11-2013

Integrating Interactive Technology to Promote Learner Autonomy: Challenges and Rewards

Marie A. Hulme
Sacred Heart University, hulmem@sacredheart.edu

Jaya Kannan
Sacred Heart University, kannanj@sacredheart.edu

María Lizano-DiMare
Sacred Heart University, lizanom@sacredheart.edu

Pilar Munday
Sacred Heart University, mundayp@sacredheart.edu

Recommended Citation

Hulme, Marie et al. "Integrating Interactive Technology to Promote Learner Autonomy: Challenges and Rewards." Sloan-C 19th Annual Sloan Consortium – International Conference on Online Learning November 2013, Lake Buena Vista FL, The Conference, 2013. ISBN 9781934505175 (online)

Integrating Interactive Technology to Promote Learner Autonomy: Challenges and Rewards
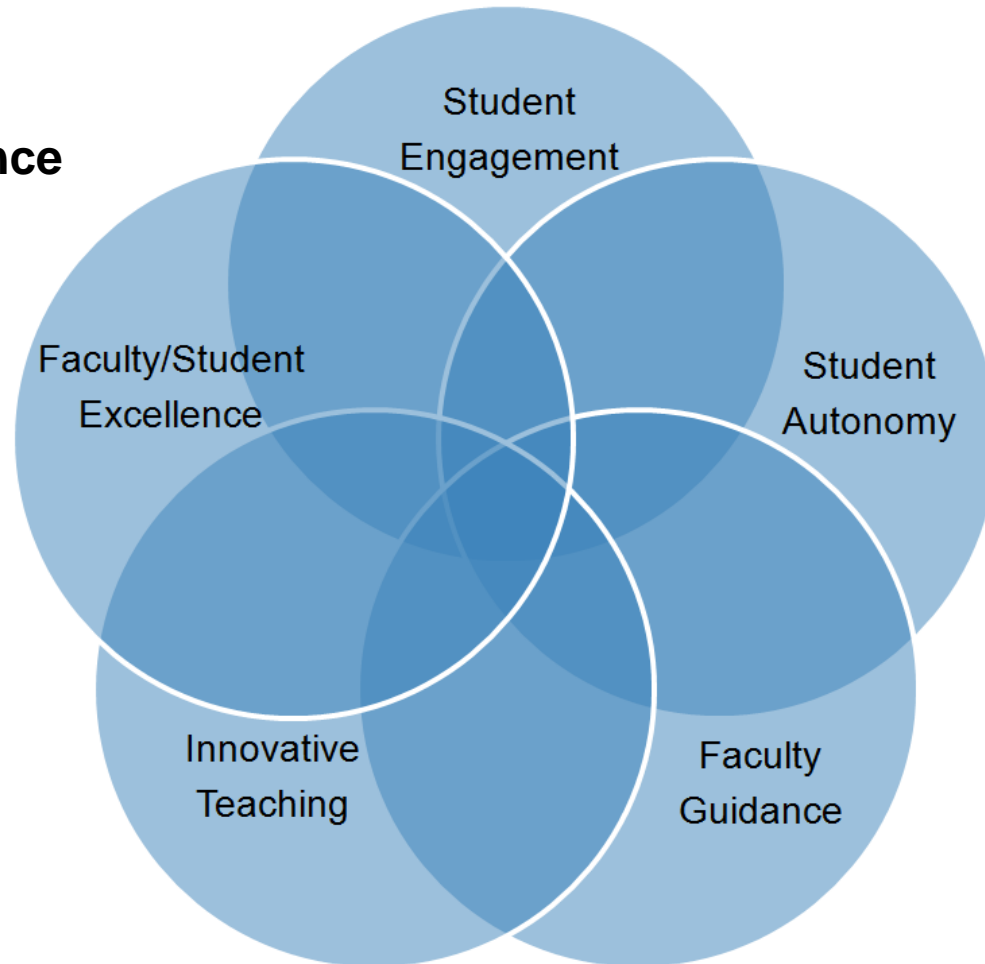
Marie Hulme, M.A., M.A.T., – Director, SHUsquare
Jaya Kannan, Ph.D. – Director, Digital Learning

María Lizano DiMare, Ed.D. – Associate Professor, College of Education
Pilar Munday, Ph.D. – Associate Professor, College of Arts and Sciences

Sacred Heart UNIVERSITY

SHU Strategic Plan

Goal 1:
Academic Excellence

Student Engagement

Faculty/Student Excellence

Student Autonomy

Innovative Teaching

Faculty Guidance

Challenges of Teacher Preparation Programs

In the context of digital learning:

- Educational technology skills of faculty and pre-service teacher candidates
- K-12 curriculum expectations regarding educational technology
- Educational technology in the ever-changing world

Challenges of Teacher Preparation Programs

66% of principals would like new teachers to create/use video, podcasts; 44% of aspiring teachers say they are learning this skill.

45% of principals want new teachers to incorporate student-owned mobile devices into lessons; 19% of aspiring teachers say they know how to do this.

45 % of principals want new teachers to use social media in their instruction; 25% of aspiring teachers know how to do this.

25 % of principals want new teachers to teach online; less than 10 % of pre-service teachers are learning this skill.

Source: Survey Data by © 2013 Project Tomorrow®

Rewards of Teacher Preparation Programs

Issue

- **Increase faculty educational technology skills**

Connectivist Learning Principles

- Learning and knowledge rest in diversity of opinions
- Learning is a process of connecting specialized nodes or information resources
- Learning is relevant to the learner/faculty

Strategies

- Digital Learning College Initiative
  - ❖ Incentives for faculty
  - ❖ Peer to peer digital faculty mentoring
  - ❖ Faculty prior knowledge
  - ❖ Environment for experimentation and creation
  - ❖ Application of knowledge from multiple fields
  - ❖ Knowledge sharing

Rewards of Teacher Preparation Programs

Rewards of Teacher Preparation Programs

Issue

- **Increase pre-service teacher candidates Ed-Tech skills**

Connectivist Learning Principle

- The development of connections among fields is a core skill
- Learning is a social and interactive process in which networking and sharing ideas among individuals is essential for knowledge construction

Strategies

- Provide myriad of courses in which pre-service teachers use and integrate educational technology skills
- Develop authentic K-12 materials based on the use of a technology
- Address multiple modalities of learning through the use of online and digital tools
- Provide opportunities for pre-service teacher research

Mobile Technology Magazine

ADDRESSING THE NEEDS OF EDUCATORS INTERESTED IN MOBILE TECHNOLOGY INTEGRATION.

Products News

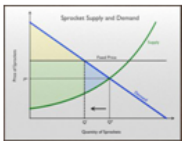**Key Words:** Teacher's Best Graphing Tool

Product Name: OmniGraphSketcher

Company: The Omni Group

Price: $14.99

URL: http://www.omnigroup.com/products/omnigraphsketcher-ipad/

Product Description: With this product you can create your own graphs within seconds. Teachers can create different graphs, and not take minutes or hours to create one. It is perfect for science teachers especially when the students are working with experiments and creating their own graphs. The teacher can put everyone's data on one graph for all to see. You can import data from anywhere to create wonderful graphs to use. You can shade areas of graphs, create labels, graph titles, lines, curves, and even make the lines and shading different colors. You can even import your data from other Apple Products, like Numbers©. You can save your graphs, share them over email, or even print them to a PDF to share with your students. The app is easy to use, requires only 6.9MB of storage, and support is on the website listed above under URL. Any questions or concerns can be answered through the same website.

System Requirements: you need to have an iPad or iPad 2 for this device to work. It will not work with an iPhone, iPod, or iPod Touch. The program also requires iOS 4 or later software

Classroom Integration Ideas: This product could be used in all grades, especially in middle school and high school. In math, there are a lot of graphs and equations that students can graph. When students are working with parallel lines, they all can create their own version of a line. Then, all lines can be shown on a graph to show the students how many possibilities there are. The same can be done with perpendicular lines. Also, when wanting to explain concepts, like shading, what a parabola is, or anything else, you can use the product to show students what the concepts are. You can even draw on it to show slope, intercepts, where graphs meet, and more. After creating graphs, you, as a teacher, can print off the graphs and place them on your classroom walls. This way students can see their work on display and refer back to the information when they need to.
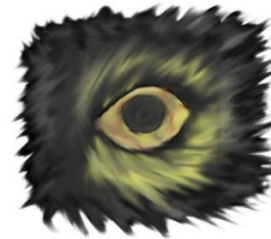
Reviewer Team: Student 1
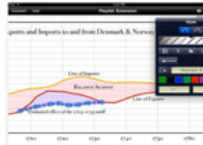
All pictures were taken by the reviewer on their computer using the print screen key.

February 14, 2012
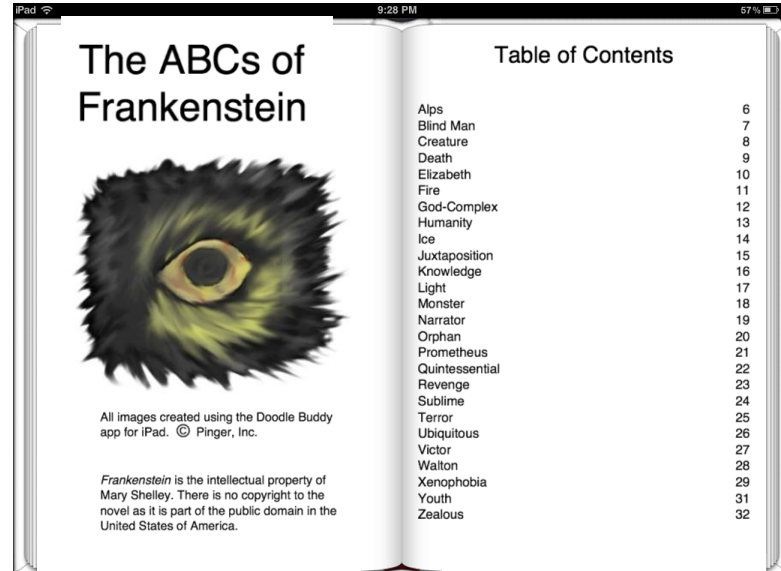
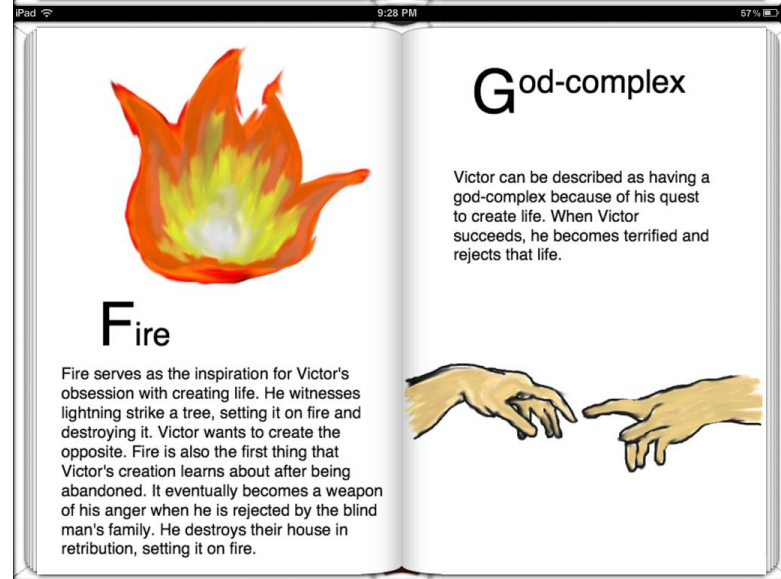
The ABCs of Frankenstein

All images created using the Doodle Buddy app for iPad. © Pinger, Inc.

Frankenstein is the intellectual property of Mary Shelley. There is no copyright to the novel as it is part of the public domain in the United States of America.

Table of Contents

Fire

Fire serves as the inspiration for Victor's obsession with creating life. He witnesses lightning strike a tree, setting it on fire and destroying it. Victor wants to create the opposite. Fire is also the first thing that Victor's creation learns about after being abandoned. It eventually becomes a weapon of his anger when he is rejected by the blind man's family. He destroys their house in retribution, setting it on fire.

God-complex

Victor can be described as having a god-complex because of his quest to create life. When Victor succeeds, he becomes terrified and rejects that life.

Written and Illustrated by: Ms.

Rewards of Teacher Preparation Programs

Issue
- **Ever changing nature of educational technology**
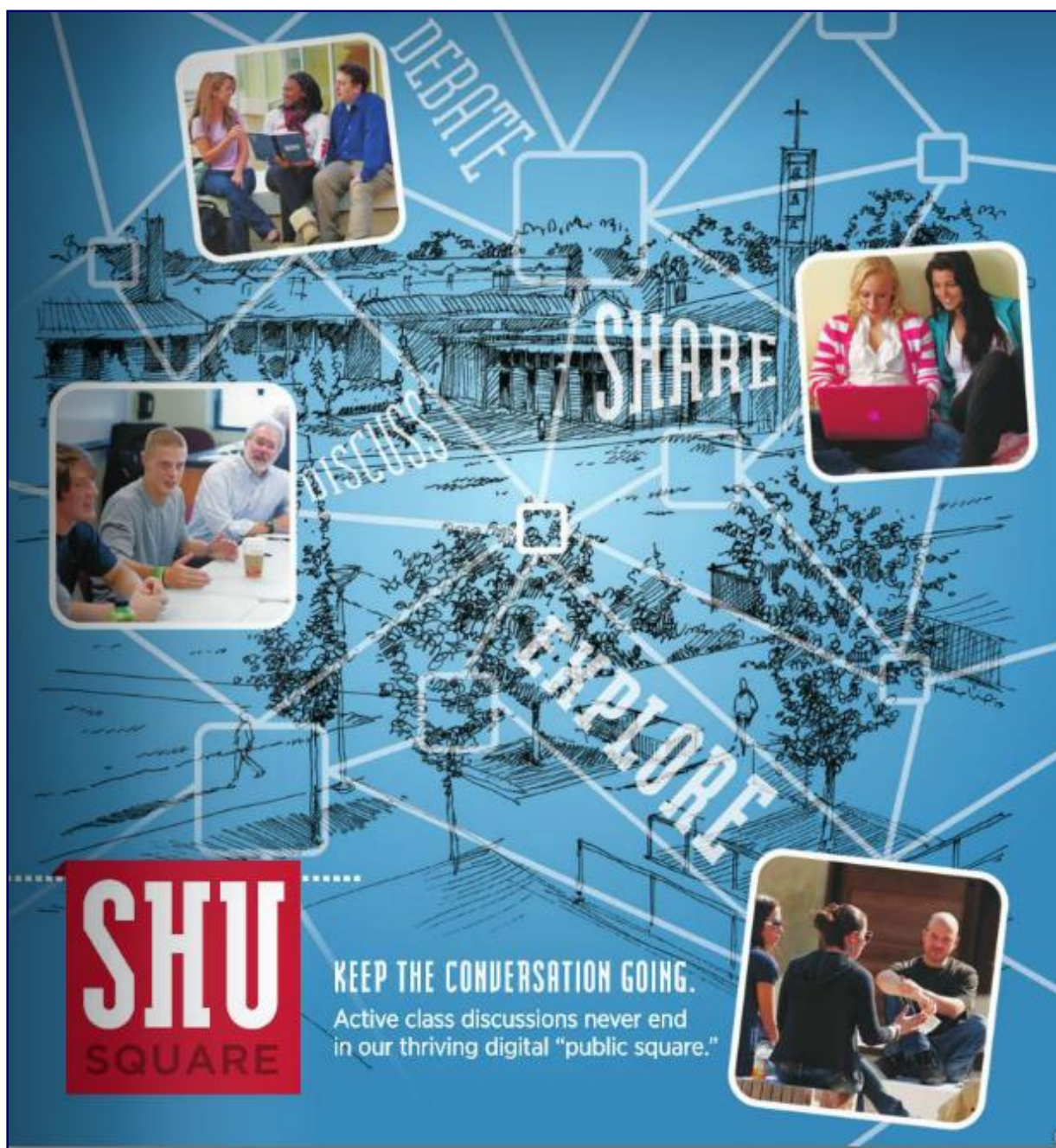
Connectivist Learning Principle
- Knowledge base changes rapidly the intent of the connectivist learning activities is for the learners to be up-to-date

Strategies

- Interactions among faculty from various departments and universities
- Belong to a network of learners
- Reusable tools and assessments
- Time management

SHUsquare

A Networked Community of Learners

What it Does
How it Works
Why it Matters

Richmond, a member of the American Sports Stories seminar, has enjoyed her SHUsquare experience. "It's a great opportunity to continue the discussion started in class with the dean and with other students. You get viewpoints that you wouldn't hear just in class," she said. "It's a chance to continue learning even after class ends. We start the discussion in the seminar, but then we continue with a wider audience on SHUsquare."

Twitter
Mentioned by @shusquare: Dr. Erdheim has posted a new video on excellence!

"Tools that enable a rich interaction between different communities, such as interdisciplinary discussions across seminars, are essential to cultivate curiosity, reflection and collaboration."
Marie Hulme

What it Does
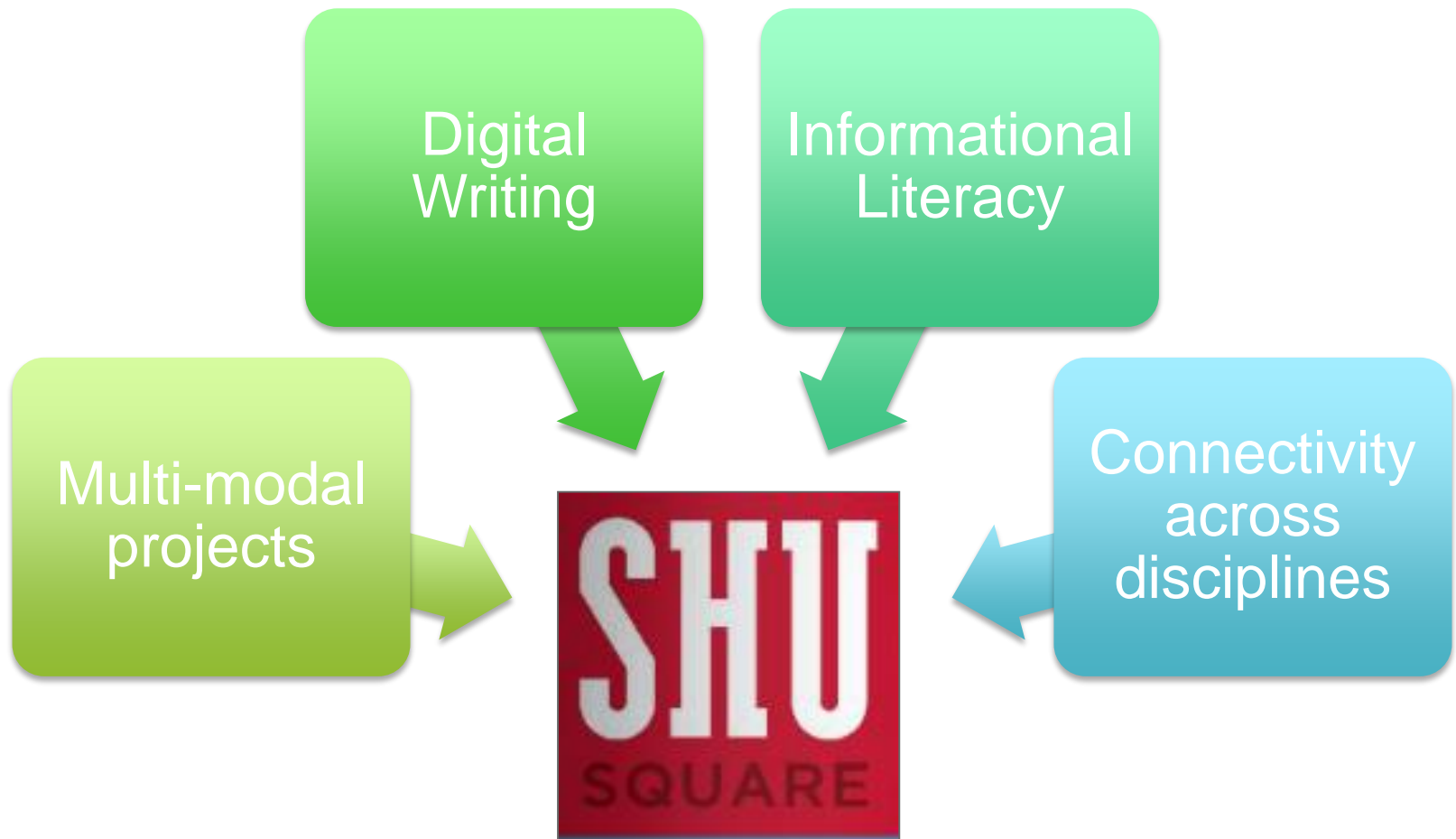
Digital Writing

Informational Literacy

Multi-modal projects

SHU SQUARE

Connectivity across disciplines

How it Works

URL: http://shusquare.sacredheart.edu

Why it Matters

Transformational v. Informational Learning

- Connection
- Collaboration
- Creativity
- Integrated/interdisciplinary learning
- Relevancy to students' world and to global community
- SHUsquare Video:

http://www.youtube.com/watch?v=02o6KZ_MuQ4

Twitter as a Tool for Foreign Language Learners

→ Read authentic language

→ Practice writing

→ Observe culture

→ Follow their interests

Twitter as a Tool for Foreign Language Learners

Twitter as a Tool for Foreign Language Learners

Students are asked to "introspect" on their learning through a weekly form

Based on: Thanasoulas, Dimitrios. "What is learner autonomy and how can it be fostered." *The Internet TESL Journal* 6.11 (2000): 1-12.

Tweets semanales - Otoño 2013

Recuerden que tienen que escribir al menos 10 tweets, incluyendo un @reply y un RT a la semana.
* Required

Apellido *

Nombre *

¿Cuántos tweets escribió esta semana? *

¿Con quién conversó? *
(Con quién usó un @reply)

¿A quién Retuiteó? ¿Por qué? *

¿Aprendió nuevo algo de español esta semana?¿Practicó el vocabulario aprendido en clase? De un ejemplo *

Twitter as a Tool for Foreign Language Learners

Do you feel it is a good way to practice vocabulary?

Not at all   Yes, definitely
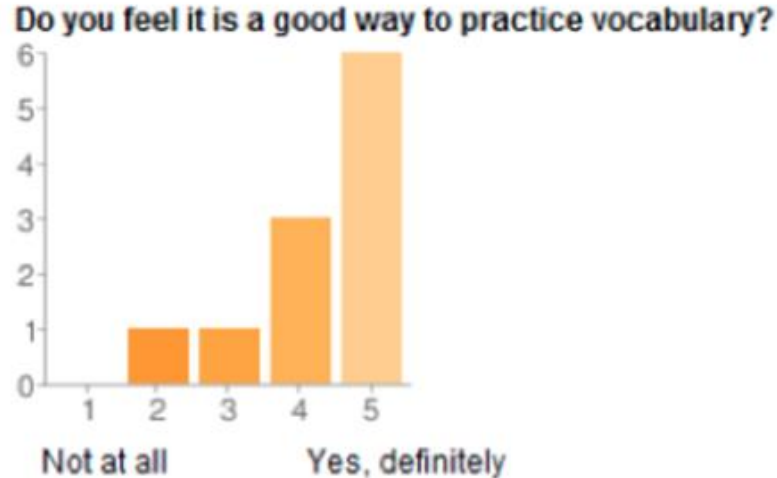
Why?

Because **just memorizing words isn't enough**, applying them to real parts of your day helps the words to stick in your head forever, not just for a quiz.

Twitter is something that **relates to our life** since it is similar to other **social networking sites** and it was **easy** to use.

I was able to see the different ways vocabulary words were used and **seeing it from someone else's perspective** and not just mine was very helpful.

Twitter as a Tool for Foreign Language Learners

Did you like using Twitter this semester?

(Bar chart with values 1–5 on x-axis, 0–5 on y-axis. Bar at 3 reaches 1, bars at 4 and 5 reach 5.)

Not at all   Very much so
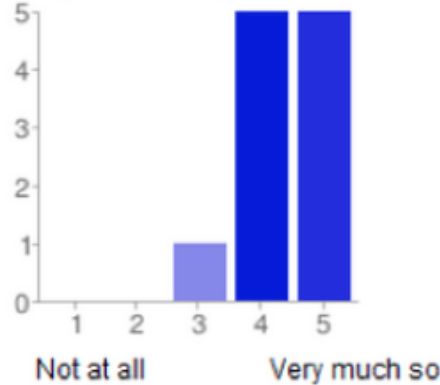
Why?

I liked twitter because it allows you to **incorporate Spanish in your every day life**. It is easy to manage and really does help with your Spanish and using the vocabulary from the class.

I like it because it was a way to **continue thinking in spanish** outside of the classroom. Instead of only talking in spanish for 2 1/2 hours a day, it was continued throughout the week

I enjoyed Twitter because it was an **easy way to contact** my classmates and the professor. It also allowed me to practice my Spanish outside of the classroom and with my classmates. Twitter was also easy to use and I **recommend it for other Spanish classes** or just regular classes so that they can contact one another.

Twitter as a Tool for Foreign Language Learners

Autonomy is about removing the barriers between learning and "the rest of living"

Little, D. (1991). Learner autonomy: Definitions, issues and problems. Dublin: Authentik.

Photo: http://www.flickr.com/photos/ilse/3389565299/

E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course

SHU
Strategic Plan

"a structured, mission-driven student development plan that intentionally educates the whole person within a campus-wide living and learning community and is a seamlessly integrated extension of classroom learning."

Independent Learner

Holistic Learning

Connected Knowing

E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course

Learning Objectives | Structure of E-portfolio | Digital Pedagogy
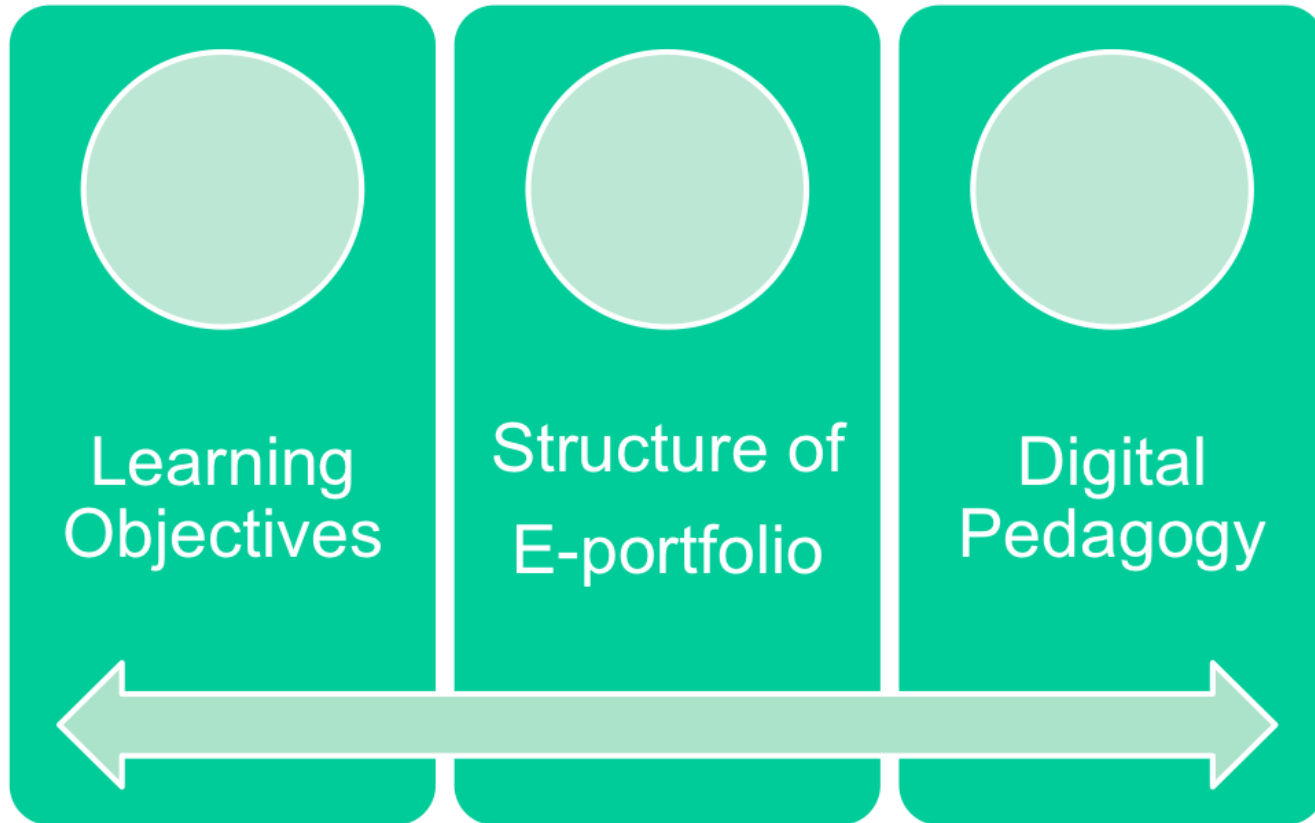
Art of Thinking: Developing Habits of Learning

E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course


```
My Profile ─┬─ CT Concepts ─┬─ Videos
            │                └─ Reflections
            └─ Making Connections ── Vocabulary
```
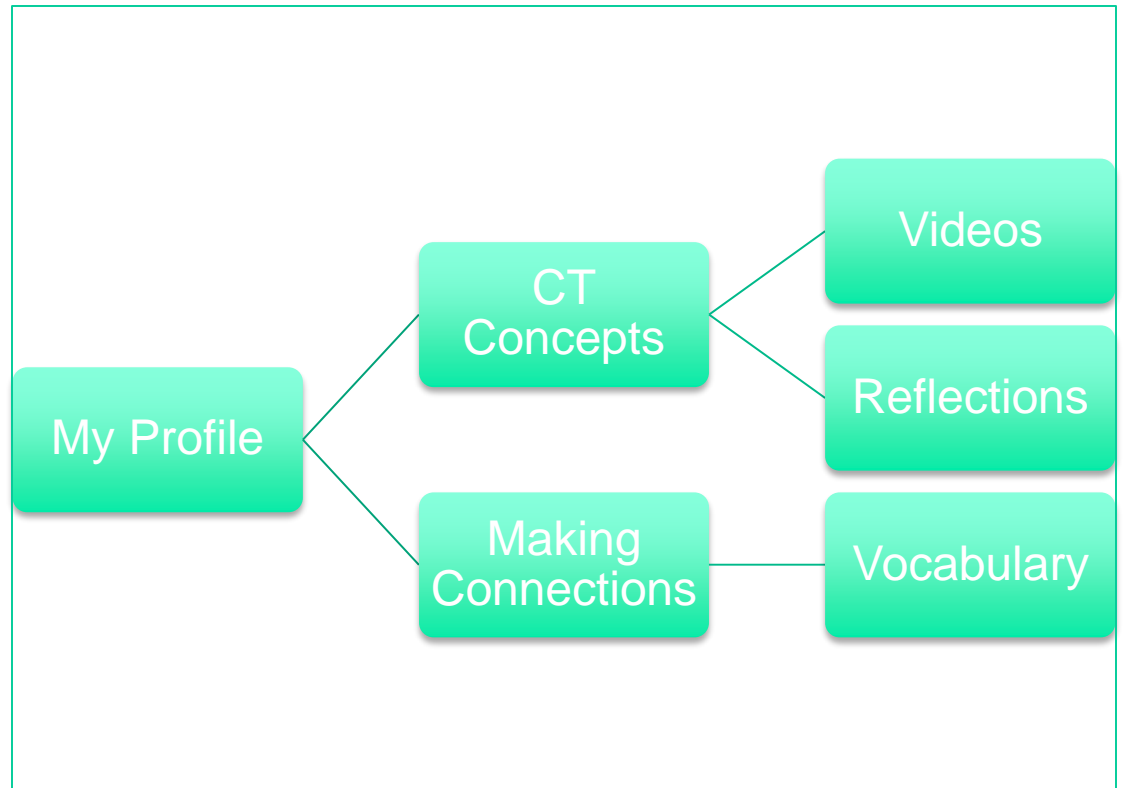
The Self as a Detached Observer, Connected Knower

E-portfolios to build Self-Efficacy
in a Freshman Critical Thinking Course

Art of Thinking
Mapping my Journey as a Critical Thinker

| My Profile | CT Concepts | Reflections | Making Connections | Video Journal | Vocabulary |

Cognitive Bias

Link to the article
http://campaignstops.blogs.nytimes.com/2012/10/01/ordinary-lies-damn-lies-and-the-debates/?ref=opinion

I believe that this article is very relevant due to the time of year. Every four years, we are granted the opportunity to vote for who we would like to be our president (of course only if we are 18). This year especially is very important in politics due to the fact that we are in the midst of a recession. The presidential election is always surrounded with controversy. Each candidate has a strategic plan in order to bash the character of the other. The conclusion that I found in this article is when Adam Clymer says, "In a campaign that features some of the most dishonest television ads in history, President Obama and Mitt Romney have been more circumspect about what comes out of their mouths than what is shown before or after they identify themselves and say "and I approve this message." " He says this because he believes, just like many others, that they are constantly lying and that they are not up to date with their facts. I believe that this article shows a belief bias. I think this because the conclusion is highly believable. In today's society, we find ourselves second guessing everything that comes out of politicians mouths because there have been so many scandals. This is very believable because they want to win the presidency so they will do anything to achieve this goal.
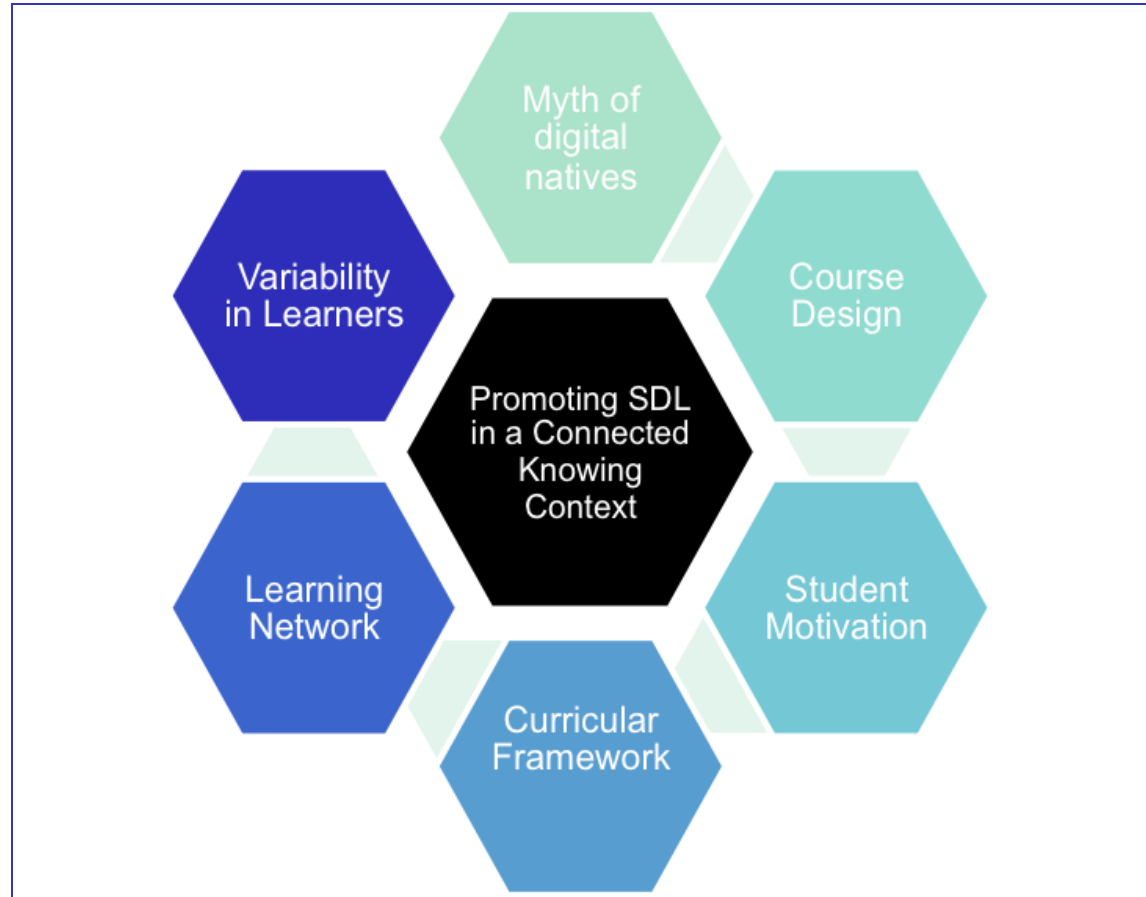
E-portfolios to build Self-Efficacy in a Freshman Critical Thinking Course

Copyright image, thanks to http://us.123rf.com/

the File Drawer Effect

Myth of digital natives

Variability in Learners

Course Design

Promoting SDL in a Connected Knowing Context

Learning Network

Student Motivation

Curricular Framework

References

Antenos-Conforti, E. (2009). Chapter 4 Microblogging on Twitter: Social networking in intermediate Italian classes. (A. Lord & L. Lomicka, Eds.) *The next generation social networking and online collaboration in foreign language learning*. CALICO. 59-90.

Candy, P. C. (2004). *Linking thinking: self- directed learning in the digital age.* Australia, Department of Education, Science and Training (DEST). Retrieved from http://www.voced.edu.au/docs/dest/TD_AG_80_02.pdf

Jarche, H. (2013). *Personal knowledge management.* Retrived from http://www.jarche.com/wp-content/uploads/2013/03/PKM-2013.pdf

Kop, R. (2011). The challenges to connectivist learning an open online networks: learning experiences during a massive open online course. *The International Review of Research in Open and Distance Learning,12*(3).

Kop, R., & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past? *The International Review of Research in Open and Distance Learning, 9*(3).

Little, D. (1991). *Learner autonomy. 1. Definitions, issues and problems*. Dublin: Authentik.

References

Oxford, R. L. (2003). Toward a more systematic model of L2 learner autonomy. In D. Palfreyman & R. C. Smith (Eds.), *Learner autonomy across cultures: Language education perspectives*, 75-91. Basingstoke: Palgrave Macmillan.

Partnership for 21st Century Skills. (2013). *Framework for 21st century learning*. Retrieved from http://www.p21.org/overview/skills-framework

Pierce, D. (2013, February 7th). *Aspiring teachers ill-prepared to use ed tech effectively. Teacher preparation programs aren't meeting the expectations of K-12 principals, a new report suggests*. eSchool News. Retrieved from http://www.eschoolnews.com/2013/02/07/aspiring-teachers-ill-prepared-to-use-ed-tech-effectively/?ps=118746-0013000000j0TKX-0033000000q5ntC

Sacred Heart University. (2013). *Strategic plan 2011-2016*. Retrieved from http://www.sacredheart.edu/aboutshu/universitystrategicplan/

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning, 2*(1). Retrieved from http://www.itdl.org/Journal/Jan_05/article01.htm

Thanasoulas, D. (2000). "What is learner autonomy and how can it be fostered".*The Internet TESL Journal, 6*(11),1-12.

Marie Hulme

Marie Hulme is the developer and Director of the virtual public square project, SHUsquare, as well as an instructor of English, at the College of Arts & Sciences, English Department, Sacred Heart University.

She has a B.A. In English from Smith College, an M.A in English and American Literature from N.Y.U., a Master's in the Art of Teaching from SHU, and is currently pursuing her MFA in Creative Writing at Fairfield University. Previously she worked as a journalist for ABC News in London. Her non-fiction work has won national recognition and she is currently at work on her first novel.

Email: hulmem@sacredheart.edu

Jaya Kannan

Jaya Kannan is the Director of Digital Learning at Sacred Heart University. She has a PhD in Computer Assisted Language Learning and more than 15 years of international teaching and research experience in the higher education setting.

In addition to managing a five year Title V federal grant, she has administrative experience running Teaching and Learning Centers. Her recent research interests involve the study of self-directed learning and the role of affect in the digital learning environment.

Email: kannanj@sacredheart.edu

María Lizano DiMare

María Lizano DiMare, Ed.D., is Associate Professor of Educational Technology at the Isabelle Farrington College of Education, Sacred Heart University.

Dr. Lizano DiMare's research interests include the use of emerging technologies in education, digital learning, global education, the development of university-community initiatives, and the infusion of languages within the curriculum.

She has worked in Latin America integrating educational technology programs in public and private educational sectors. She is fluent in English, French, and Spanish; and also has working skills in German and Italian.

Email: lizanom@sacredheart.edu

Pilar Munday

Pilar Munday, Ph.D., is Associate Professor of Spanish at the College of Arts & Sciences, Spanish Program, Foreign Languages and Culture, Sacred Heart University.

Her research interests include the use of technology in the teaching of foreign languages, project based learning and the integration of culture in the classroom.

Email: mundayp@sacredheart.edu