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Leh, Amy, "Amy Leh CD Summer 2008" (2009). *Innovative Course Redesign Grant Reports*. 47.
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COURSE DEVELOPMENT GRANT REPORT

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DATE SUBMITTED: September 15, 2009

Title of Grant Award: Course Development Grant (Summer, 2008)

Project Goal: Develop a web-based course in which the instructor used technology (e.g. Skype, wikis, audio, and editing tool), active learning, cooperative learning, online community, and moderating strategies to enhance student learning.

When Implemented (Quarter the course was taught): Fall, 2009

Brief Description of the Project (as described in the proposal)

> This project, *LA^2: Learning Anytime Anywhere*, is to convert ETEC543, *Technology and Learning I,* to a web-based course with 30% face-to-face meetings and 70% online communication. A variety of instructional strategies will be employed in the course including online moderating strategies, active learning, and collaborative learning. Course management system Blackboard and Moodle will be used for the course; in addition, Web 2.0 technologies, for example, Podcast, Blog, Wiki, and Skype, will be used to facilitate student learning. The instructor will podcast course materials so that students may download the materials to an MP3 player and be engaged in learning anytime anywhere. Students will use Blog to publish their work and conduct collaboration with their peers using Wiki. Throughout the quarter, the instructor will also use Skype to conduct videoconferencing with students to enhance immediacy and intimacy that are often overlooked by instructors in an online environment.

How the Project was Implemented (including how it differed from original plan)

> This project, *LA^2: Learning Anytime Anywhere*, was successfully implemented in the fall quarter of 2009. It was mostly implemented as planned and described in the proposal. (see above) It was a hybrid course that employed a variety of instructional strategies including the use of technology (e.g. Blackboard, Moodle, Podcast, Blog, Wiki, and Skype), online learning community, moderating strategies, active learning, and collaborative learning. Course management system, Blackboard, was used for the course. Using moderating strategies, every student was a host or co-host in the online learning community for a week. All students conducted active learning and collaborated on a group research project with their peers (three to four team members). All technology tools (Blackboard, Moodle, Podcast, Blog, Wiki, and Skype) stated in the proposal were introduced to students, and the use of these tools in learning was discussed in class and/or online. Students were required to use at least three of the introduced tools in their learning and to share additional technology tools that supported their professional practice.

Results of the Project:

Results of the project showed that the students favored the use of technology tools and instructional strategies in their learning. Students also expressed that the technology tools and instructional strategies supported their learning. The table below was based on 15 student responses on a Likert scale (1-least, 5-highest) survey.

In favor of using Skype in learning	4.13
In favor of using audio in learning	4.5
In favor of using wikis in learning	3.93
In favor of using an editing tool in learning	3.86
In favor of the use of "moderating strategy"	4.21
In favor of using "Group Pages" in learning	4.53
Skype supported learning	3.93
Wikis supported learning	3.53
The editing tool supported learning	3.57
Online community supported learning	4.13
Interest in action research	4
Confidence in conducting action research	3.99
Confidence in being a researcher	3.86
Action research beneficial for teachers	4.53

Comments below revealed students' views on the project as well:

" I enjoyed this class being hybrid. Coming to class gave a chance to connect with others. I liked using Skype, but 3-4 people is enough for a conversation. Wiki was good & track changes [allow]ed great collaboration between the group members."

"I liked action research. It is closely related to my work. I have been using this reflective process; I just don't know it is action research."

"I learned a lot from my classmates, e.g. the Interwrite Pad. My district will purchase it, and I look forward to using the it in my class and to examining its impact on my students."

"I liked using Skype to collaborate, except in large groups. The quality of the connection was very poor."

" Skype may not have worked well for our class meeting but it did aid our A.R. team."

Additional Comments (Lessons Learned, Insights, Future Plans, etc.)

The instructor slightly adjusted the plan when implementing the project. For example, the students were not required to use all of the introduced tools in their learning and that they were encouraged to share additional technology tools that supported their professional practice. This adjustment was beneficial because the students had to think why they used certain technology tools. They also learned from their peers in the process.

Technology provides great tools, e.g. Skype, Wikis, editing tools, and audio, for learning. Instructor should model the use of technology in instruction but does not need to teach the use of the tools. Students may self-learn or/and learn from peers how to use the tools.

To prepare students to be life-long learners, it is essential for students to be able to self-learn and learn from peers. Active learning and cooperative learning are important in the process.

Use Skype for small group communication, e.g. 2-4 people, but not for a large group discussion.