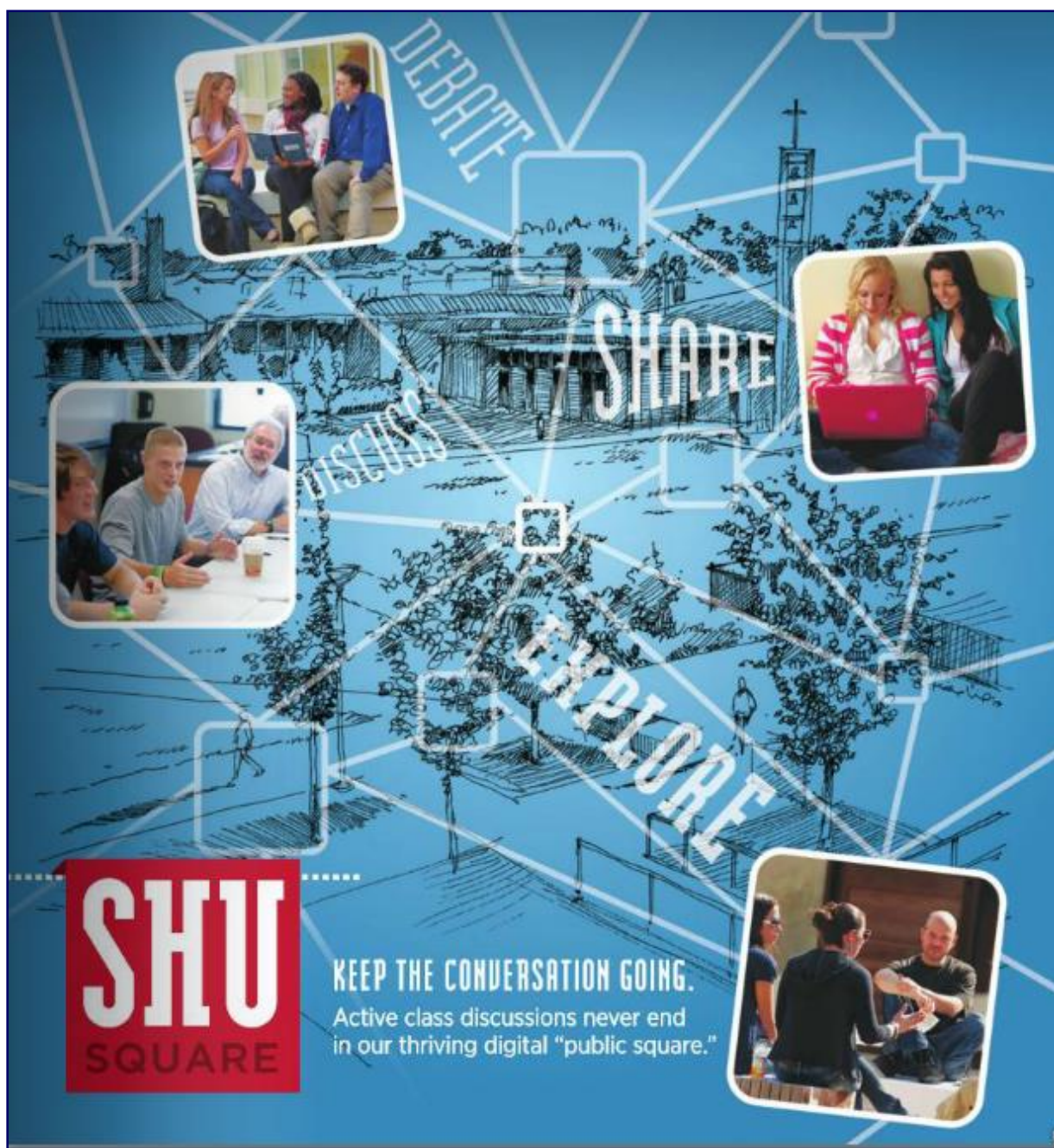
- **Ever changing nature of educational technology**

Connectivist Learning Principle

- Knowledge base changes rapidly the intent of the connectivist learning activities is for the learners to be up-to-date

Strategies

- Interactions among faculty from various departments and universities
- Belong to a network of learners
- Reusable tools and assessments
- Time management



SHUsquare

A Networked Community of Learners



What it Does How it Works Why it Matters

Richmond, a member of the American Sports Stories seminar, has enjoyed her SHUsquare experience. "It's a great opportunity to continue the discussion started in class with the dean and with other students. You get viewpoints that you wouldn't hear just in class," she said. "It's a chance to continue learning even after class ends. We start the discussion in the seminar, but then we continue with a wider audience on SHUsquare."

Twitter

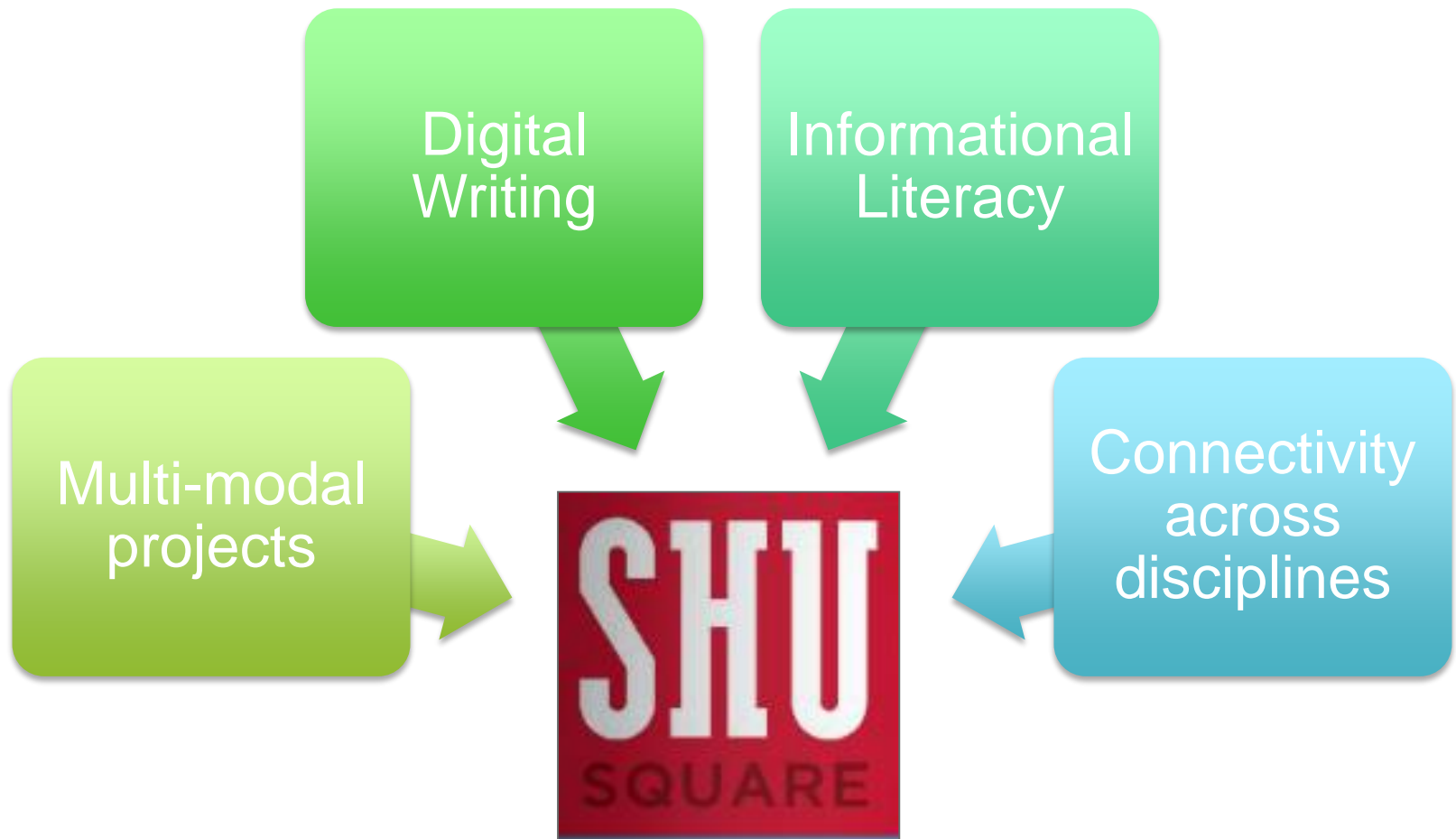


Mentioned by @shusquare:
Dr. Erdheim has posted a new
video on excellence!

"Tools that enable a rich interaction between different communities, such as interdisciplinary discussions across seminars, are essential to cultivate curiosity, reflection and collaboration."

Marie Hulme

What it Does



How it Works

SHUsquare

- Home
- What's Trending
- Seminars
- Hubs
- The Art of Thinking
- Deans' Blogs
- Student Spotlight
- Teaching and Learning



URL: <http://shusquare.sacredheart.edu>



Why it Matters

Transformational v. Informational Learning

- Connection
- Collaboration
- Creativity
- Integrated/interdisciplinary learning
- Relevancy to students' world and to global community
- SHUsquare Video:

http://www.youtube.com/watch?v=02o6KZ_MuQ4

Twitter as a Tool for Foreign Language Learners



- Read authentic language
- Practice writing
- Observe culture
- Follow their interests

Twitter as a Tool for Foreign Language Learners

Amy E ¡Hoy es mi cumpleaños!
Abrir

~Milagui~ @carmelita_jm
Tienes que seguir avanzando. [pic.twitter.com](#)
Hide photo

colleen quinn @colleen95
Lucrecia es una mujer horrible
Expand

Amy E @AmyB_SP
@colleen95 ¡Sí, ella es tan odiosa!
Reply

Elena M @Elenam
"Te siento en esta habitación conmigo, teniendo tu respiración tan cerca, haces que se me vayan mis dudas sobre ti" [youtube.com/watch?v=8byUO9...](#)
Hide media

WWF México @WWF_Mexico
¡#PorqueEsLoQueHay. Grecia te necesita para salvar su patrimonio natural! Infórmate: [facebook.com/photo.php?fbid...](#) | [pic.twitter.com/m50xBOLjue](#)
Hide photo

Sarita Sánchez @SaritaSanchez
Pues eso @carmelita_jm [pic.twitter.cc](#)
View photo

~Milagui~ @carmelita_jm
@SaritaSanchez te quiero soul :3
Expand

Sarita Sánchez @SaritaSanchez
@carmelita_jm y yop :)
Hide conversation

LA VIDA ES COMO montar en bicicleta.
SI QUIERES MANTENER EL EQUILIBRIO
tienes que seguir **AVANZANDO**

Vanessa Martín - 90 Minutos (Directo Ven, Sienta...)

Twitter as a Tool for Foreign Language Learners

Students are asked to "introspect" on their learning through a weekly form

Based on: Thanasoulas, Dimitrios.
"What is learner autonomy and how can it be fostered." *The Internet TESL Journal* 6.11 (2000): 1-12.

Tweets semanales - Otoño 2013

Recuerden que tienen que escribir al menos 10 tweets, incluyendo un @reply y un RT a la semana.
* Required

Apellido *

Nombre *

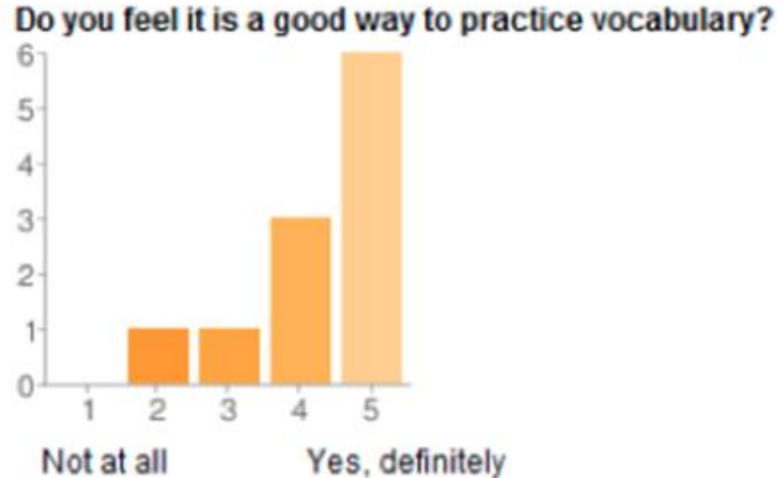
¿Cuántos tweets escribió esta semana? *

¿Con quién conversó? *
(Con quién usó un @reply)

¿A quién Retuiteó? ¿Por qué? *

¿Aprendió nuevo algo de español esta semana? ¿Practicó el vocabulario aprendido en clase? De un ejemplo *

Twitter as a Tool for Foreign Language Learners



Why?

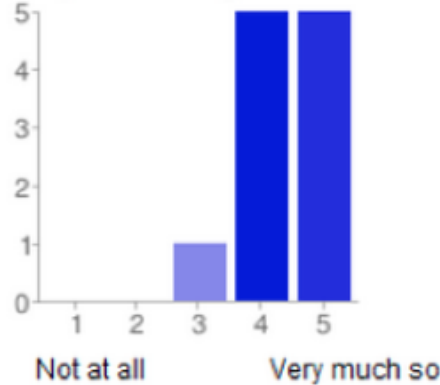
Because **just memorizing words isn't enough**, applying them to real parts of your day helps the words to stick in your head forever, not just for a quiz.

Twitter is something that **relates to our life** since it is similar to other **social networking sites** and it was **easy** to use.

I was able to see the different ways vocabulary words were used and **seeing it from someone else's perspective** and not just mine was very helpful.

Twitter as a Tool for Foreign Language Learners

Did you like using Twitter this semester?



Why?

I liked twitter because it allows you to **incorporate Spanish in your every day life**. It is easy to manage and really does help with your Spanish and using the vocabulary from the class.

I like it because it was a way to **continue thinking in spanish** outside of the classroom. Instead of only talking in spanish for 2 1/2 hours a day, it was continued throughout the week

I enjoyed Twitter because it was an **easy way to contact** my classmates and the professor. It also allowed me to practice my Spanish outside of the classroom and with my classmates. Twitter was also easy to use and I **recommend it for other Spanish classes** or just regular classes so that they can contact one another.

Twitter as a Tool for Foreign Language Learners

Autonomy is about removing the barriers between learning and “the rest of living”

Little, D. (1991). Learner autonomy: Definitions, issues and problems. Dublin: Authentik.

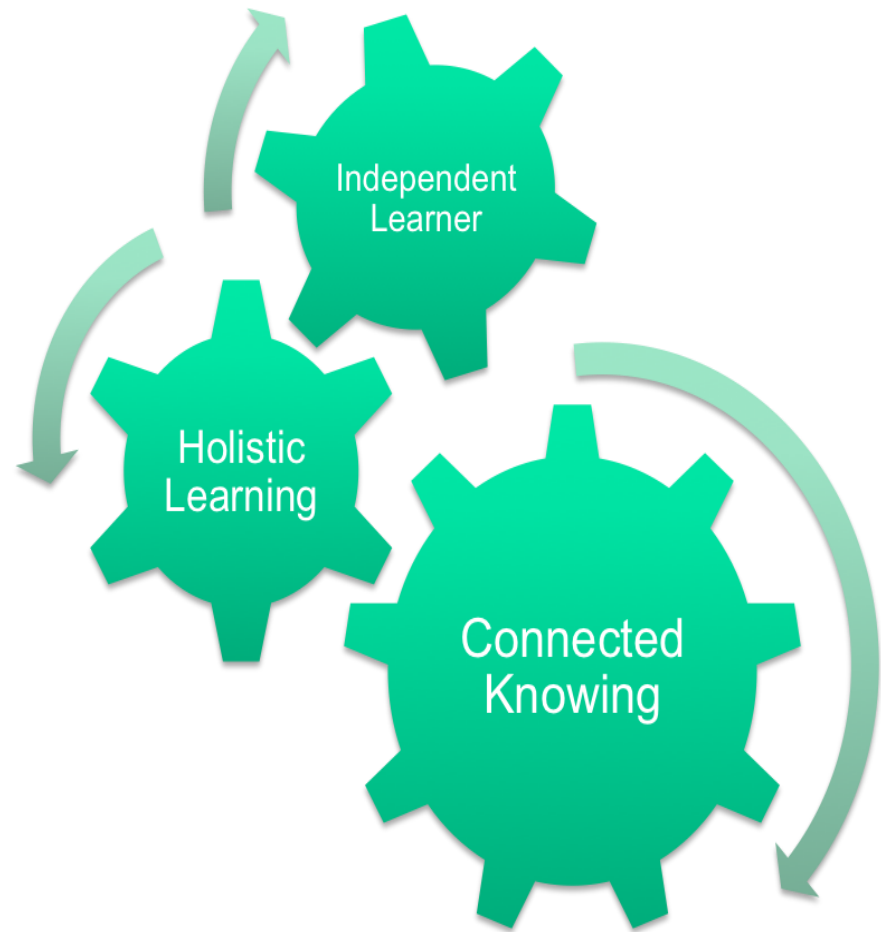
Photo:
<http://www.flickr.com/photos/ilse/3389565299/>



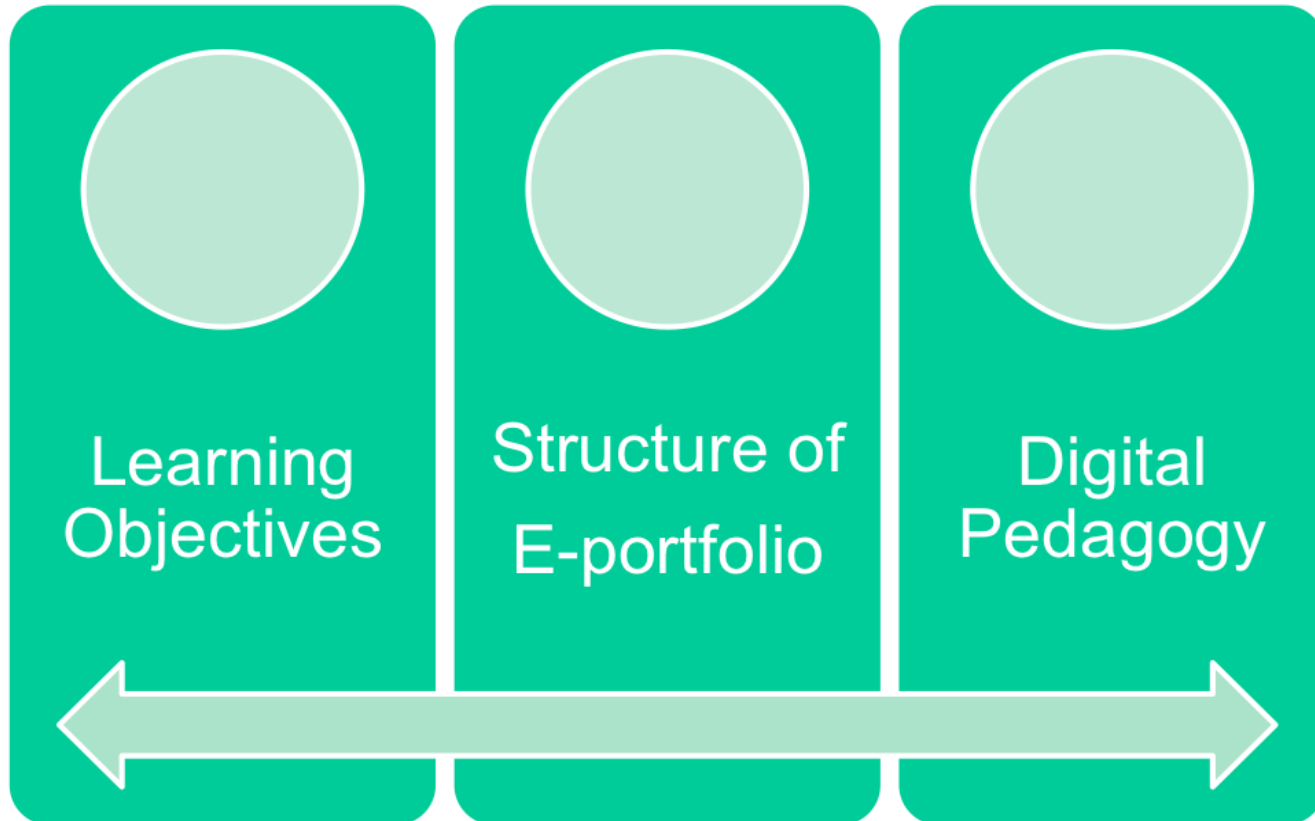
E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course

SHU Strategic Plan

“a structured, mission-driven student development plan that intentionally educates the whole person within a campus-wide living and learning community and is a seamlessly **integrated** extension of classroom learning.”

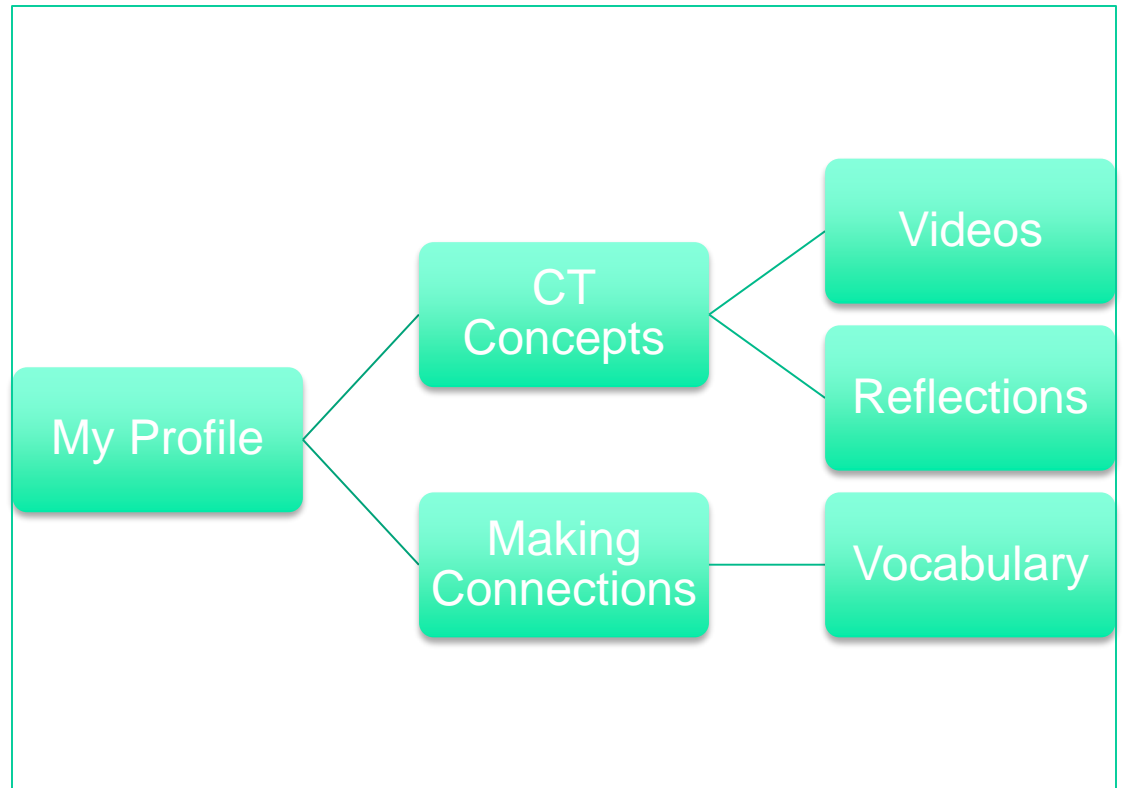


E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course



Art of Thinking: Developing Habits of Learning

E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course



The Self as a Detached Observer, Connected Knower

E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course



Art of Thinking

Mapping my Journey as a Critical Thinker

[My Profile](#)

[CT Concepts](#)

[Reflections](#)

[Making
Connections](#)

[Video Journal](#)

[Vocabulary](#)

Cognitive Bias

[Link to the article](#)

<http://campaignstops.blogs.nytimes.com/2012/10/01/ordinary-lies-damn-lies-and-the-debates/?ref=opinion>

I believe that this article is very relevant due to the time of year. Every four years, we are granted the opportunity to vote for who we would like to be our president (of course only if we are 18). This year especially is very important in politics due to the fact that we are in the midst of a recession. The presidential election is always surrounded with controversy. Each candidate has a strategic plan in order to bash the character of the other. The conclusion that I found in this article is when Adam Clymer says, "In a campaign that features some of the most dishonest television ads in history, President Obama and Mitt Romney have been more circumspect about what comes out of their mouths than what is shown before or after they identify themselves and say "and I approve this message." He says this because he believes, just like many others, that they are constantly lying and that they are not up to date with their facts. I believe that this article shows a belief bias. I think this because the conclusion is highly believable. In today's society, we find ourselves second guessing everything that comes out of politicians mouths because there have been so many scandals. This is very believable because they want to win the presidency so they will do anything to achieve this goal.

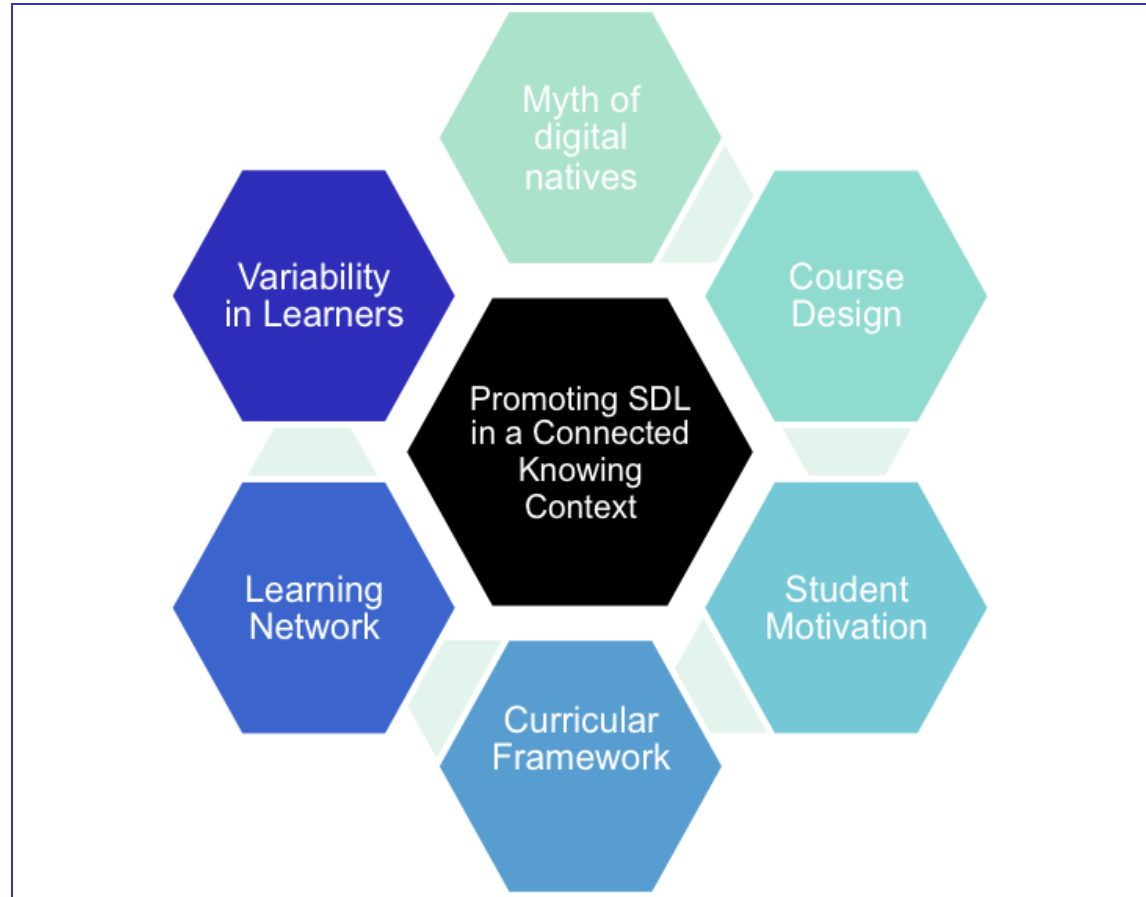


E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course



Copyright image, thanks to <http://us.123rf.com/>

**the File Drawer
Effect**



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She has a B.A. In English from Smith College, an M.A in English and American Literature from N.Y.U., a Master's in the Art of Teaching from SHU, and is currently pursuing her MFA in Creative Writing at Fairfield University. Previously she worked as a journalist for ABC News in London. Her non-fiction work has won national recognition and she is currently at work on her first novel.

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In addition to managing a five year Title V federal grant, she has administrative experience running Teaching and Learning Centers. Her recent research interests involve the study of self-directed learning and the role of affect in the digital learning environment.

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Dr. Lizano DiMare's research interests include the use of emerging technologies in education, digital learning, global education, the development of university-community initiatives, and the infusion of languages within the curriculum.

She has worked in Latin America integrating educational technology programs in public and private educational sectors. She is fluent in English, French, and Spanish; and also has working skills in German and Italian.

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