

Certification in College Teaching Institute, May 9-10, 2024, Michigan State University

Worksheet for Reflections and Applications of Teaching and Learning

Session: Incorporating Technology in Teaching - Thursday

What skills and techniques did I learn that will help me become a better educator?

For online teaching I learned about using the tools available within zoom to make the online teaching more interactive and engaging, such as the whiteboard function and using polls. For in-person classes, I learned about a flipped classroom design and how to create videos for this purpose. I also learned about a few poll and quiz software that I can incorporate at the start of my lectures to get students engaged as they walk into the room, as well as during the lecture to keep students engaged and focused. Some of the software we spoke about was 'Jam board', 'Slido' and 'Iclicker'. We learned about how to use AI for creating rubrics and exam questions to save the instructor time, and how to give efficient but good feedback to students using tools in-built within learning programs such as D2L.

What things am I still uncertain about regarding this topic that I need to investigate further in the future?

While incorporating fun software to engage students is ideal in the classroom, the more software you incorporate, the more things can go wrong within your class. Furthermore, these technologies are not always cheap, and the universities do not always pay for such technologies. Therefore, starting out for my first time teaching lectures, as an international post doc, it was difficult to find out what resources the university offered. I therefore ended up paying for a year's subscription to 'Slido', an interactive teaching tool.

How can I apply materials from this session to my own class to enhance the effectiveness of teaching and learning?

I incorporated 'Slido', an interactive teaching tool, into my lectures. I think this really enhanced the quality of my lectures as well as student engagement. Within Slido, there are multiple ways of getting students to interact with your lecture content, such as quizzes, multiple choice questions, word clouds, audience Q & A, open text, rating, and ranking. So far, I have only used multiple choice and word clouds. I used word clouds at the start of some lectures to gain knowledge on what the students already knew, and as a way to get them engaged as they walk into the classroom. I also used word clouds to break up some of my lecture content, so I did not mentally exhaust the students. I used multiple choice questions throughout my lectures in two main ways; 1) to determine if the students had grasped a concept I was teaching them or if I needed to spend more time explaining the concept, and 2) to see how the students were feeling in the middle of the lecture and just to 'check-in' with them, i.e. if they were feeling a bit confused or mentally exhausted, or if they were feeling okay and that they were understanding the content. I did this often in a playful way by showing photos of animals with different expressions and asking the students which they relate to the most. My lectures were 80 minutes long, so I think incorporating Slido really helped the students get through the lecture. In the future I would like to experiment with other aspects of Slido, as well as Iclicker, as it seems that most universities offer Iclicker for free.