Technology for Teaching and Learning at TRU
Sept. 13 - Nov. 29, Tuesdays, 6-8 pm
Course Materials at PIDP2022.trubox.ca

Course Outline

Course Instructors

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Weekly office hours and additional drop-in support with assignments to be scheduled in consultation with learners in attendance at the first class.

Course Description

In this ten-week program, participants will have the opportunity to explore a wide range of technologies available to support teaching and learning at TRU including: podcasting, WordPress, H5P, Sli.do and Twine. Participants will uncover ethical issues and other considerations regarding using technology in the classroom and will learn how to ensure the technology they use is accessible and why accessible technology is important. Participants will be encouraged to learn by doing; emphasis will be on creating materials and learning experiences which should be for use in their current or future teaching practice.

Course Goals

By the end of Technology for Teaching and Learning at TRU, participants will:
-   Be able to work competently in WordPress.
-   Understand why technology is a useful aspect of teaching and learning.
-   Have an introduction to alternative assessment practice.
-   Understand ethical considerations in selecting and using learning technologies.
-   Fold technology into their statement of teaching philosophy.
-   Have exposure to the following tools: Slido, H5P, Twine, Interactive Video (H5P and Kaltura); and Podcasting.
-   Have developed learning objects for deployment in their own courses.
-   Have experience using a Grading Contract and composing Self-Evaluations.

Course Delivery and Design

The course is delivered on-line via Big Blue Button. The class meets for two hours on Tuesday evenings, and additional contact time is provided through drop-in technical support and office hours. Course materials are hosted on WordPress, and all students will be responsible for building and maintaining a WordPress portfolio themselves.

The primary mechanism for learning in this course is by testing out the tools and working with them hands-on. There will be some assigned readings for discussion.

Readings

Please see the course webspace for readings. Please complete readings before coming to class and be prepared to ask questions or discuss.

Weekly Schedule

Date:	Topic:	Primary Facilitator:	Assignment:
Sept. 13	Introduction to course design and expectations; introduction to Wordpress and portfolio setup; introduction to alternative assessment.	Jamie and Brenna	
Sept. 20	Why teach with technology? Ethical issues and considerations	Jamie and Brenna	
Sept. 27	Engaging with technology and accessible practice	Jamie	
Oct. 4	Teaching philosophy w/ technology: blending pedagogy and practice	Brenna	Self-evaluation #1 due.
Oct. 11	Teaching philosophy working period: reflective practice, drafting, and q&a.	Jamie and Brenna	
Oct. 18	Giving and Receiving Feedback (Slido and H5P)	Jamie and Brenna	Teaching philosophy due.
Oct. 25	Learning (for) Fun: Twine and Interactive Video	Jamie	
Nov. 1	Podcasting for Teaching, Learning, and Scholarship	Brenna	

Nov. 8	Building Workshop: Making Games or Building Videos or Editing Audio	Jamie and Brenna	
Nov. 15	Assignment working period: participant questions for Jamie and Brenna.	Jamie and Brenna	
Nov. 22	Portfolio working period: participant questions for Jamie and Brenna.	Jamie and Brenna	Self-evaluation #2 due.
Nov. 29	Show and Tell: choose one thing you built this term that you'd like to share with your colleagues.	You!	Course portfolio due.

Evaluation and Assessment

This course is graded primarily via contract. You will set the terms upon which you wish to be evaluated by selecting from the list of potential assignments for your portfolio, and you will self-evaluate your learning over the course of the term. The final project will be to submit a portfolio that demonstrates your use of a range of tools and your understanding of the pedagogical and ethical underpinnings of these tools. Your portfolio will be presented as a WordPress site.

Self-evaluation of learning x2:   20%
Teaching Philosophy: 20%
Course portfolio: 60%

Self-evaluation of Learning: Over the course of the semester, you will be asked twice to reflect on your own learning. This can be in the form of a short written reflection (500 words or less), a brief video (2-3 minutes maximum), or another creative mode of roughly equivalent length. Alongside your self-evaluation, you will assign yourself a numerical grade out of ten for your attendance, participation, engagement, and professional development.

Teaching Philosophy: A key goal of this course is to develop your sense of how technology becomes a meaningful part of your practice. To that end, you will write a Teaching Philosophy suitable for use in job applications, performance reviews, and tenure and promotion applications. Such a document is typically 1-2 pages and takes a narrative approach, articulating:
  - Your understanding of teaching and learning.
  - How you approach the task of teaching.
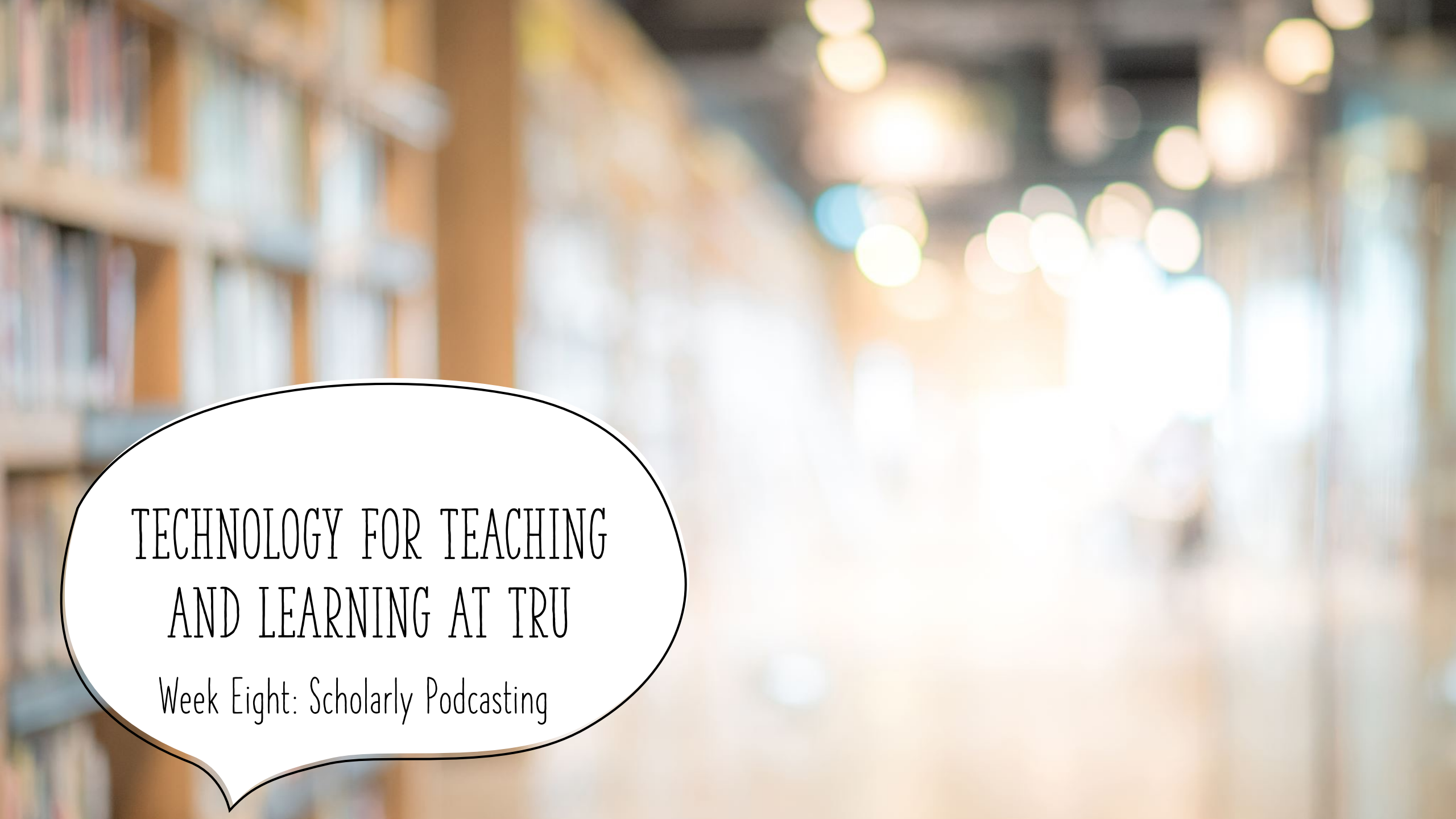 - Justification for your approach.
For the purposes of this course, your teaching philosophy should reflect specifically on how you use (or plan to use) technology in your practice. The teaching philosophy will be evaluated on

four criteria worth four marks each: articulation of your purpose; clarity of examples; depth of reflection; style. Feedback will be provided and rewrites permitted.

Course Portfolio:
Your course portfolio is a way of demonstrating your learning over the course of the term. In our first class meeting, we will go over the use of WordPress and get you on your way with your portfolio, but the content you choose to include is entirely up to you. Select as many of the following assignments as you like to total 60 points. **Please note**: you may have other technologies you wish to explore, or you may be exposed to other tools via TRU workshops over the term. If you have another idea for an assignment, please propose it to us via email and suggest a reasonable points value. We're eager to see you create portfolios relevant to your own interests.
   - 5 points: Customize your portfolio.
   - 5 points: Build out a set of questions in Slido that you could use in your classroom.
   - 10 points: Response post (500 words) or video (3 minutes) on why you want to teach with technology (or why you took this course).
   - 10 points: Response post (500 words) or video (3 minutes) on the most important ethical issue in teaching with technology.
   - 10 points: Response post (500 words) or video (3 minutes) on how you will ensure you are using technology accessibly.
   - 10 points: Create one or a series of H5P learning objects that could be used in your class to review a key concept with students.
   - 10 points: Create an assignment to use in your class next term that would be considered an alternative assessment in your area; consider not only how you will explain it to students but how it will be evaluated.
   - 20 points: Build your own Wordpress class website that you could use next semester (you can use a template to get yourself started, but the content should reflect your own course content).
   - 20 points: Create an interactive video (using H5P or Kaltura) to enhance a course concept.
   - 20 points: Build a Twine game to teach a concept in your course area.
   - 20 points: Record a podcast lecture.

TECHNOLOGY FOR TEACHING AND LEARNING AT TRU

Week Eight: Scholarly Podcasting

THE TERM IS ALMOST OVER!

Next week: Portfolio project working period; self-evaluation #2.

- Next week, we'll go over the portfolio requirements one more time - bring questions!

Week after: Last class! Pick something to share with us and have your portfolio ready for submission.

WHAT IS A PODCAST?

Spoken-word audio files *created for distribution:* "iPod" + broadcast.

A largely un-gatekept form of media; punk/DIY ethos.

Cheap to create and lightweight to download and share.

Intimate.

MY FIRST FORAY INTO PODCASTING WAS CONTENT DELIVERY FOR A FULLY ONLINE COURSE.

... and I was very quickly hooked.

MY PODCASTING PROJECTS

Fun

Fun: Hazel+Katniss+Harry+Starr, a podcast about young adult literature that I make with my friend Joe.

Work

Work: You Got This!, the LT&I in-house podcast about our community here at TRU.

Research

Research: Community of Praxis, a peer-reviewed scholarly podcast about teaching and learning (for Amplify).

WHY IS PODCASTING USEFUL IN ACADEMIC CONTEXTS?

Share research widely.

Reach impacted communities outside institutional walls.

Connect across distance.

Naturally asynchronous, but still social and collaborative.

SCHOLARLY PODCASTING AND KNOWLEDGE MOBILIZATION

Podcasting is OA by design.

Podcasts are disseminated openly and widely.

Podcasts present content in an accessible, engaging way.

Podcasts are responsible to community.

PODCASTING ASSIGNMENTS!

A podcast can stand in for any traditional essay-based assignment.

Offer students the option to use a podcast to:

| Explain a difficult concept. | Gather feedback on an issue or idea. | Reflect on their learning. |

01

Try not to stress about minor errors or saying "um" and "ah."

02

The more you listen back to yourself, the easier it gets.

03

Edit lightly - it's better to leave in some pauses and missteps that make us sound human.

SOME TIPS!

LET'S GET HANDS ON!

Tonight we're going to:

- Activate and setup the Seriously Simple Podcasting plugin.

- Look at recording options and mic setup.

- Look at a waveform and talk about editing audio.

- Look at how to create transcripts.

- Explore where to find free audio (music and sound effects).