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RESEARCH ON
TEACHING
EXCELLENCE
AT UC MERCED

Teaching with New Media: A Practicum Workshop

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Agenda

9:00-9:30 - Introductions and Overview

9:30-9:50 - Teaching with New Media

9:50-10:00 - Break

10:00-10:20 - Syllabus Review and Activity Planning

10:20-10:50 - Mini-Assignment

10:50-11:00 - Break

11:00-11:30 - Mini-Assignment Presentation

11:30-12:00 - Mobile Learning with iPads

Introductions

- What is your name and department?
- What is your goal(s) for today's session with instructional planning?
- What are your new media goals for the coming year?
- Hopes? Fears?

Workshop Learning Outcomes

1. Identify key approaches, resources, and principles for teaching with new media.
2. Design new media assignments that are aligned with specific learning goals.
3. Utilize mobile devices and apps to extend and enrich the learning environment.

What is new media?



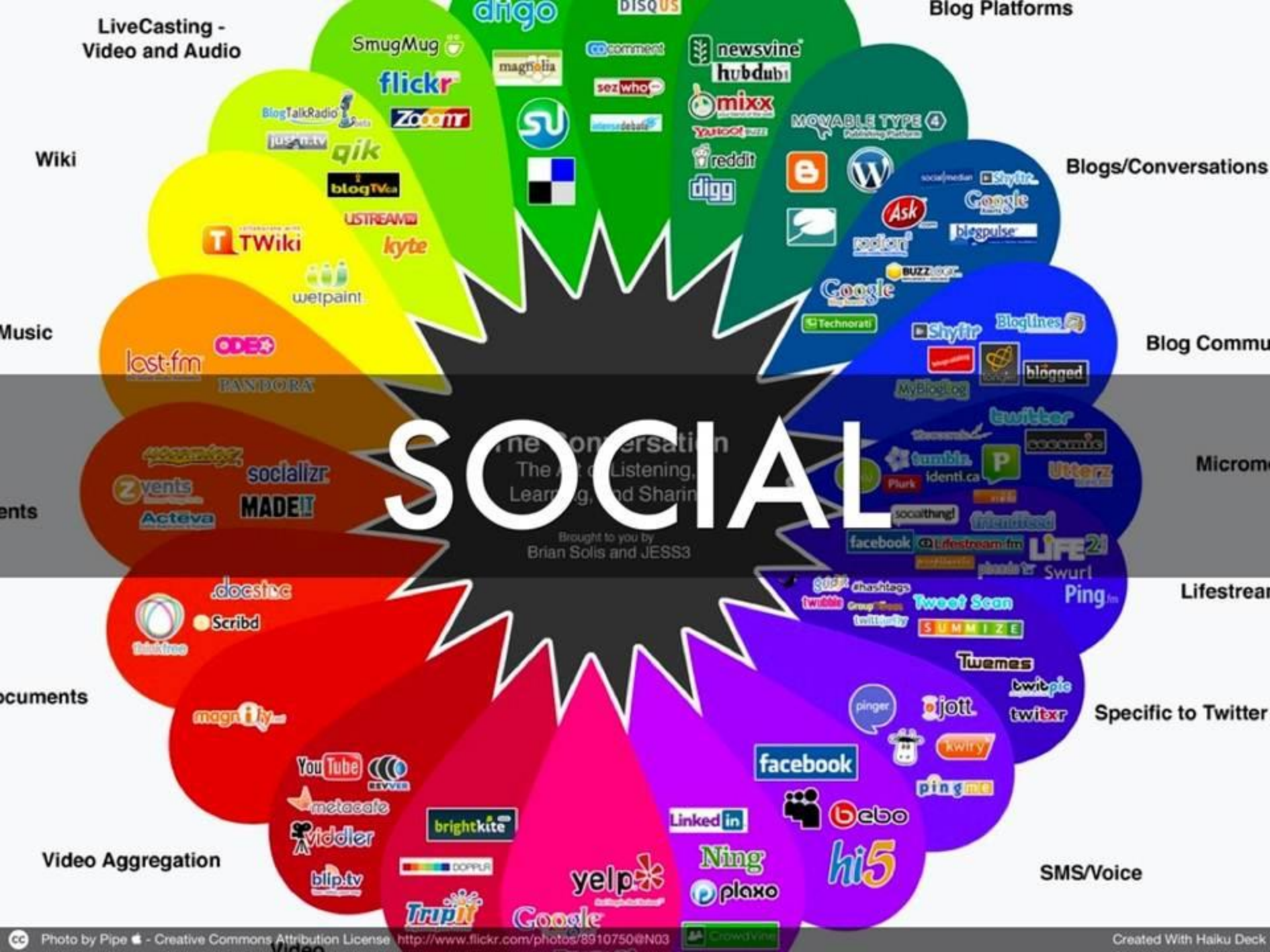
DIGITAL

Digital is now a 4-screen world...



A photograph of a live performance. In the background, a large, vibrant, abstract face is projected onto a screen. The face has multiple eyes and a colorful, textured appearance. In the foreground, a crowd of people is visible, many holding up their phones to record the performance. The scene is dimly lit, with a strong red light source illuminating the audience from the side. A semi-transparent pink banner is positioned in front of the stage.

AUDIO-VISUAL



A black and white photograph of a hand holding a smartphone. The phone is held vertically, and the hand is visible from the side. The background is blurred. A semi-transparent dark horizontal band is overlaid across the middle of the image, containing the word "MOBILE" in white, bold, sans-serif capital letters.

MOBILE



BLOGS, WIKIS, PODCASTS AND FACEBOOK

how today's higher education faculty use social media

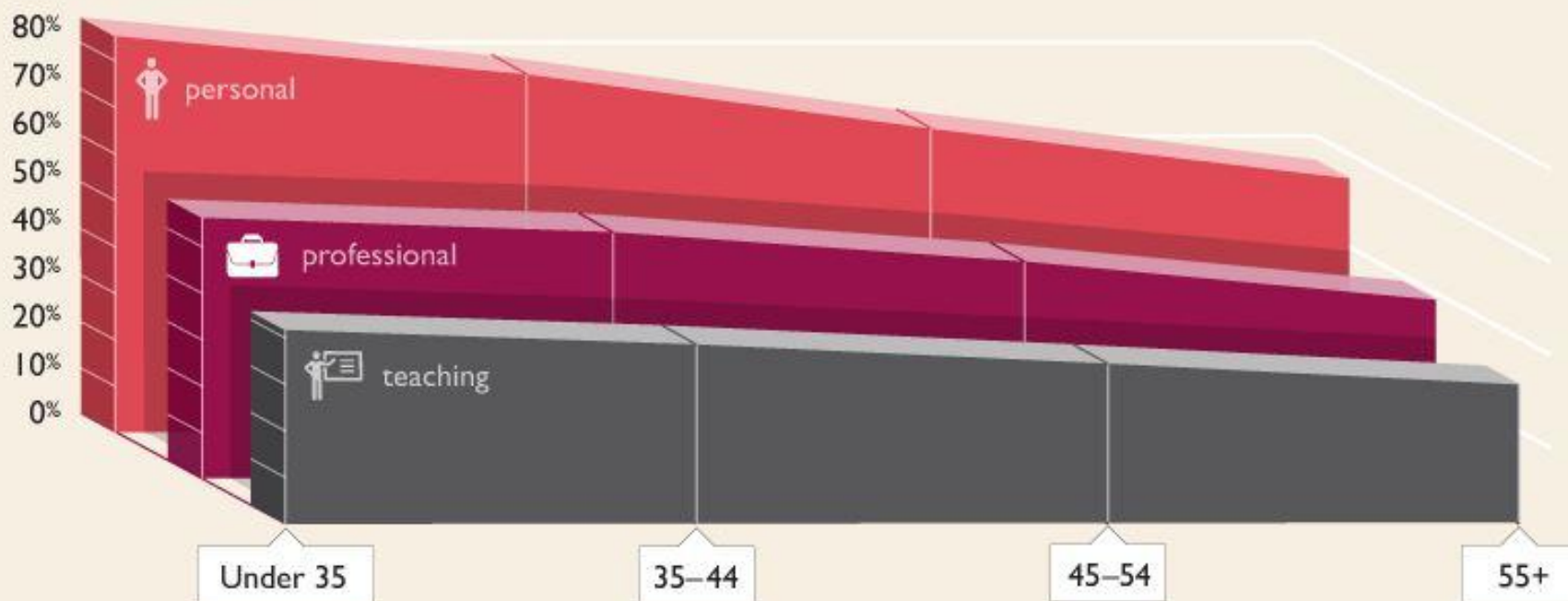
OCTOBER 2012

Mike Moran
Pearson Author and Chief Strategist
Converseon

Jeff Seaman, Ph.D.
Co-Director, Babson Survey Research Group
Babson College

Hester Tinti-Kane
Vice President of Marketing
Pearson Learning Solutions

Social media and age



Across all personal, professional and teaching use of social media by faculty, it is clear that younger faculty are leading the way.

Faculty use of social media



While most faculty are using social media, the majority are using it for personal reasons, rather than professional or teaching use.

Social media: different sites for different needs

Personal use by site



Facebook
52.5%



Blogs & Wikis
20.3%



LinkedIn
18.8%



Podcasts
14.5%

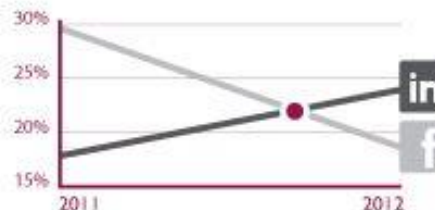


Twitter
7.9%



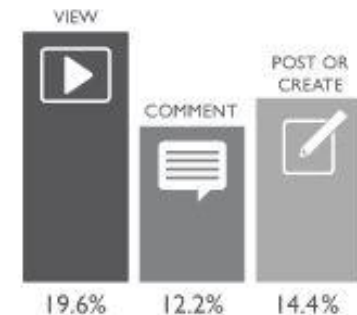
Connecting professionally

In 2012 LinkedIn replaced Facebook as the most visited site for faculty professional purposes.



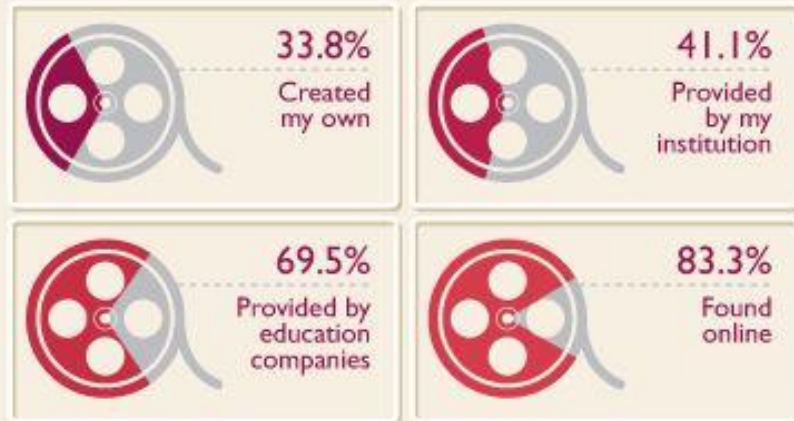
Use in the classroom

How are faculty using Blogs & Wikis in class?



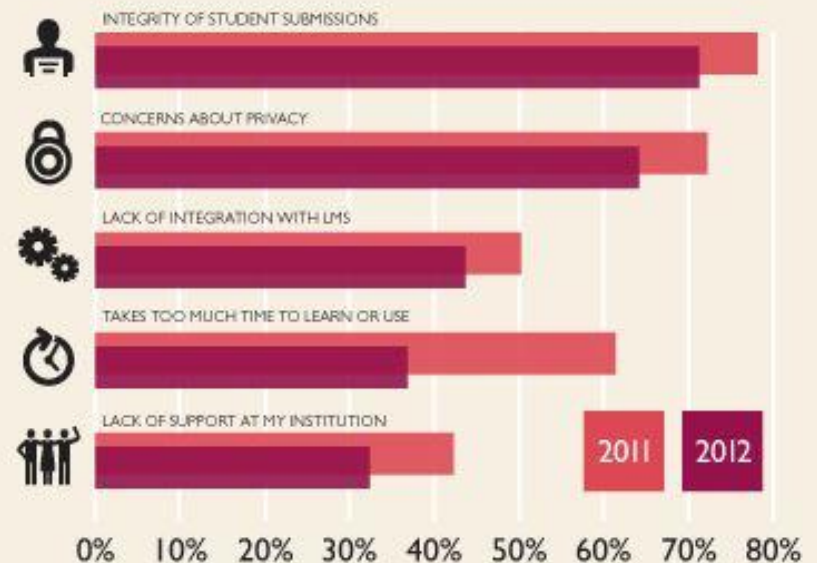
Video use

What sources do faculty look to for video?



One area where adoption is almost universal is in the use of video for teaching.

Barriers to social media use



Attitudes toward social media are fluid and evolving. All perceived barriers have decreased. The largest decrease was seen in the perception that social media is time-consuming.

What is entailed in the
CRTE Certificate in
Teaching with New Media?

New Media Certificate Program

Eligibility:

- Faculty, Post-doc, and Instructional Staff

Requirements:

- Attend 1 practicum workshop
- Attend 4 series workshops
- Submit a final project

Support:

- Consultation with CRTE, MWP, and Library
- Monthly OH hosted on Adobe Connect

Incubator Classroom Characteristics

- Designed for collaboration
- Customized learning environment
- Equipped with flexible furniture
- Wired and wireless networks
- Video conference capabilities
- Whole room audio & video
- Smartboards
- Walls as whiteboards

Partnership with the Library

- Use of their incubator classroom
- Privacy factors, FERPA compliance
- Copyright considerations
- Documenting sources and citations
- Video and graphics databases
- Data usage and applications
- Connecting resources to curriculum development

What are the guiding principles for teaching with new media?

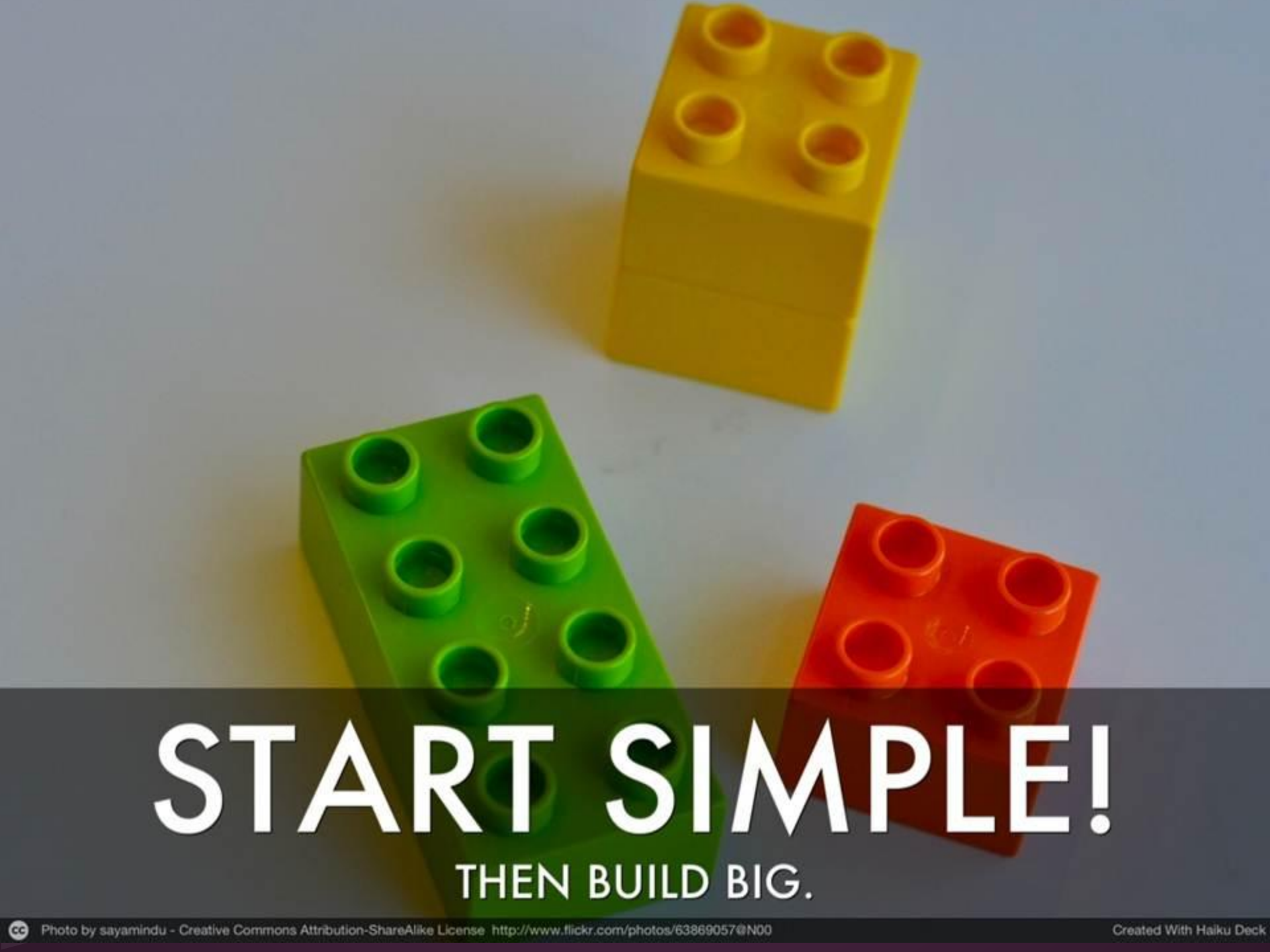


BEGIN WITH END!

FOCUS ON LEARNING OUTCOMES.



ADAPT!
DON'T OVERHAUL.



START SIMPLE!
THEN BUILD BIG.

A photograph of two young children, a girl and a boy, standing outdoors. The girl, on the left, is wearing a red dress with white polka dots and is reaching up with her right hand towards a bunch of dark grapes hanging from a vine. The boy, on the right, is wearing a white shirt with black polka dots and is also reaching up with his right hand towards the same bunch of grapes. They are standing in front of a grey wall. To the left of the children are two large potted plants with green leaves and small white flowers. The text "AIM LOWER!" is overlaid in large white letters, and "CHOOSE 'EASY' TOOLS." is overlaid in smaller white letters below it.

AIM LOWER!

CHOOSE "EASY" TOOLS.



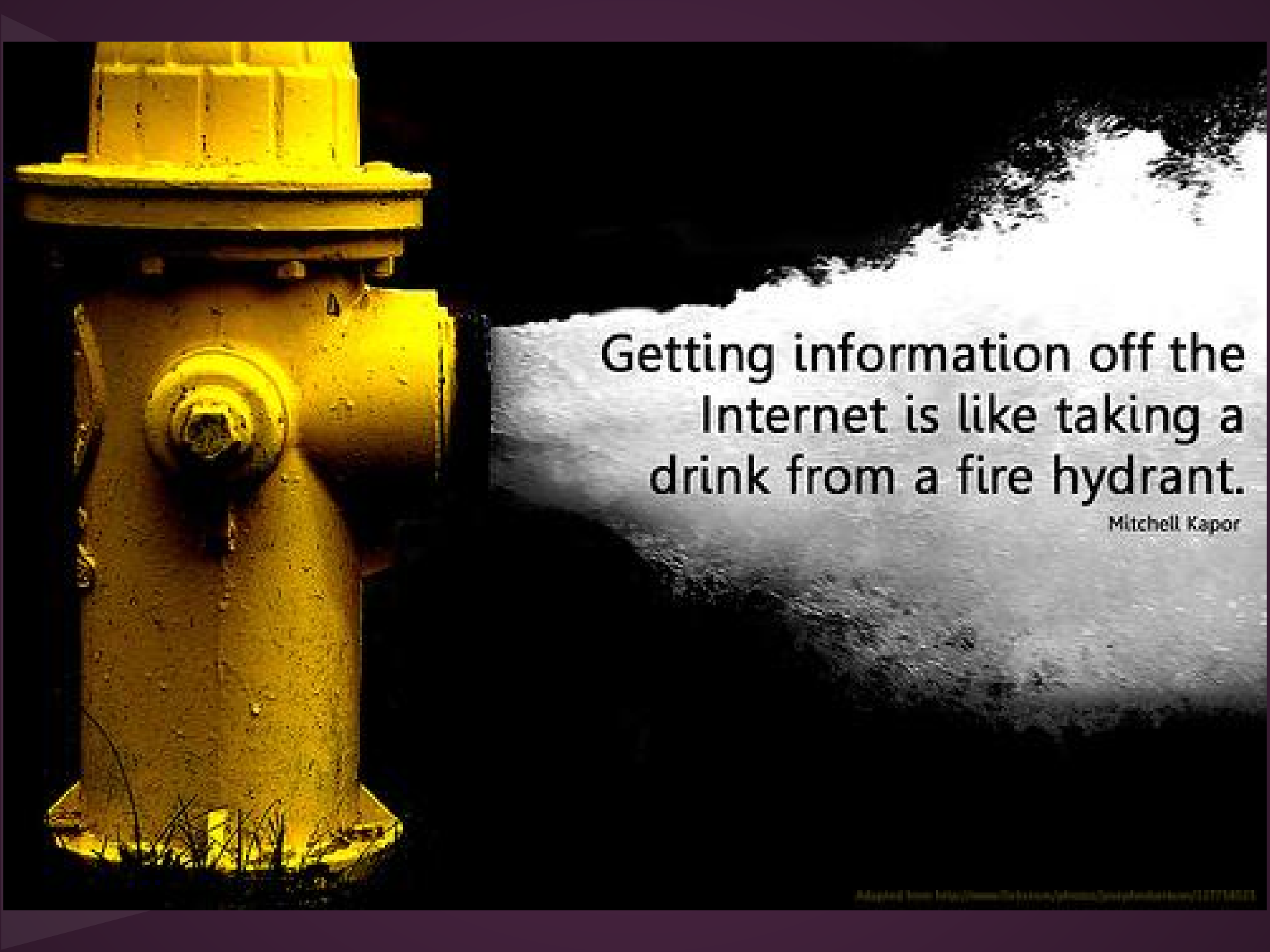
CULTIVATE!
NOT CONTROL.

A close-up shot of Tom Cruise in a kitchen, looking upwards with a desperate expression, his mouth open as if shouting. He is holding a metal rod or handle. The background shows kitchen shelves with various items.

HELP ME.

HELP YOU!

Discussion: New Media & 21st-Century Learning

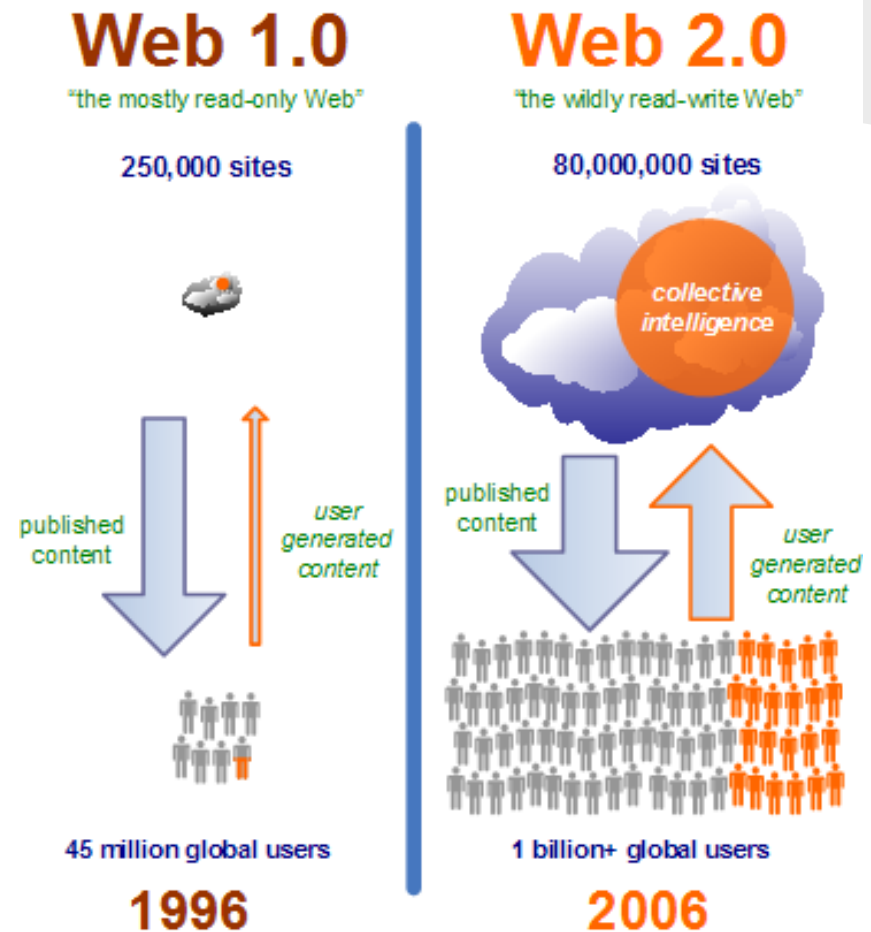


Getting information off the
Internet is like taking a
drink from a fire hydrant.

Mitchell Kapor

Features of Web 2.0 Learning

1. Enables ubiquitous learning
2. Centers around learner
3. Fosters social interaction
4. Encourages participation
5. Focuses on higher-order skills
6. Accommodates varying modes of learning
7. Develops creativity



Characteristics of Participatory Culture

A strong web-based community entails...

- Low barriers to entry
- Strong support for sharing one's contributions
- Informal mentorship, from experienced to novice
- A sense of connection to each other
- A sense of ownership in what is being created
- A strong collective sense of something being at stake

Could a college classroom include these features, too?

High-Impact Practices and Instruction

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity / global learning (study abroad)
- Service learning, community-based learning
- Internships
- Capstone courses and projects

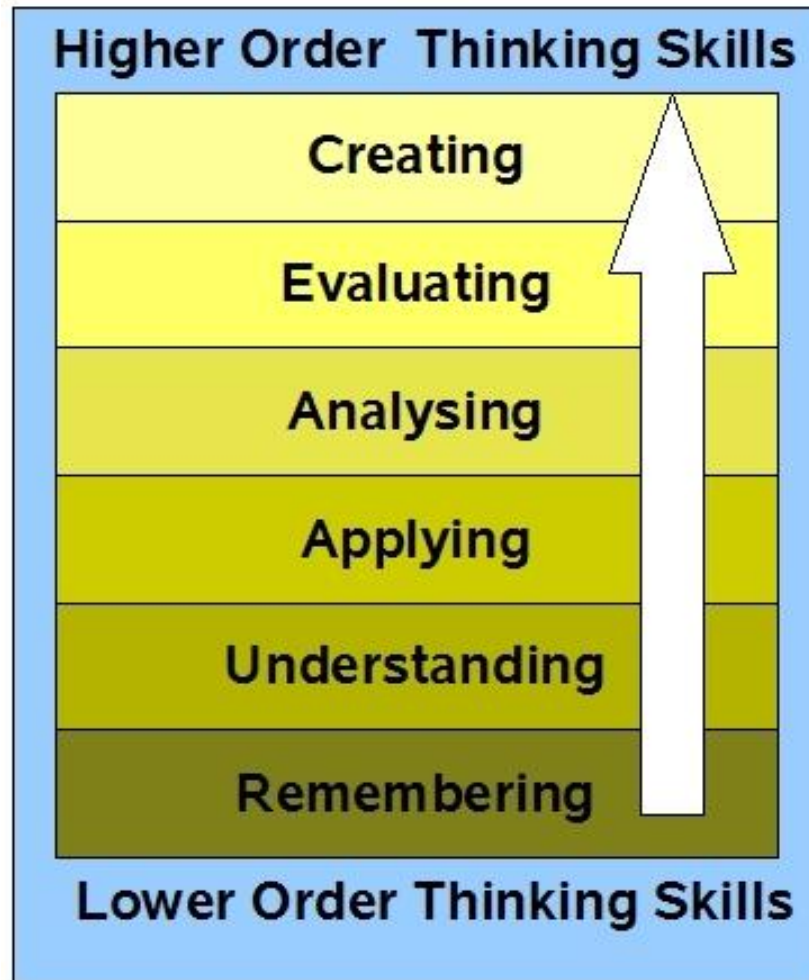
Syllabus Review and Activity Planning

Assignment Review/Planning

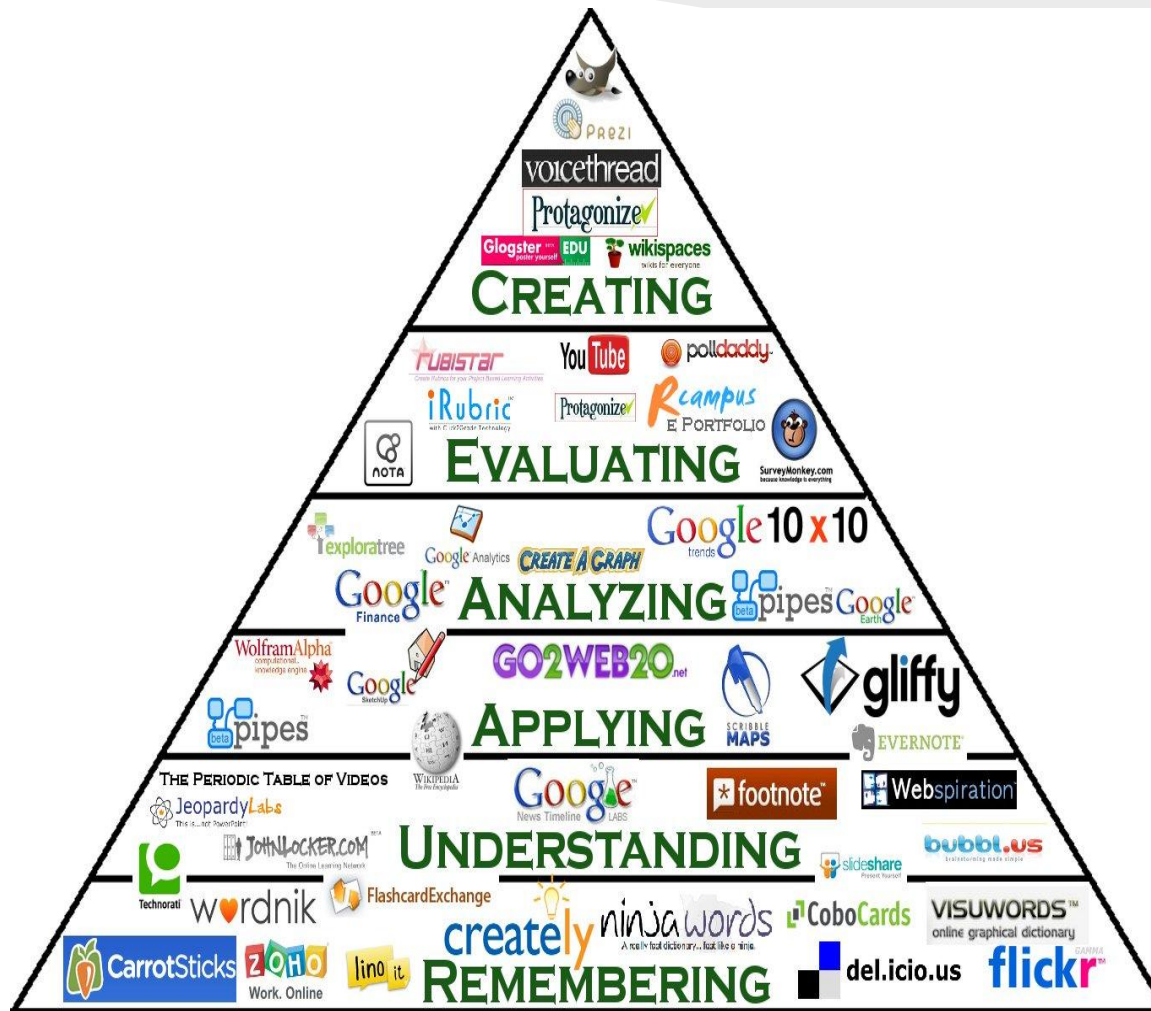
With partner, discuss an assignment you'd like to add a new media component. Use the following questions to guide your discussion:

- What are the learning outcomes of the assignment?
- Which technology can be employed to facilitate the achievement of these learning outcomes? (see Bloom's Taxonomy)
- How will enrollment #s factor into feedback loop?
- When does the instructor intervene on the activity?
- When do peers participate in the process?

Bloom's Taxonomy



Digital Bloom's Taxonomy



New Media Mini-Assignment

Create a promotional product to market the new media assignment to your audience.

1. Create a 30 second audio podcast using Audioboo
2. Create a 30 second video essay using Animoto
3. Create a 30 second animated movie using XtraNormal

*Submit finished project on our Mightybell space.

Group Project Presentations