



ASSETT

Arts & Sciences Support of Education Through Technology

February 2016

In this issue...

- [From the Director](#)
- [Tips & Tricks](#)
- [Tech\(s\) of the Month](#)
- [What's Happening @ ASSETT?](#)
- [Innovation Pit Stop](#)
- [About Us](#)



From the Director



In my view, one of the great things that ASSETT does is contribute to the development of an essential space here at CU Boulder: the “teaching commons.” As senior scholar at the Carnegie Foundation for the Advancement of Teaching Mary Huber defines it, the teaching commons is “an emergent conceptual space for exchange and community among faculty, students, and all others committed to learning as an essential activity of life in contemporary democratic society.” In the spirit of democracy, exchange and community, we’re excited to invite you to an open [Town Hall meeting](#) to discuss the [teaching with technology surveys](#) we ran last semester and consider how we might collectively build on these insights. We hope you can join us on March 8th. I’d also like to take a moment to honor the Fall 2015 recipients of our Student Appreciation Awards for Teaching with Technology. Each semester, students nominate instructors who made positive impacts on their learning through innovative and engaging uses of technology - from iClickers to lecture capture, simulations to social media, website design to multiple discussion tools. Congratulations to Seth Hornstein (Astrophysical and Planetary Sciences), Michiko Kaneyasu and Yumiko Matsunaga (Asian Languages and Cultures), Michael Dubson and Daniel Bolton (Physics), Shaw Ketels (Psychology), David Brown (Political Science), and Stefanie Mollborn (Sociology). Your work inspires us as we all work to enrich teaching practices and learning experiences at CU.

Mary Huber, and Pat Hutchings, The Advancement of Learning: Building the Teaching Commons (San Francisco: Jossey-Bass, 2005)

[Phoebe Young](#)

Tips & Tricks

Even though it's only February, now is a good time to start planning to collect some mid-semester student feedback. Try asking students a few open ended questions like what has most helped their learning, what has not helped their learning, and what suggestions

do they have going forward. For larger classes, Likert scale and multiple choice responses may be developed for easier analysis. Soliciting this kind of feedback at the midpoint in a course can provide valuable insight on student perceptions of how things are going thus far. Then after reviewing responses, there's still time to make adjustments that can improve student learning during the rest of the semester. And it demonstrates that an instructor really does care and is committed to their students' success.

Anonymous feedback can be quickly collected and reviewed using online surveying tools. Take a look at the [D2L Survey tool](#) or [Google Forms tutorials](#) to get started. Our researcher, Sarah Wise, can provide you with example surveys, review your draft survey, and help you plan how to implement a mid-semester survey.

Tech(s) of the Month

The students have spoken! We asked them to comment on the coolest technologies faculty use in our fall [Learning with Technology Survey](#). By far, the most frequently mentioned cool tech was Clickers. Students described a diversity of ways Clickers are used on campus. Individuals commented they feel good when they get an answer correct, they appreciate being able to check their understanding on questions that aren't easy, and being polled for their opinions. In one student's words:

"The clicker questions serve as a nice way to check that you understand what's going on, while breaking any misconceptions about the material before they've become cemented in your mind."

In our parallel [Teaching with Technology Survey](#), more than half of A&S faculty and GPTIs reported in they don't yet use Clickers in class. However, about 25% of faculty participants indicated Clickers are a top priority for them to learn more about. Additionally, over half of faculty are prioritizing learning more about tools that allow *students* to raise comments and questions, like Padlet and TodaysMeet.

These exciting trends indicate CU Boulder students and faculty are aligned in wanting to use Clickers and other technologies to boost the levels of engagement and interaction in their classes. Clicker and Padlet (among others) make it possible for students in any size course to respond to challenging questions, discuss their reasoning with others, receive instant feedback on their ideas, and become aware of the diversity of their peers' ideas. When faculty use technologies to promote such interactions, students go beyond understanding material -- they make progress to additional learning goals, like developing well-reasoned arguments.

Students' other favorite "cool techs" were D2L, recorded lectures, PhET simulations, and videos. In total, [107 different technologies](#) were given kudos by students -- a testament to the highly creative and diverse ways campus faculty are using academic technologies.

What's Happening @ ASSETT?

Town Hall: Results of ASSETT Teaching & Learning with Technology Surveys

Tuesday March 8, 1:30 - 2:30pm, UMC 247

If you think you might attend, please [let us know](#).

Which technologies are CU Boulder faculty most interested learning to use?

Which technologies do undergraduates want to use?

What are faculty doing about student digital distraction in class?

For interesting answers to these and other questions, come out to our Town Hall! Our Education Researcher, Sarah Wise, will be holding an open discussion and presentation of results from our fall student and faculty surveys. You don't have to wait, though, to delve into the data -- check out our [preliminary survey reports](#)!

Innovation Pit Stop

Friday, February 26th, 1:00 - 2:00 pm, Macky 230

Designing learning experiences that cultivate critical information practices

Are you wondering how to design learning experiences that cultivate critical information practices? Evaluating information and incorporating it into one's own knowledge base is at the core of critical thinking and learning. How can we best design directed opportunities for students to seek, evaluate and manage information? Come hear a bit about Information Literacy theory as well as some sample activities that engage students with emerging education technologies, such as Padlet, Storify, Mindomo, Haiku Deck, and Cowbird - tools that permeate their authentic information landscapes. Facilitated by Alison Hicks and Caroline Sinkinson.

The Innovation Pit Stop is an informal, but informational opportunity to stop in for a bit, fuel up on light snacks, and take away a new idea that you can try in your course. We look forward to seeing you there!

Development Award call opens on March 8th

It's that time again. Get the creative juices flowing. The call for [ASSETT's Development Awards](#) will open on March 8th. Proposals from Arts & Sciences Faculty, GTPIs, Departments, and Programs for awards relating to the use of technology and course related improvements primarily for undergraduate teaching and learning are welcome. The deadline to submit a proposal is **March 30th**.

Teaching with Technology Symposium

Save the date: April 14th, 3:00 - 5:00pm, UMC Aspen Rooms

Mark your calendars for ASSETT's Teaching with Technology Symposium so you won't miss out on this year's teaching with technology demonstrations and community celebration.

About Us

Teaching and Learning Consultants:

seek to inform, facilitate connections and encourage inspiration in those exploring new way of teaching with technology.

Our Creative Services Web Team:

is comprised of talented experienced web and graphic designers committed to bringing fresh design ideas to your academic web site redesign.

ASSETT's Teaching Technology Assistants:

are familiar and comfortable with technology. Their primary goal is to help people in A&S learn to use and maintain technology in an educational environment, rather than to fix broken technology.

Contact us:

asset@colorado.edu or 303.735.3813.

ASSETT Custom Tools and Applications:

[Places](#), [Syllabus Archive](#), and [ASSETT Blog](#)

CONNECT WITH US



You are receiving this email as a member of the
College of Arts and Sciences, whose students fund ASSETT.
To unsubscribe, please click the link below.

[Manage your email preferences here](#)