

# INCORPORATING TECHNOLOGY IN TEACHING

## THE LEARNING CONTEXT

Imagine you are working in a general education course on Subject X (you can decide the subject), which meets in-person twice a week in a lecture-styled classroom. It is a relatively large classroom (~75 students) and is an introductory course for non-majors. Looking at the class roster, there are a variety of majors represented in the course.

*Introduction to Earth Science*

## YOUR TASK

1. Read the information provided above specifying the Learning Context and the Learning Objective. Make sure within your group that you understand what the learning objective is aiming for and understand the implications of the learning context.
2. Choose a technology to work with that will help you (as instructors in this scenario) work towards that learning objective within your given learning context.
3. Design a learning activity that utilizes your chosen technology to meet the given learning objective and context. **USE THE OTHER SIDE OF THIS DOCUMENT TO TAKE NOTES.**
4. You will later be sharing your notes from this document, so make sure to each document your design.

## THE LEARNING OBJECTIVE

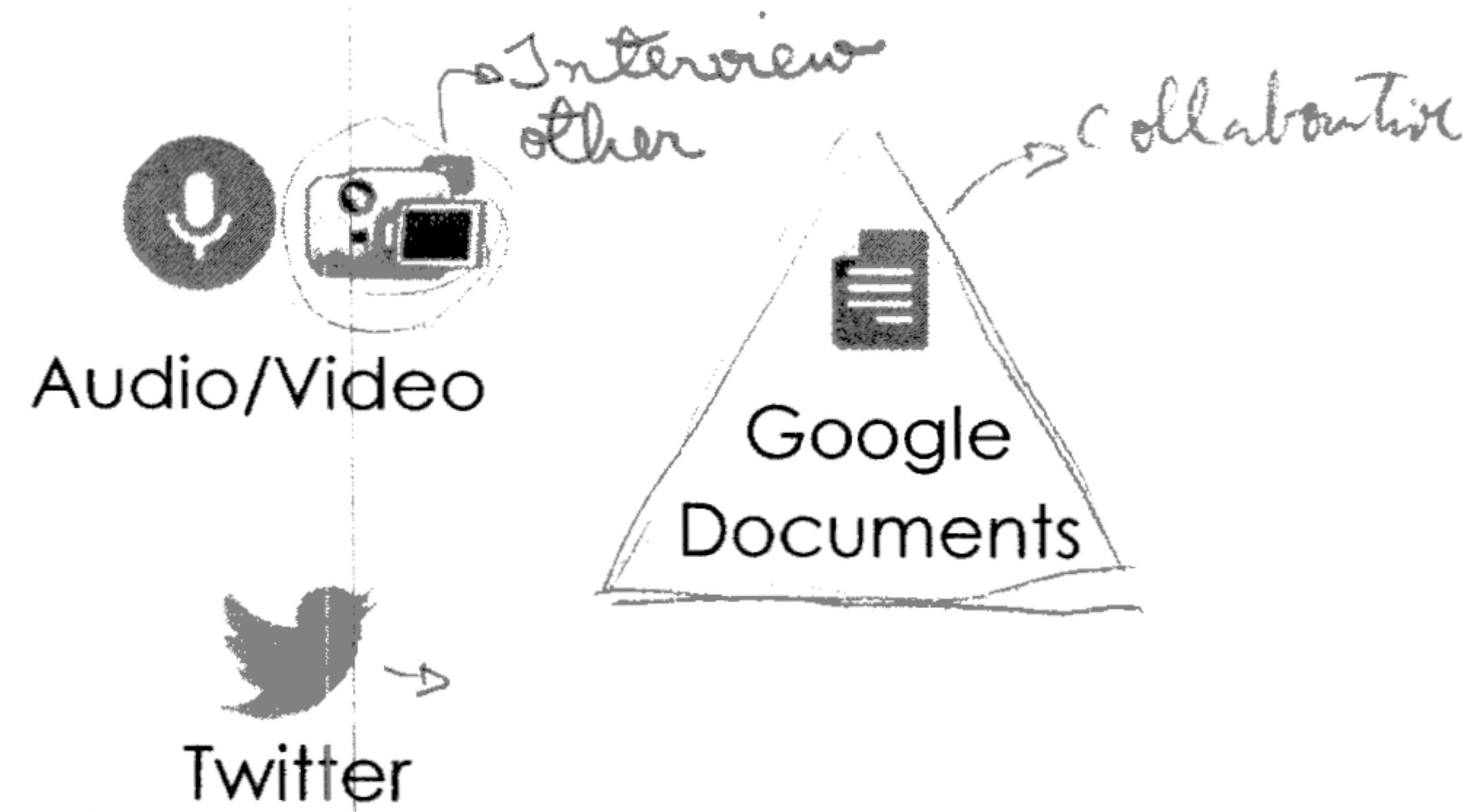
At the end of this learning activity, students will be able to:

Describe two or three of the most commonly misunderstood concepts in [your discipline or field].

- Climate vs weather
- Climate change does not always mean warming
- Greenhouse gases are not always bad

## THE TECHNOLOGY

Please choose one of the following technologies to work with:



## Q: WHAT IS A LEARNING OBJECTIVE?

A learning objective is a statement of:  
1) what the learner is to learn; 2) what the learner will be able to do as a result of the learning process; 3) the end result of the learning process.

## Design Space

1. Why did you feel this was the most appropriate technology for the learning objective?

→ Google Docs: collaborative, live "quiet" (allows students to collaborate from far away).

2. How do you imagine using this technology to meet the learning objective?

→ Allows students to collaboratively work on the questions together and come up with the list and describe the truth.

3. How do you know that this technology will accomplish the learning objective?

An assessment is needed at the end of the class. Students could peer review each others works

ly

## Reflective Points to Consider Moving Forward

1. If this "sketch" were being assessed, we would be looking for you to:

- Recognize the variables of the learning context and how they impact your choice of technology as well as the design of the learning activity.
- Articulate how the learning objective impacted your choice of technology.
- Design a learning activity that effectively leverages technology to meet the learning objective.

2. The purpose of this activity was to get you to practice a way of thinking and a process of thinking.

- What was this process? Would you be able to name it at this point?
- What have you learned from it?