



Volume 2, Number 11 | October 21, 2016

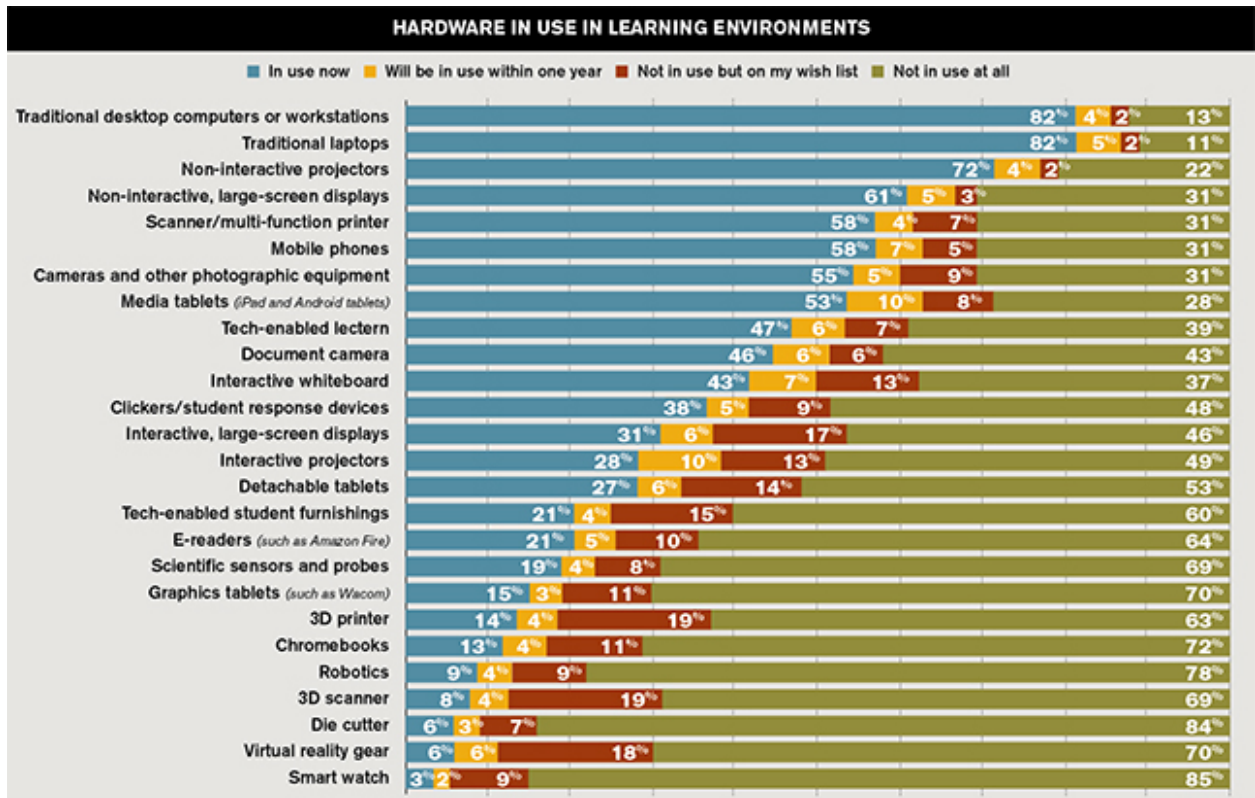
## Teaching with Technology

### Laptops, Desktops Most Common Form of Instructional Tech in the Classroom

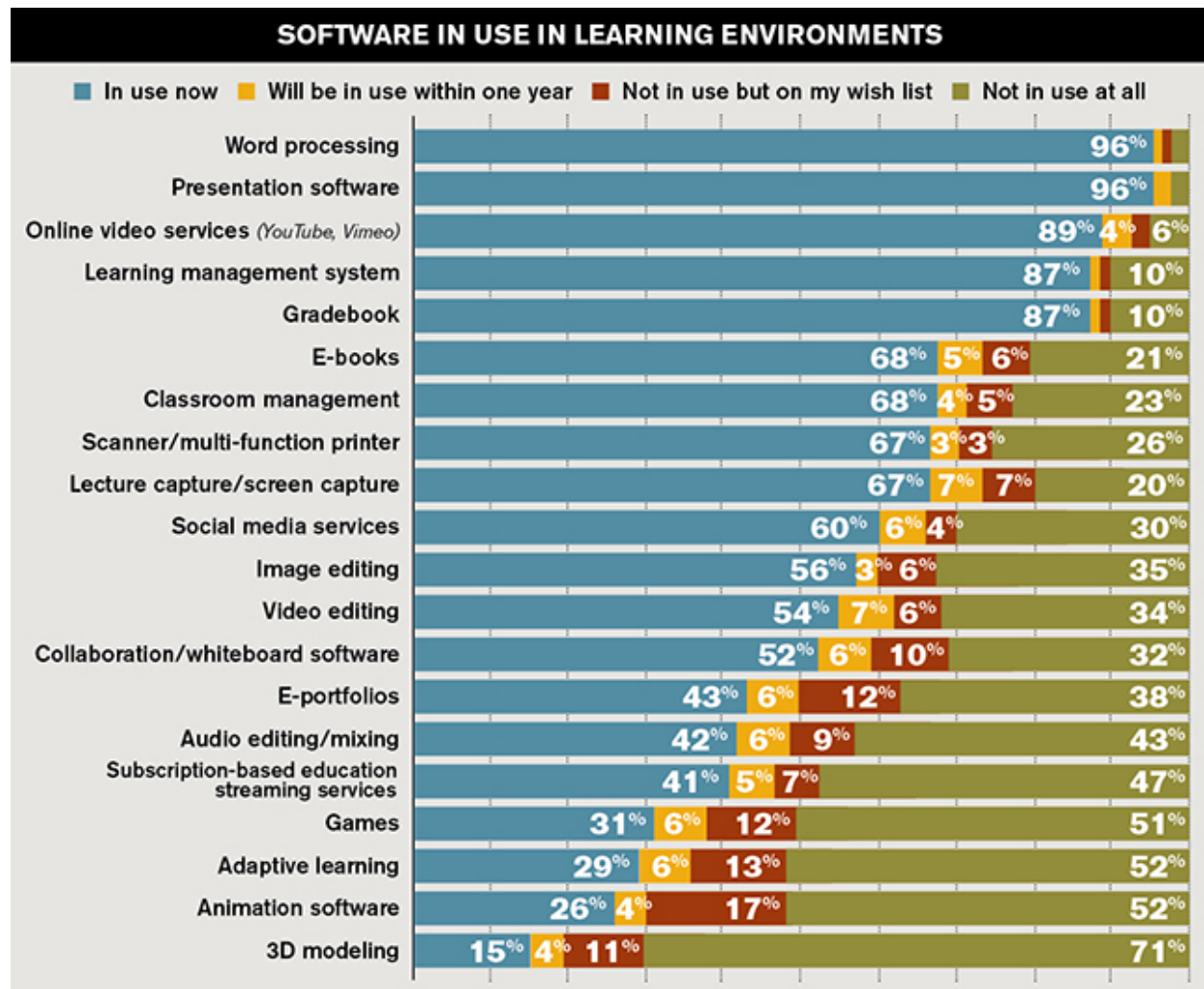
- By Dian Schaffhauser, [Rhea Kelly](#)

Traditional laptops and desktops are both used in 82 percent of learning environments — making them the most common form of instructional tech in the classroom, according to *Campus Technology's* first-ever Teaching with Technology survey. The survey polled faculty members across the country about their use of technology for teaching and learning, their wish lists and gripes, their view of what the future holds and more.

Rounding out the list of common forms of instructional tech hardware used in the classroom: non-interactive projectors (used in 72 percent of respondents' classrooms); non-interactive, large-screen displays (61 percent); and multifunction printers/scanners and mobile phones (each with 58 percent).

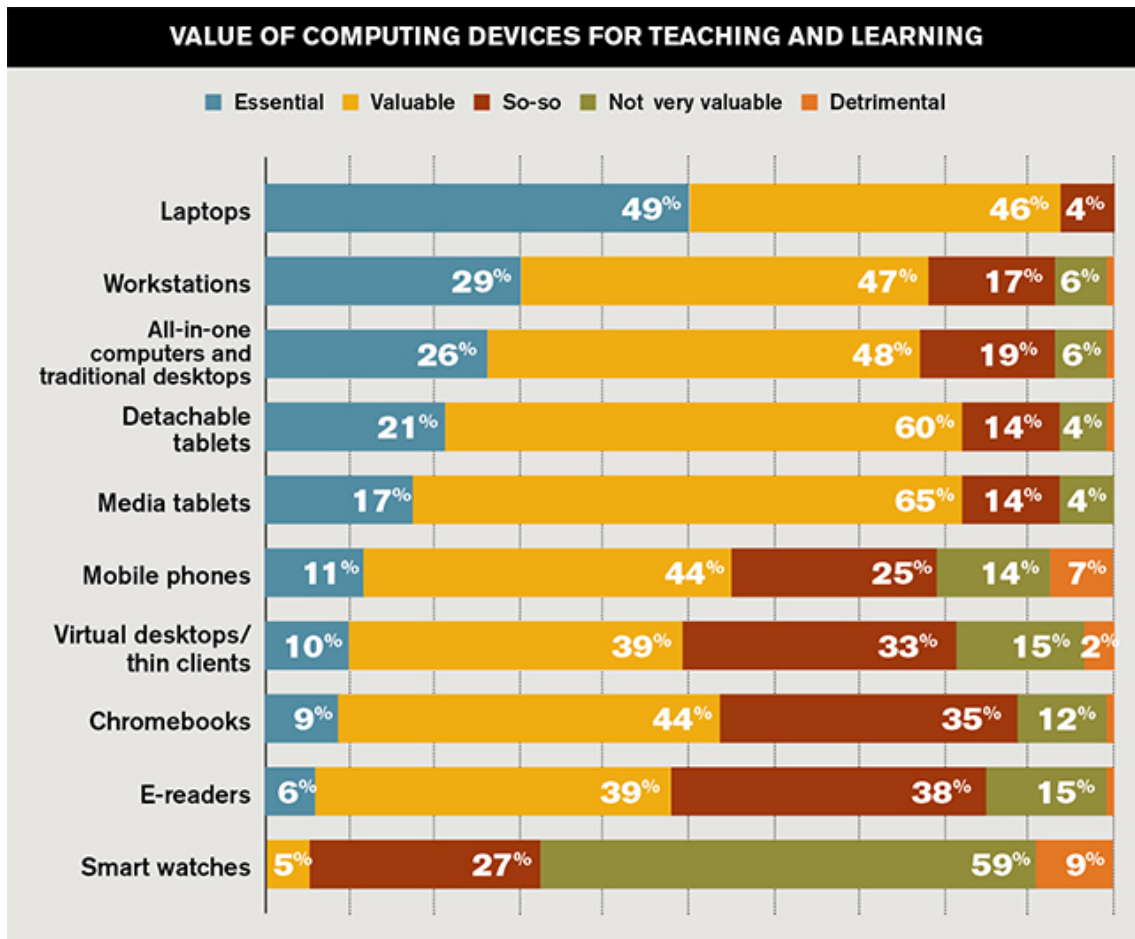


On the software front, word processing and presentation applications currently lead the pack in terms of usage in the classroom (each referenced by 96 percent of instructors); followed by online video services, such as YouTube or Vimeo (89 percent); and learning management systems and gradebooks (frequently integrated into the LMS), both with 87 percent.



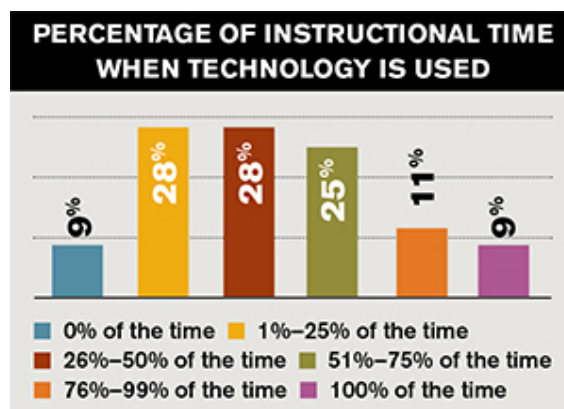
To gain an overall understanding of what kind of technology is seen as the most useful for teaching and learning, we also asked people to assess the value of specific types of devices in the classroom. Laptops came out on top in that ranking as well; 95 percent of respondents said they consider those either "essential" or "valuable." Workstations — higher end computers with faster processors, more RAM, more storage and dedicated graphics cards — came in second, adjudged essential or valuable by 76 percent of faculty. Those were followed closely at 74 percent by all-in-one computers, such as the iMac, and traditional desktop computers.

Not all devices are held in such high esteem among faculty. In particular, this crowd isn't ready to see the virtues of smart watches: Those came in last in the list, seen as essential or valuable by only 5 percent of faculty.



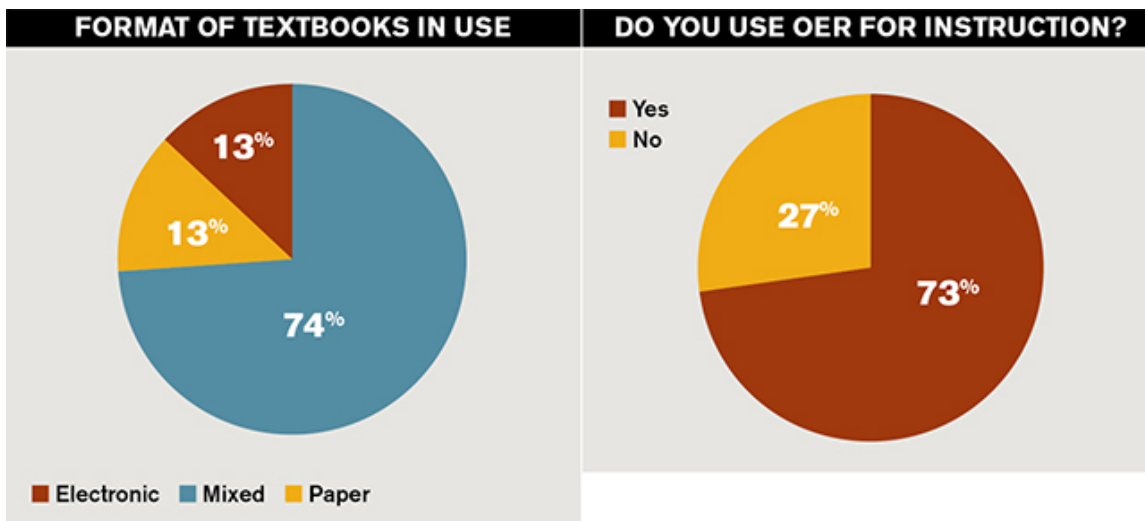
The presence of one technology in the classroom, however, is viewed with mixed emotions by most instructors — and that's mobile phones. About one-fifth of faculty allow the use of phones in their learning spaces (21 percent) and one-fifth don't (22 percent). The remaining 57 percent do allow the phones but with limitations.

The conflicting emotions were summed up in this comment from a liberal arts instructor at a four-year university in Connecticut: "We need a means of blocking use of devices for accessing social media, texting, etc., without blocking the use of such devices for exclusive educational purposes, [such as] taking notes."



Overall, our respondents are putting technology to use a lot in their lecture halls and classrooms. Faculty reported using tech for instructional purposes on average about 62 percent of the time. One in 10 people (11 percent) uses it all the time. A quarter use tech three-quarters or more of the time. We'd bet those instructors are running primarily online courses.

We also wanted to know about how technology comes into play with course materials. Most people in the survey (74 percent) are using a mix of digital and paper-based textbooks for their courses. And a similar number are using open educational resources (OER), taking advantage of the numerous free and low-cost digital materials available for college study.



The full results of the Teaching with Technology Survey appear in the [August/September digital issue](#) of Campus Technology.

## Who Responded

There are a lot of people who play a part or have a vested interest in the use of technology in colleges and universities. But for the sake of this survey, *CT* wanted to find out what faculty thought about the topic, so we targeted our questions to that role within the institution. Everybody else who responded to the survey was eliminated from the results we're sharing with you here.

We were left with 524 qualified participants who held faculty roles. Of those, 69 percent work in public institutions, 23 percent in private not-for-profit colleges and another 8 percent work in private for-profit schools. Seven in 10 institutions (71 percent) run four-year programs; the other 29 percent run two-year programs.

Our typical respondent has spent an average of 21 years in the field. Nearly half of the respondents (49 percent) have 21 years or more of experience working in higher education; the next largest group (33 percent) has between 11 and 20 years.

The respondents come from a gamut of school and college types. The top three most represented are education (19 percent), business (14 percent) and liberal arts (10 percent). Every other discipline has single-digit representation.

The average size of the institution's student body in our survey is 13,886. However, nearly six in 10 respondents work in colleges or universities with fewer than 10,000 students.

Respondents come from almost every state in the union, with particularly high representation from California, Florida, Texas, New York and Ohio, in that order. (We apologize to our Canadian respondents who felt unloved; next year we'll be sure to include your provinces as well.)

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## LAST CALL for "Excellence in Online Teaching" Awards Nominations



The **deadline** for nominations is midnight, **TODAY: October 21, 2016.**



The forms are available here:

<http://www.untDallas.edu/dlit/awards/forms>

Or click the direct links to access the nomination form for each of the awards:

- **2016 Innovative Teaching with Technology Award:**  
[https://unt.az1.qualtrics.com/jfe/form/SV\\_9pr3Y2MfR4WjfsF](https://unt.az1.qualtrics.com/jfe/form/SV_9pr3Y2MfR4WjfsF)
- **2016 Outstanding Online Course Award:**  
[https://unt.az1.qualtrics.com/jfe/form/SV\\_1Sj2ap6NbpeTvn](https://unt.az1.qualtrics.com/jfe/form/SV_1Sj2ap6NbpeTvn)



### If you've been nominated for an award...

You should have received already an email indicating either a student, a peer or a self-nomination was received and you are encouraged to accept the nomination and submit the documentation ASAP. No need to wait until the deadline (**October 31**).

Nominations will be evaluated based on the criteria listed for each award. Please refer to:

<http://www.untDallas.edu/dlit/awards/criteria>

Remember that the **only required document** to be considered for the award is your reflective statement letter. Supporting documentation is **optional** but strongly encouraged for a competitive submission and will only be shared with the members of the Review and selection committee. Length is not as important as quality –provide specifics as to how your nomination meets the award criteria. Please refer to: <http://www.untDallas.edu/dlit/awards/guidelines>

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### Monday Morning Mentor: Arturo

It's a great way for you to start the week!

Join Arturo (for no more than 20-30 minutes max) to discuss and answer questions regarding current issues important to online teaching and learning. This is a great approach to get faculty training in a compact format!

Join from PC, Mac, Linux, iOS or Android: <https://zoom.us/j/323941600>

Or iPhone one-tap (US Toll): +14086380968,323941600# or

+16465588656,323941600#

Or Telephone:

Dial: +1 408 638 0968 (US Toll) or +1 646 558 8656 (US Toll)

Meeting ID: 323 941 600

Monday, October 24, 8:30 AM - 9 AM, virtual (online)



### Abracadabra: De-Mystifying Adult Learning Techniques!

[Track 6: Innovation in Teaching and Learning]

Presenters: Melissa Smith and Maria Chilcote, Managing Partners, The Training Clinic

Still trying to figure out this Adult Learning Stuff? We've got you covered!

With a bit of background and lots of hands-on activities, this session will teach you how to use several easy and quick techniques to make your teaching more fun, interesting and effective by honoring adult learning principles.

Learn to:

- Trigger retention in learning activities
- Sequence activities for impact
- Identify creative and fun activities that appeal to various learning styles

Make adult learning come to life in your sessions. Make your teaching and learning process more interactive, memorable and STICK!

Monday, October 24, 2016 @ 12:00 PM – 1:00 PM, Founders Hall, Rm 127

Send [email](#) to register for this event.



### Thinking Aloud: Introduction to Cognitive Task Analysis for Instructional Design

[A DLIT Instructional Design for eLearning Workshop]

The cognitive task analysis methodology (CTA) can be challenging for some and downright fearful for others when it is time to develop a new course. In this session, we hope to alleviate such fears and present CTA in a less scientific aspect where the focus steers away from the methodology, but on the application of its use. We will introduce the cognitive task analysis and how to put it into practice during the instructional design process.

Participants will also participate in role-play and other interactive “think aloud” exercises to help map out an online task, assessment or project.

Presenter: Cynthia Johnson, Instructional Design Coordinator

Tuesday, October 25, 11 AM—12 PM, Founders Hall, Rm 127

Send [email](#) to register for this event.



# Articles



(Click the images to read the articles)



## [8 Qualitative eLearning Assessment Methods To Track Online Learners Progress](#)

By Christopher Pappas

Source: elearningindustry.com

 Time to read: **5 min**

As the saying goes, "It's not how much you know but how well you know it". Qualitative eLearning assessments help you determine online learners' proficiency and knowledge

mastery. In this article, the author shares 8 qualitative eLearning assessment methods to track online learners' progress.

[Read more...](#)



## [Online Discussion Forums as Assessment Tools](#)

By: Ted Cross, EdD

Source: Faculty Focus

 Time to read: **3 min**

Classroom Assessment Techniques, or CATs, are simple ways to evaluate students' understanding of key concepts before they get to the weekly, unit, or other summative-type assessment (Angelo & Cross, 1993). CATs were first made

popular in the face-to-face teaching environment by Angelo and Cross as a way to allow teachers to better understand what their students were learning and how improvements might be made in real time during the course of instruction. But the same principle can apply to online teaching as well.

[Read more...](#)



## [What I Learned at the Austin Game Conference about Game Creation and Virtual Reality](#)

by Bill Brandon

Source: Learning Solutions

 Time to read: **8 min**

In late September, I attended the Austin Game Conference, which delivered the latest information about game development and virtual reality (VR), augmented reality (AR), and mixed reality (MR). Here are some highlights and tips

from my notes.

[Read more...](#)





## Mark Your Calendars!

- |               |  |                 |   |
|---------------|--|-----------------|---|
| <b>OCT 31</b> | <b>Instagram in the Classroom</b><br>(12 PM - 1 PM) FH, Rm 127   | <b>NOV 3</b>    | <b>Making the Online Connection:<br/>Reach and Engage Students</b><br>(9 AM - 11 AM) FH, Rm 127 |
| <b>OCT 31</b> | <b>2016 Excellence in Online Teaching<br/>Awards</b> —Deadline for nominees to<br>submit award application | <b>NOV 4</b>    | <b>Pulling Learners to Your Content:<br/>How to Make it Work</b><br>(12 PM - 1 PM) FH, Rm 127   |
| <b>NOV 1</b>  | <b>Gamification In Action: Real-World</b><br>(11 AM - 12 PM) FH, Rm 127                                    | <b>NOV 7</b>    | <b>Monday Morning Mentor: Arturo</b><br>(8:30 AM - 9 AM), virtual (online)                      |
| <b>NOV 1</b>  | <b>Picnic Office Hours</b><br>(12 PM - 1 PM), Courtyard  | <b>NOV 7-11</b> | <b>USDLA—2016 National Distance<br/>Learning Week: Events TBA</b>                               |



### Contact Us!

The **Office of Distance Learning and Instructional Technologies** invites faculty and staff to join and participate in our development programs. These events provide an opportunity to network with faculty from other departments, learn new instructional strategies and tools, and become aware of best practices in online teaching and learning. Hope to see you there, and don't forget to register for our workshops and sessions! Please contact us with ideas and suggestions for future events:

Web: <http://www.untDallas.edu/dlit>

Phone: 972-338-5580

Email: [UNTDDistance@unt.edu](mailto:UNTDDistance@unt.edu)



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