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### Rueyling Chuang TSSA Winter 2010

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## TSSA One-Page REPORT

### **Name, Department, and Email address:**

Rueyling Chuang, Ph.D.  
Department of Communication Studies  
[rchuang@csusb.edu](mailto:rchuang@csusb.edu)

### **Name and Date of conference attended:**

National Communication Association  
Date: November 14-17, 2010

### **Teaching Skill(s) Studied:**

The goals for attending this National Communication Association conference were to strengthen application of technology in the classroom; to critically examine the pedagogical implication of using new technology powered Web 2.0 such as Second Life, wikis and YouTube; and to further explore transformative education in engaging students in community projects. Toward this end, I attended interactive seminars such as “Basic Ideas for Teaching Speech;” “Using a Wiki Platform as a Collaborative Teaching and Learning Tool to Build a Bridge Between Traditional and Online Learning Environments” and “Bridging the Attention Gap: Using Technology to Engage Students in the Classroom,” among many other workshops and seminars pertaining to pedagogical enhancement and bridging cultural differences.

### **Impact on Current Teaching (How was this info applied)?**

There were many aspects of the conference which were relevant and helpful in enhancing my teaching effectiveness and my own research. Specifically, in one of its mini-conferences it addressed the effects of using technology in the classroom. The discussion of “teaching teched” (teaching with technology) vs. “teaching naked” (teaching without technology) and the debate whether technology did improve teaching were particularly interesting to me. Many panelists in the mini-conference regarding pedagogy and technology underscored the idea that “it is all about the contents” (rather than the technology). A professor who is “teaching naked” (without technology) can be just as effective, if not more, as professors who use technology. For example, the panelists argued that some professors have become the slaves to their own PowerPoint presentations and forgot to engage with their students.

This conference helped me address my own teaching pedagogical repertoire. For some of my classes, such as HUM 328: Asian Cultural Traditions, COMM 304: Intercultural Communication and COMM 601: Intercultural Communication Theories, it is impossible not to use technology in my classroom. YouTube clips, photos, MP3 files, and slide presentation are essential to bring elements of various cultures to life to students. However, it also helped me question the effectiveness of “teaching teched” vs. “teaching naked.”

Another impact on my teaching and research is as a result of the conference I participated in a Faculty Learning Community on teaching and scholarship and my research topic is on the impacts of Web 2.0 technology in the classroom.

**Date Submitted:** April 20, 2012