Wednesday
Breakout Session A

Technology Facilitating/ideas/issues

PART 1: INTRODUCTIONS

The session began with a warm up activity. Each person was to write one personal/professional/tech success and share with a partner.

People shared what they learned about his or her partner.
Several reoccurring technology successes:
--looking for ways to enhance teaching
--several concerns with professional career: limited resources, time, money, and people are issues that are challenges they have to deal with on a daily basis
--many people have developed online courses to supplement their classes in a variety of ways
--several people are still novices when using a computer

The warm-up activity was intended to identify interest levels, see what is going on in the system, help with collaboration, identify novice and experts when considering computer abilities, and establish a community.

PART 2: OVERVIEW OF SESSION

What is it you want your students to learn?
Define/rank critical issues related to best practices.
Four areas: engaging faculty, development of infrastructure, support for professional development, and web content development

Questions posed: How are issues changing? What is the process by which they change?
What are today's technology issues? In a perfect world, what technology would be nice to have? An example of an

emerging technology: digital paper. What would the impact be if this were implemented?

Resource sharing, Merlot project, national, design a content module so other people can use it...find online lesson on subject you need to incorporate into your teaching modules. Plato system is similar, catalog of lessons.

PART 3: DISCUSSION

Faculty are resistant to new technologies. How do you get them to go along and learn new technology? How do you surpass this problem? Does this have to do with the funding? Can you make funding available to all people to encourage people to learn new technologies?

Does everything have to be webbased to work with your children? This practice is becoming more and more standard, the broader it is the more difficult it can be. When trying to utilize teaching and learning with technology you can't get faculty to use video how do you get them to use the web?

Most people instantly think that technology means "computer". Tech is broader than just the use of the computer. An example is the use of a high definition TV, it can be used as a "technology". It is interactive. You have to think of technology in a different sense and redefine its uses.

Teleconferencing is becoming popular. It can be connected with other universities and brought into specialists to teach courses, you can video your coursework and archive it, giving instructors a chance to expand their scope.

***What will it take for faculty to put their content online? There is more competition between programs, causing less collaboration. Is there a benefit to putting content online, limiting content online, making textbooks available online?

Does this violate copyright laws, cause problems? What about those teachers that are not yet tenured? There are no rewards or benefits to putting information online.

If you log the activity of how much your information is being used in a database, you can find out if every one is using it or is it not being looked at? Who has ownership of this information; does the university have rights to your knowledge?

***Reward systems. Looking for ways to help deal with this problem

If you put your information on the web it is a basic assumption that it is public. There is an issue of authorization. You can give it to who you want to read it and learn from it.
Can you contain your information for only those you want to see it? Will you be competing with other schools if you limit who you let see information? Is this a problem, if you allow or don't allow access of your info to competitors?

Have to think about what ought to be and what is. In order to move on and continue with the ownership issue you have to solve the problem first. Can you pull it off at a state level and share your resources within the state for online delivery and in class delivery?

***What is scholarship and how is it defined? To be promoted, within profession, is it an issue?

University of Phoenix has proved that failures do occur when trying to incorporate new ideas. Their failures may be attributed to instruction that is not appropriate for the web. There are certain things you can't teach over the web. Have to think about what you are teaching and what technology you are going to teach with. What can you do with a computer that you can't do in the classroom?

Are we technology training or we liberal arts training? Do we want someone who has a liberal arts education that can contribute to society or one that is specifically trained in Microsoft?

***We are trying to create news ways to use technology, not trying to teach technology. When it comes to education, we are constantly trying to upgrade our current computers, and going after the next best thing. Text based good information is still a good way to teach, we need to get a hold of the technology we have now.

Consider enhancing the instruction. What about the student that do not have access to a faster computer, etc. There is a gap that exists. How can we keep a constant to help equalize? Have to make a commitment. Who is this technology for?

Problems arise when preservice teachers go into school systems that do not have the connectivity available. Business or industry is not around to help out.

Students attend schools that have the computers at school, but what happens when the student has to complete assignment at home, but does not have access outside the classroom? There is a digital divide between the universities as well---as well as each program is divided.

***People have to rethink what technology is used for. The more the faculty has to keep up with, the more time is required. How much is content based? Is there a trade off, becoming technology savvy or staying current in your field.

With technology facility teaching, the faculty has to want to do it and has to ask how to do it. They need the resources. What is the minimum I can do my best? They need to have a resource person to go to.

Has to be content driven. You need to look at the content and find out how you can better teach the information. What tools can I use to get curriculum across? So they can use these practices once in the classroom. Who are trying to reach?

Faculty has to think about how and why what they are teaching when thinking about using technology in their lessons. They have to think about different ways of delivery. Does the delivery match with their students? The faculty has hard time dealing with this, due to not being trained. Have to incorporate training that they never had. How can I make teaching easier for you?

Things have to be fundamentally done in order for faculty member to embrace technology. To make sense of what are better ways to teach. Faculty need support.

TLT service not an IT service.

Need to take the time to collaborate.

Support has to be provided to benefit educational strategies in the classroom.

The digital divide, there are a lot of parts and a lot of people that are being left behind. The faculty is the same, generationally speaking as well. UNC has responsibility to those that are being left behind.

We need access within the UNC system. We need to give resources to close the divide. Investors want to know how you are capitalizing on this investment?

Need to make public aware of what is available.

What do we expect as outcomes? How do they know how to analyze the technology? You have to have some critical thinking skills in order to do this. You have to help the students deal with these technologies. You have to get them to think that everything is not on the web. The Internet does not contain all the knowledge in the world. You want to make them truly understand what the Internet is about.

John Seely Brown: You need to focus on critical thinking skills. There is too much emphasis on technology.