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# The Power of Procrastination: Blending Technology, the Creative Arts and Learning


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# The Power of Procrastination

Krista Carter, M.Ed.  
Dr. Michael Thompson



# Today's Discussion

1. Our journey blending learning with technology and integrating the creative arts with our curriculum.
2. Steps involved in redesigning existing course into blended learning.
3. Structuring the successful blended course

# What's wrong with students today?



Barber 2007; Cooper & Robinson, 2000; Geske, 1992

## Traditional “Good” Teaching



# Innovation



# Research




# Common Ground

Definitions:

- **Traditional**- Face-to-face course.
- **Web Enhanced**- Has a course website or some instructional activities online, these supplement but do not replace face-to-face coursework.
- **Blended**- Course that blends online and face-to-face delivery. Substantial proportion of the content and learning activities are delivered online and with reduced f2f class time. The proportion of content delivered online is about 30%.



- 
- **Accelerated classes**- blended classes that alter the academic calendar where f2f activities are reduced by about 70%.
  - **Hybrid**- Online course with some face-to-face time. Typically posited with more than 80% online learning and 20% or less in face-to-face class time.
  - **Online**- 100% of learning activities occur online.



Online Teaching  
Design and Development  
by Axio Learning

Kansas State University's  
Office of Mediated Education



# Denver Center Theatre Academy

at the Denver Center Theatre Company

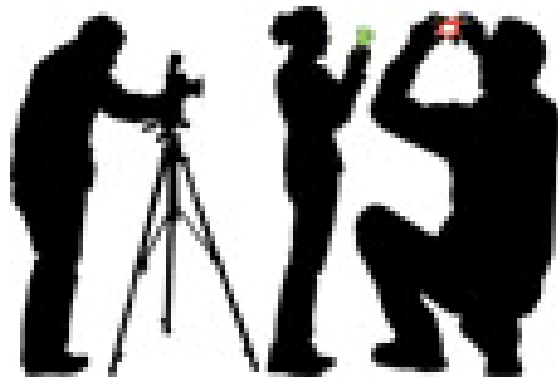




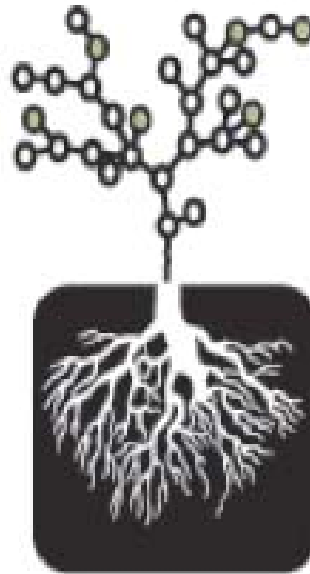
# Lighthouse


WRITERS WORKSHOP





CENTER  
for DIGITAL  
STORY  
TELLING



listen deeply  tell stories



*iStep*

*instructing  
Students with  
technology for  
educational  
progress*



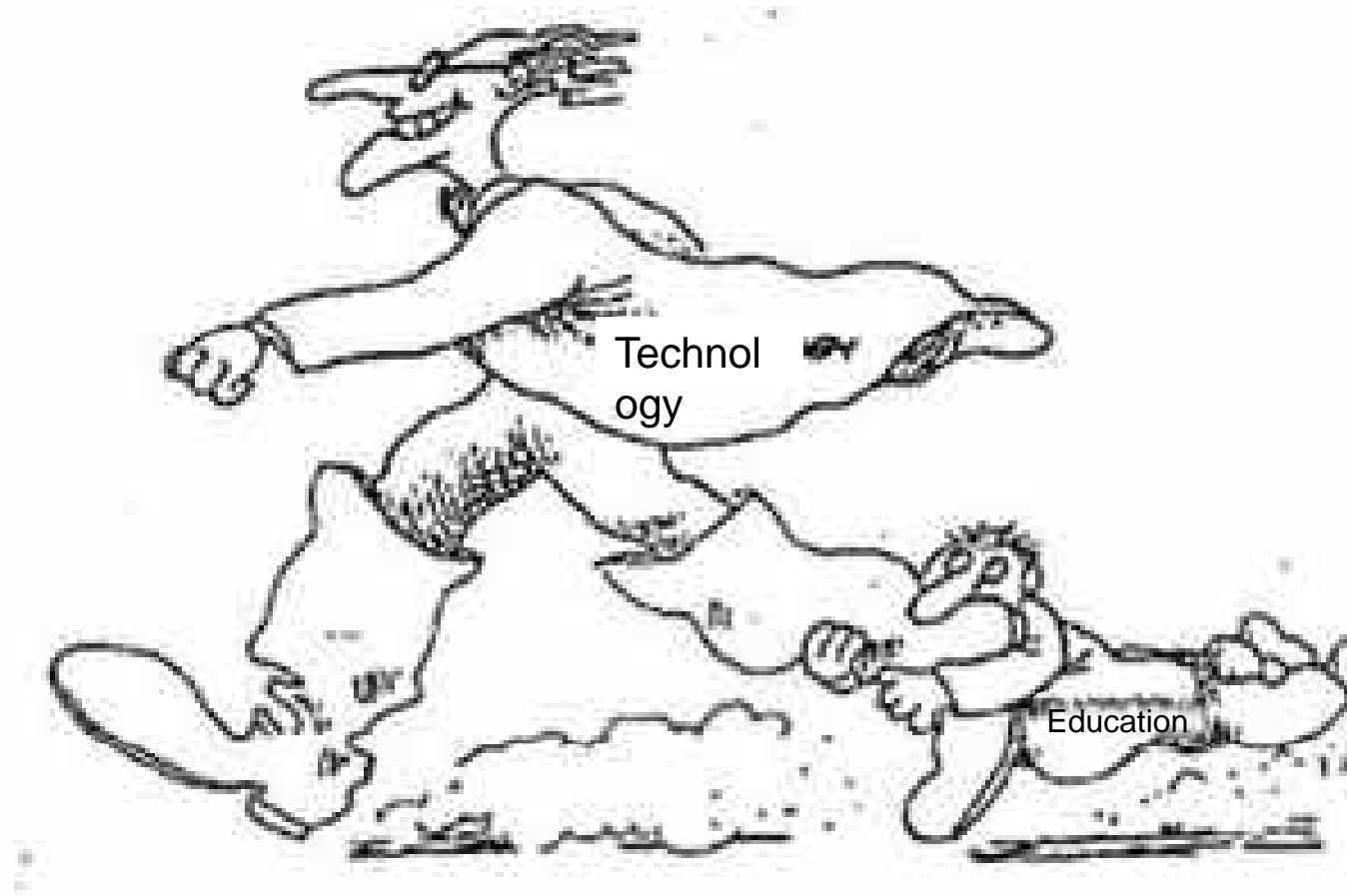
engaged students and capable learners



# Original iProfessors



# Technology is a supplemental tool





*'Would you tell me, please, which way I ought to go from here?'* *'That depends a good deal on where you to get to,'* said the Cheshire Cat.



## Higher Order Thinking Skills

Evaluation

Synthesis

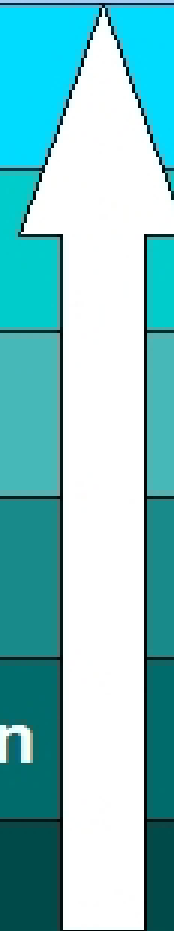
Analysis

Application

Comprehension

Knowledge

Lower Order Thinking Skills





## Blended Design:

1. Creating ways for students to learn **BEFORE** class
1. Creating ways for students to learn **DURING** class
1. Creating ways for students to learn **AFTER** class

# Accelerated model integrating the creative arts for f2f



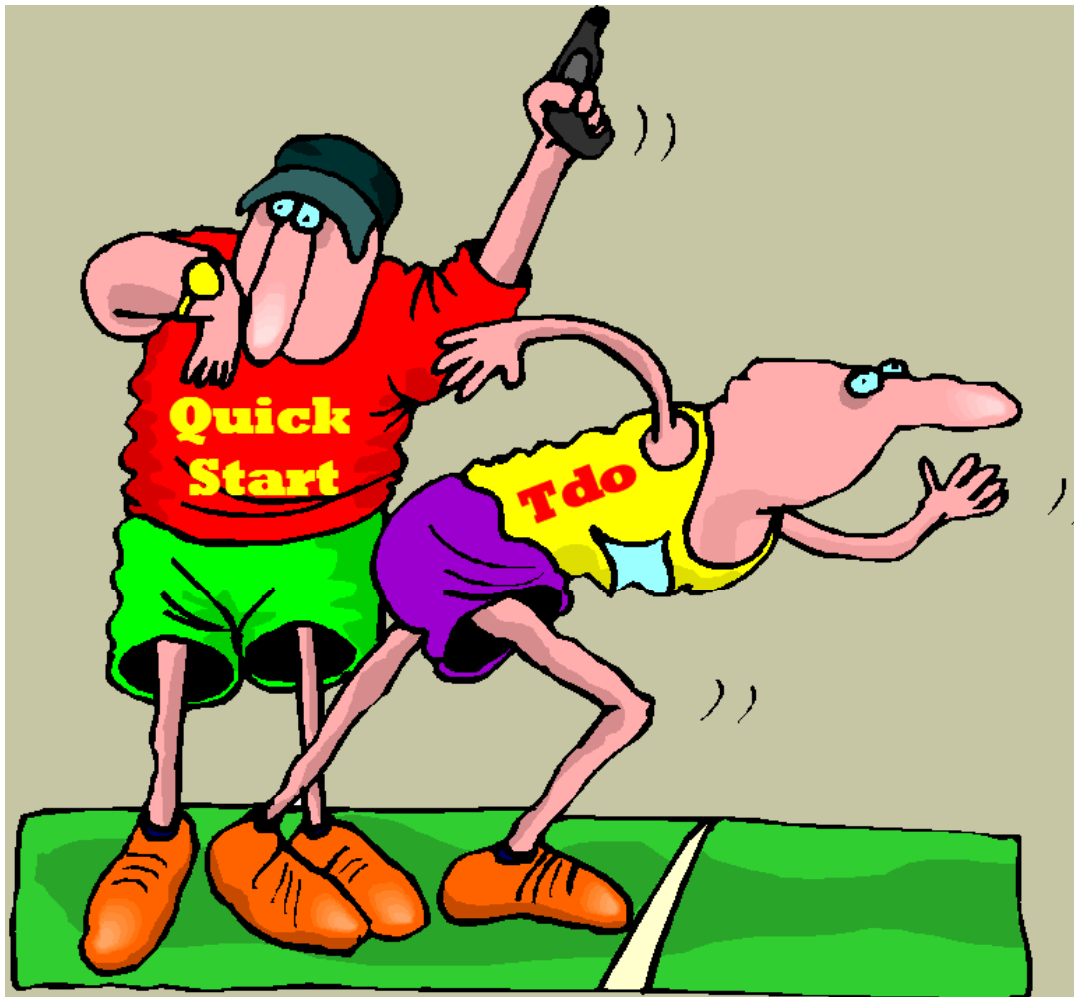


## Before Class...

- Utilize technology to leverage students interest
  - Audio cast or video cast (2-3 minutes)
  - Animations
  - Class Guide: PowerPoint slides for students before class.
  - Interactive web activities
  - Pre-class writing assignments: short essays
  - Homework problems or case studies



Faster, but slower still ....





# Activities before class...

- Warm ups
- Enrichment pages
- Stand alones



# Face-To-Face During Class

- Activities and Interaction
- Engage Students
- Lecture should be kept to a **MINIMUM**
  - 10 to 15 minutes



Technology provides an opportunity for student collaboration.





## DURING CLASS

- Students need your physical presence to learn, to facilitate, provide context and guidance.
- Create opportunities to learn.

**THIS PRESENTATION IS AN EXCELLENT  
EXAMPLE OF WHAT A BLENDED CLASS IS NOT.**

Level of **Involvement**

We Tend to **Remember**

**Passive**

**Active**

Reading

10% of What We Read 10%

Hearing  
Words

20% of What We Hear 20%

Looking at  
Pictures

30% of What We See 30%

Watching a Movie

Looking at an Exhibit

50% of What We  
See & Hear 50%

Watching a Demonstration

Seeing it Done on Location

Participating in a Discussion

70% of What  
We Say 70%

Giving a Talk

Doing a Dramatic Presentation

Simulating the Real Experience

90% of  
What We  
Say &  
Do 90%

Doing the Real Thing

# Use multiple forms of interaction, collaboration/communication In Class

- Presentations
- Large Group Discussions
- Pair-and-Share
- Fishbowl
- Simulated Debate
- Mock Interviews
- Issue Framing
- Story Lines
- Power Bites



Technology provides an opportunity for student collaboration.

# AFTER CLASS - Rehearsal

## Collaboration and Communication



- Live chat
- Wimba
- Email
- Wiki
- Digital stories



# Out of Class Collaborations





## PROGRAM INFORMATION

[Front Page](#)

[Criminal Justice Faculty](#)

[Traditional Studies Track](#)

[Adult Accelerated Studies Track](#)

[Enrollment Center](#)

[Financial Aid Center](#)

[Registrar/Transcripts](#)

[Bookstore](#)

[Accreditation and Non-discrimination](#)

[Criminal Justice Program Alumni](#)

## TOPICAL STUDENT PROJECTS

[Criminal Justice System](#)

[Law Enforcement](#)

[Investigations](#)

[Emergency Management](#)

[Forensic Investigations](#)

[Punishment](#)

[Law](#)

[Victim/Witness Advocacy](#)

[Administration and Management](#)

## RESOURCES

# Criminal Justice Collaboratory

at Colby Community College

## Welcome to 21st Century Learning

Our Criminal Justice program has two interrelated goals. The first goal is to help students develop a fundamental understanding of the criminal justice system and the political and social environment in which it operates. The second and overarching goal of our Program is to provide students with the education and skills necessary to construct lives of substance and achievement, helping them **become effective citizens and successfully transcend the bridge from our community of learners to a community of leaders.**

This Collaboratory furthers our efforts toward meeting these goals by providing a place that increases the degree of collaborate between students with one another to promote learning course content. Considerable research indicates that when students collaborate with one another they...



- Engage in more discussion, problem solving, and critical thinking.
- Learn the subject matter more completely.
- Have a more positive classroom experience.
- Develop higher levels of interest in the subject matter being studied.
- Retain information longer than students working individually.
- Become more competent and confident public speakers.

If you have never used a Wiki before, be prepared for a bit of Culture Shock. The beauty of Wiki is in the freedom, simplicity and collaborative power that it offers to our Criminal Justice students. "Wik" (*wi:k*) is a Hawaiian word meaning "fast". All Wiki content is a Work in Progress. The Wiki pages change as people come and go and can be edited "on the fly". Wiki is unusual among group communication mechanisms in that it allows the organization of contributions to be edited in addition to the content itself. The purpose of this Wiki is to provide our Criminal Justice students with a portal where you can develop information, links, and share your own thoughts and ideas.

Like many simple concepts, "open editing" has some profound and subtle effects on Wiki usage. Allowing any of us to create and edit our own pages, and edit within the specialized journals in this Web site is exciting in that it encourages democratic development of the Criminal Justice Program Wiki and promotes collaborative content composition.

We decided to use a Wiki because they encourage collaboration and information sharing. Furthermore, they increase team engagement, participation and facilitate communication between instructors, student leaders and students in our program. Moreover, this Wiki will be used for Collaborative Group Projects that provide us with the benefit of:

- Alignment: We avoid confusing email chains by collaboratively building and editing project information in a centralized location.
- Tracking: We can collect all assignment details in one place.
- Scheduling: It permits us to plan out and manage a shared calendar.
- Brainstorming: We can create a forum where students can share and comment on ideas.
- Drafting: It allows us to create and edit an outline and rough draft right in the Wiki — document versioning is built right in!
- Researching: We can also compile research material and capture bibliography information here on this site.
- Connecting: We can share team contact information, post responsibilities, and send team updates through the onsite-messaging feature.

Our Criminal Justice Wiki site's primary focus is on Criminal Justice topics. Most of all, this is our forum where we share ideas! Much of the information here is subjective. Please read widely on this Wiki before adding new pages. This helps to reduce unnecessary clutter.

[Visit Our Humanities, Behavioral Science and Social Sciences Collaboratory](#)

[Visit Our Math and Science Collaboratory](#)



# Digital Stories

The screenshot shows a Safari browser window displaying a Wikidot page. The address bar shows the URL <http://thecollaboratory.wikidot.com/philosophy-of-thought-and-logic>. The page title is "The Collaboratory at Colby: Philosophy Of Thought And Logic".

The navigation menu includes the following items:

- Philosophy of Thought and Logic
- Thinking
- Thinking Critically
- Solving Problems
- Perceiving and Believing
- Constructing Knowledge
- Language and Thought
- Concepts
- Organization
- Moral Issues
- Arguments
- Constructing Arguments
- Reasoning
- Living Creatively

The "Digital Story Projects" section contains four video thumbnails:

- A person cleaning a gas station.
- A "DO NOT ENTER" sign with a "ENTER ONLY" sign below it.
- A wedding couple.
- A woman sitting on a bed with a young child.

The left sidebar contains a navigation menu with the following sections:

- Front Page
- Faculty
- Humanities
  - Philosophy of Thought and Logic
  - Introduction to Ethics
  - Introduction to Philosophy
  - World Religions
  - American History
  - Great Plains Experience
  - Great Plains Forum
  - Recent Posts
  - World Civilizations
  - Language and Culture
- Social Sciences
  - American Government
  - State and Local Government
  - Calliham Sociology II
  - Calliham Sociology
- Thompson Sociology
  - \* Criminology
  - \* Cultural Anthropology
  - \* Cultural Anthropology Accelerated
  - \* Cultural Anthropology, EduKan
  - \* World Regional Geography

At the bottom of the page, there is a message: "Canceled opening the page".

Welcome to the Village of Mor

Where Evil has found a home .....

*Carpe Noctem*  
seize The Night

The demon inside roars, rattling it's



cage, ravenous for death and blood.

Do you understand the nightly struggle of a menacing beast prowling just on the cusp of your consciousness?

Slowly gnawing away at your sanity to it's own satisfaction .... A hunger that drives and consumes every ounce of you; placated only by acts of horror, quelled through murder and treachery.

# Games

What do you think of when the word Werewolf slips from your lips or graces the delicate shell of your ear? The wisdom of immortality? An unimaginable strength?

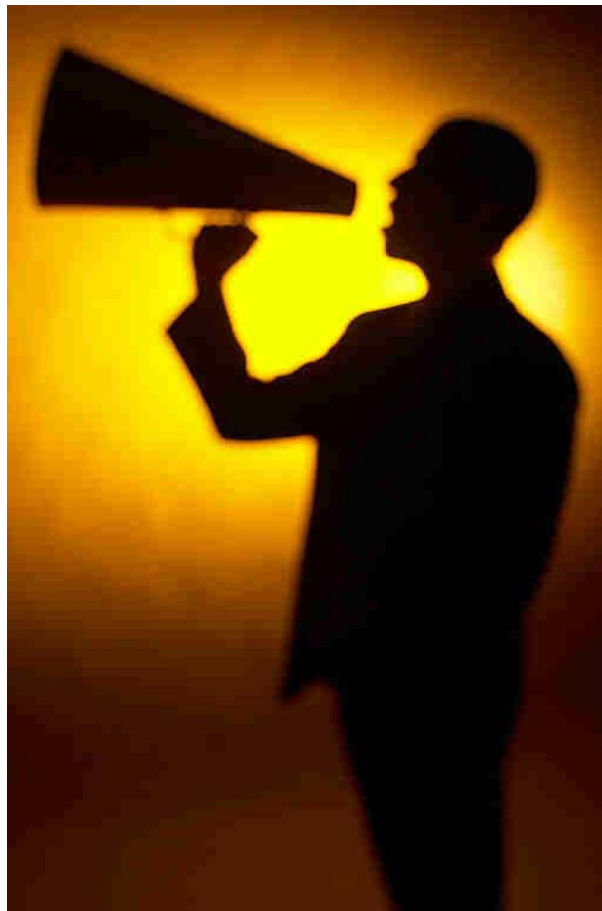
Perhaps the thrill of invincibility tempts your soul into a false lull, which romanticizes the accursed. No my friend, and heed my words carefully lest you fall victim to an eternity of hell.



*"Official"*

**Moron**

# Communications



# Utilize Online Resources



The screenshot shows a Facebook profile for Simon Clarke. The profile includes a search bar, navigation links (Photos, Notes, Groups, Events, Pasted Items), and a section for 'Enjoying Facebook? Invite your friends.' The profile picture shows a man looking upwards. The profile information includes: Name: Simon Clarke, Location: Vancouver, BC, Sex: Male, Interested In: Women, Relationship Status: Single, Birthday: January 1, Hometown: Vancouver, British Columbia, Political View: Liberal. The Mini-Feed section displays a list of recent activities, such as 'Simon is your wonderwall' and 'Simon and Melissa Buffo are now friends.' The page also features a sidebar for 'University of Theoriax The University of Working Students' with links to various departments like Biology, Music, Business, Technology, and Management.


# Grading and Assignments

## Multiple assessment tools

- Surveys and no stakes assignments
- Low stakes graded assignments
- High stakes graded assignments



# Faculty Collaboration



[My Organizer](#)

[Admin](#) [Help](#) [Sign Out](#)

## The Game Room

[The Game Room homepage](#)  
The Game Room

Tools | [Homepage](#)

[Files & Content](#)

[Assignments & Grades](#)

[Message Board](#)

[Chat Room](#)

[Wimba Classroom](#)

[Groups](#)

[Calendar](#)


[Profiles](#)

[Notes](#)

[Email Instructor](#)

**My Quick Links**


[View Questions](#)



### LEARNING GAMES

*A Conversation About Our Future*

#### Welcome to the Game Room



Learning games have created a buzz in the education industry. Games promise a motivating and enjoyable learning environment. Game activities and sensibilities are powerful because they offer an opportunity to move beyond standard thinking and routines. Games create spaces where new ideas and relationships can emerge, often in unexpected ways.

Games have changed the way our students learn, socialize and problem solve. But, do these games lead to better learning?

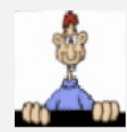
**THE GAME ROOM** is an initiative of the iStep Group to explore the use of games in our curriculum. All faculty, staff and students are invited to join the conversation as we imagine new ways to engage our students in the teaching and learning process.

We hope you will join in our effort to learn about the field of learning games, develop collaborations, uncover issues, share discoveries and ideas and identify funding sources.

### Announcements

05/07/09 12:27 AM

#### Simply More Work?



*Some of my students playing the Werewolf Game and I have talked some around campus and found the notion of using games for learning causes some faculty to cringe, others to leap for joy, and many to ask questions about Axio and this learning medium. It seems there are others that may have been considering delving into the world of learning games but don't know if this is advisable, don't know where to start or don't want to rock the boat.*

*My first thought has been "Great! Why the hell do I want more work? Today, I got that answer. One of the Student Ambassadors was giving a tour, I was in my office, as they passed through the Ambassador stopped outside my door and told the prospect and his parents that he guaranteed that if this future student took one of my classes it would be the best and most fun class he ever takes. I turned around and the prospect and stuck his head inside the door and said, "I'm going to hold you to that." Then his parents looked in. My ego had been sufficiently massaged. This Student Ambassador had only taken one of my classes so I was surprised by his remark.*

*My goal isn't more work for the sake of work. My goal is to explore learning games as productivity and development tools and to plot a path for others interested in developing or fostering games into their curriculum*




# Training - The iStep Cornerstone



- iStep
- iStep Professional Learning
- iProfessor Training
- iStep Teaching and Learning
- Teaching with Technology
- The Tao of Creativity
- iStep Assessment Strategies
- Technology Tips & Tricks
- Improving Student Success
- iStep Self-Directed Workshops
- What's Happening in iStep?
- Conference Presentations

Welcome Leadership Team The iStep Difference



*"Innovative classrooms are not defined by fixed places but by their spirit of curiosity and collaboration among the learners."*

Unknown



## WARNING

*The contents of this Wiki are for personal use & reference. Other use is strictly prohibited. Doves of hairy evil fez monkeys will fly off to seal your fate of impending doom if you fail to comply. Please note that the monkeys are also our property and must be returned after your certain doom takes place. Thank you for your cooperation.*

# Stay Organized



*“The learning is in the  
wobbles”*  
*Dave Meier*



- Give it time
- Its not about the technology
- Good teaching is good teaching
- Innovate – the iStep concepts are actually more than 2500 years old

Where do you go from here?



# Stay in Touch

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Krista Carter

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Our websites:

<http://istepacademy.wikidot.com>

<http://thecollaboratory.wikidot.com>