

Using Technology and Collaboration to Engage Students

Oct. 26th to Nov. 13th, 2009

“When I taught a business communication class, I did a whole unit on good vs. bad uses of PowerPoint because I think the trend (not only in education, but in the whole world) is to put all of one’s information of the slide, then read it, which is a terrible, terrible way to communicate.... I do think that PowerPoint can be used effectively if it is made more interactive, like those instructors who incorporate ‘clicker’ questions with it or do other activities such as game shows, but I think it is often used as a sort of lecture crutch. (As in, ‘I’m projecting my lecture notes against a colorful background; therefore, I’m not “just lecturing” my students.’)”**Shanie Latham**

“Love love love the idea of requiring students to post feedback /after/ each lecture. If I’ve learned anything from COL 101, it’s that students learn best when they review/process material from class immediately afterward.” **Bryan Peters**

“I’ve found that the students at JeffCo benefit more from the interaction than the straight lecture, and in most cases interaction works even better than group discussion.” **Bryan Peters**

“I see the use of technology as another avenue for student involvement. As I stated earlier, I think having students use Blackboard for posting of notes would be a great benefit for students. I could even see each group posting a summary of their discussions on topics in Blackboard for others to read.” **Terry Kite**

“I will try to implement the concept of wikis next Spring 2010 in my Beginning Algebra class since this is a tool, that I have never used before in my Math classes....I even like the concept of introducing a problem/case based algebraic scenario that students could collaborate on in the wiki section.” **Niares Hunn**

“I agree that posting skeleton PowerPoints to the Blackboard course page before they are used in class is a good idea. Students can print out pages to use for note-taking during class. This allows students to begin to comprehend the content as it is presented, rather than furiously trying to copy down information word-for-word. Leaving important information out of the PPT posted to the course page and having students apply the information during class ensures that students will still attend class.” **Sandy Frey**