

communicating for **LEARNERS**



*The Center for Teaching, Learning & Technology
Spring Semester 2006*

Podcasting Takes Center Stage

Podcasts Rising in the World of Education

Can you have a “to learn from” list that includes JFK & MLK speeches, Ask an Astronomer, NPR: The Story of the Day, Discovery Channel: Nefertiti Resurrected, the President’s Weekly Radio Address, What’s Up in Taiwan, Personal Trainer in Your Pocket, Entrepreneurial Thought Leaders, ChinesePod, or Digital Photography Tips? The answer is, “Yes.” These are all available podcasts that can be loaded to your computer or portable digital audio (MP3) device—accessible to you throughout your day—driving your car, waiting in line, walking across campus, or playing in the background on your computer.

Podcasting is a tool that can assist educators in the communication of learning through the acquisition and sharing of information, experiences, and emotion. The use of podcasting in the educational world is fairly new, but it is quickly becoming an effective and efficient way of communicating for learning.

What is Podcasting?

So what exactly is podcasting? Simply stated, it’s a mobile, digital audio file. More accurately and completely, there’s a bit more. It also

- is subscribed to (via RSS “Really Simple Syndication”), so you get new “episodes” or programs automatically as they become available.
- is part of a series or theme (like episodes or programs).
- can contain still or moving images (pictures and video) along with the audio.

As with any new technology that begins to find its way into the educational arena, the most important question is, How can it improve student learning? The focus is on crafting a learning environment where students can communicate, create, and connect more as a function of their own growth, in turn, allowing educators to grow as well.



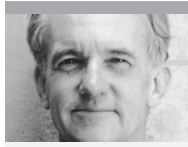
Common Podcasting Uses

A common use for educational podcasts is to extend the learning experience by supplementing course content, skills, and attitudes. Currently, educators are taking learning beyond the classroom by assigning readings, projects, discussion board posts, papers, and more. Podcasts don’t replace these methods; they can supplement them.

Probably the most attractive podcasting feature to both students and educators is portability and reach. The technology allows an extended connection using the voice, adding another level or dimension to the message. Perhaps a better term for podcasts would be “portable casts.”

Podcasting is a relatively new phenomenon in the education world, and as a learning tool, it can improve, enhance, or broaden the educational experience. Podcasting is a technology system that is currently diffusing, and it merits attention, refinement, and creative application.

The Center, along with other groups on campus, is researching and learning about podcasting. There are two workshops offered this semester, “Extending the Classroom” and “Advanced Podcasting” that may be of interest. “Podcasting in Education: There’s Something in the Air,” which appeared in *EDUCAUSE*, November/December 2005, provides more information on this technology system: <http://www.educause.edu/apps/erm05/erm0561.asp>. ■



visionary STATUS

...the Center's new column profiling people from around the globe who have had a lasting impact on teaching and learning.

Edward Tufte certainly has "vision" in the fields of information design and visual literacy. He has been referred to as the "Data Artist" who presents a devastating critique of the way information is usually pictured. Tufte is Professor Emeritus at Yale University, where he taught courses in statistical evidence, information design, and interface design. Currently, Tufte delivers one-day workshops on presenting data and information graphics.

Tufte's books, *Visual Explanations*, *Envisioning Information*, and *The Visual Display of Quantitative Information*, are available in the Center's resource library.

An excellent resource from Tufte's Web site is the "Ask E.T." link. Tufte actively moderates a large number of discussion topics. In his own words, "I will answer questions dealing with information design. Others can then extend the discussion. I will try to answer questions that have general interest or where I have something to say. Not all questions will be answered, usually because I don't know the answer."

This opportunity for valuable discussion can be found at <http://www.edwardtufte.com/tufte/>.

workshop round-up

As teachers, we all have our areas of expertise, and in order for us to engage our students in learning about those areas, we must communicate effectively for our learners. For the Spring Semester 2006, the Center wants you to rethink, retool, and recharge your communication skills. We are offering workshops that will give you opportunities to discuss dynamic instructional communication, communication for assessment and feedback, and teaching techniques and communication tools.

Are you interested in how other faculty members deliver effective presentations? Do you design and use rubrics for student assessment? Will you use podcasting in the future to extend your classroom communication?

Read on—the next two pages have more specific information about this semester's workshop offerings and a complete schedule. The Center welcomes your participation—we are dedicated to providing faculty with resources and an environment that facilitates excellence in teaching.

Teaching Techniques and Communication Tools

Pedagogical strategies and technical tools to facilitate communication

Collaborative Visual Narratives

Images can quickly convey a message with more emotion and context than a few lines of text. Challenge your students with the integration of images to foster collaborative learning, promote visual literacy, and encourage discussion and debate through the application of a universal medium. Join us as we explore available techniques and tools to find, organize, enhance and display images in order to design a meaningful collaborative student learning experience.

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The Hot Five

The Center presents its top five list of our hottest online resources.

1

Imagination Cubed
imaginationcubed.com

An online drawing and whiteboard tool that allows up to three users to collaborate together at once.

2

Atomic Learning
atomiclearning.com

Web-based software training and support that is accessible from any University-owned computer.

3

Slashdot
slashdot.org

A fresh blend of technology-related news from an information technologist's point of view.

4

Arts Journal
artsjournal.com

Bills itself as a daily digest of arts and culture ideas broken down into different categories.

5

Campus Technology
campus-technology.com

An online magazine focusing on the use of technology in higher education.

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Building Shared Reflections

If you're looking for a new way to get your students thinking, talking, writing, creating and analyzing knowledge, then come explore weblogs (blogs) and wikis! These versatile online tools allow students to reflect on their experiences, thoughts, ideas and conceptualizations with words or images. Both blogs and wikis are fairly new, especially to the education world, but they offer a new dimension to the learning environment and community by extending the classroom experience, social engagements, and critical voice.

Extending the Classroom Experience

If you could transform the classroom setting so that time and location were not constricting, how would your pedagogical expectations and expressions change? With the advent of networks, both technological and communal, educators now more than ever are able to extend student learning like never before. Be a part of a thought-provoking discourse on the utilization of one of the latest "extension tools", podcasting, to facilitate, enhance and extend student-learning opportunities.

Dynamic Instructional Communication

Skills for classroom communication choices, presentations, and discussions

Delivering Effective Presentations

The best presenters always seek counsel and resources. As presenters we need to first find and focus our messages, but then we need to shape a forceful communication for our learners. Our presentations may take place in a variety of settings on campus, and they can employ a variety of techniques and tools. Colleen Boff, Michael Ellison, Brett Holden, and Gene Poor share their expertise about delivering effective presentations in large lecture halls, mid-sized classrooms, and computer labs.

Matching the Media to the Audience and the Message

In all communication we consider the sender, the medium, and the receiver, and in today's classroom the media choices can make our communication faster and richer. With those choices come the responsibilities of analyzing the purpose of our messages and the learners who receive them. Meet with other faculty members in this workshop to discuss the structure, clarity, consistency, medium, and relevancy of your messages to learners.

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scheduled **workshops**

Scheduled Tools Workshops

These workshops assume that you already know how you will use these technologies in your classes:

Advanced Podcasting

Wednesday, February 22, 2:30–4:00 p.m.
Friday, March 17, 2:30–4:00 p.m.
Friday, April 28, 10:30–12:00 p.m.

Film and Slide Scanning

Monday, February 20, 3:00–3:45 p.m.
Tuesday, March 21, 10:30–11:15 a.m.
Monday, April 10, 11:30–12:15 p.m.

Photo Manipulation

Friday, March 24, 10:00–11:00 a.m.
Monday, April 3, 9:30–10:30 a.m.

Teaching Techniques and Communication Tools

Pedagogical strategies and technical tools to facilitate communication:


Collaborative Visual Narratives

Tuesday, March 28, 2:00–3:30 p.m.
Monday, April 24, 1:00–2:30 p.m.

Building Shared Reflections

Friday, February 24, 2:00–3:30 p.m.
Tuesday, April 4, 2:00–3:30 p.m.

Extending the Classroom Experience

Thursday, March 2, 5:30–7:00 p.m. 
Tuesday, April 11, 3:00–4:30 p.m.

Using Epsilon ePortfolio in Your Courses: The Basics

Monday, February 20, 12:00–1:30 p.m.

Advanced ePortfolio Topics: Using Epsilon in Your Program

Tuesday, February 21, 12:00–1:30 p.m.

Did you know?

Over the past year, the Center for Teaching, Learning, and Technology has hosted over 130 different workshops on teaching, learning, and technology-related topics and has had over 500 attendees!

scheduled workshops

Communication for Assessment and Feedback

Communication that seeks feedback for learners and teachers:

Metacognitive Assessment Strategies

Friday, March 24, 2:00–3:30 p.m.

Organizing and Communicating Knowledge Visually

Tuesday, March 14, 5:30–7:00 p.m. 🍕

Guiding Authentic Learning Experiences

Tuesday, February 21, 2:00–3:30 p.m.

Tuesday, April 18, 5:30–7:00 p.m. 🍕

Dynamic Instructional Communication

Skills for classroom communication choices, presentations, and discussions:

Matching the Media to the Audience and the Message

Monday, March 20, 1:00–2:30 p.m.

Tuesday, April 4, 5:30–7:00 p.m. 🍕

Delivering Effective Presentations—

with panel members Colleen Boff, Michael Ellison, Brett Holden, and Gene Poor

Hosted in 113 Olscamp

Monday, February 27, 5:30–7:00 p.m. 🍕

Thursday, March 23, 1:00–2:30 p.m.

Facilitating Learner Discussions

Tuesday, February 21, 9:00–10:30 a.m.

Wednesday, March 22, 5:30–7:00 p.m. 🍕

Registration Information

To register for one or more workshops, contact Kris Sautter at 2-6898 or ctl@bgsu.edu.

Unless noted otherwise, all workshops will be held at the Center for Teaching, Learning and Technology in 201 University Hall, Bowling Green State University.

🍕 Workshops denoted by this icon will have pizza or other food provided.

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Facilitating Learner Discussions

Planning and executing productive learner discussions can be challenging, but they are definitely worthwhile since they offer learners unmathed experiences in articulating, responding to, and evaluating ideas. Leading discussion, encouraging learner participation, choosing and asking effective questions—all are important components of good discussions. Join this discussion workshop for information about effective facilitating strategies for both classroom and online discussions.

Communication for Assessment and Feedback

Communication that seeks feedback for learners and teachers

Metacognitive Assessment Strategies

Finding out what students know (or don't know) is an essential part of the educational process, for both the educator and the learner. Classroom Assessment Techniques (CATs) provide many opportunities for two-way communication between teacher and student as well as function as an introspective metacognitive tool for each student in your course to examine where they've been and where they're going during their guided "educational journey."

Organizing and Communicating Knowledge Visually

For many years, organizations of all types have used organized visual models to convey a complex message in a concise manner. Graphic organizers, mind maps, organizational charts, flow chart and concept maps are only a sampling of terminology used to describe these valuable tools. Join our discussion of the current research regarding concept mapping as a cognitive tool and investigate how to use concept-mapping software such as Cmap or Inspiration to create maps or graphic organizers that focus on your student learning outcomes.

Guiding Authentic Learning Experiences

Have you ever struggled with evaluating a paper, presentation, portfolio or final project and exclaimed that there has to be a better way? Rubrics can serve as a means of communicating expectations of authentic tasks while doubling as a clear guide for the both student and teacher during the actual creation and assessment of the final product. Ease your apprehension toward incorporating authentic projects by joining us in discussing the purpose and basics of rubric design as well as how they can be employed to assess student growth. ■

This newsletter is a publication of the Center for Teaching, Learning and Technology. Visit us online at www.bgsu.edu/ctl/.