

Learning from Experience: Developing Portraits of Practice Part II

To be worked on after your **March 14, 2008** Learning Institute and finalized before the end-of-year EXPO.

I. **Community Curator(s).** Who has prepared Part II of this Portrait on behalf of your LC? What date was it completed?

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4/18/08

J. **Key Resources.** Who and what are the beneficial people, organizations, materials, websites, and other resources you have utilized? What help/support did you get from instructional designers, IT staff and other tech support personnel? What types of support did you receive from departments, colleges, administration? Of all resources, which were essential and why were they essential?

The necessary resources were the people involved in the project implementation (i.e., trainer, technology department, maintenance) in their continuous help in product installation. Their support extended throughout the grant process, but was most helpful prior to the training sessions for technical issues within the software. The Dean of Arts and Sciences was especially supportive in her commitment to better teaching with this platform. Both types of assistance were crucial in implementing the Promethean technology for organizational purposes and technological aid.

K. **Your Assessment Strategies.** How did you evaluate your work/successes? How did you assess member learning, (including technology learning)? your community's growth over the year? student learning or change connected with your project?

What have you observed or concluded at this point with respect to member learning, your community's growth, and student learning?

Evaluation of the faculty success was measured by the number of members who attended training sessions throughout the course of the spring semester. That is, 40% of the Arts and Science faculty members showed a willingness to stretch out of comfort zones in to new teaching technologies and strategies. In the multiple training sessions, 20% of the college have attended more than one session. (Further growth could be assessed in the number of faculty who actually use the Promethean system in the proceeding semesters.) Qualitative data collected from students demonstrates a preference to the technology when compared to previous whiteboard methodology. At the conclusion of the semester, quantitative data will also provide evaluation measures. An independent t test will be conducted to test for statistically significant gains in student achievement as measured by course grades.

L. What Others Know About What You've Done. Beyond your community members, who else is vested in what you're doing? How did you communicate and update these stakeholders on your efforts and successes? What questions do your colleagues have? What have you told your students about your learning community?

By word of mouth, other colleges have become involved in the use of the technology. The trainings were originally devised for the College of Arts and Sciences. However, due to room restriction, others teach their classes in the specified technology centered rooms. They have thus asked for and were granted individualized training sessions. The major questions from them is can I have this installed on my computer, will you show me how to use this, when will the formative components arrive, in addition to various software specific questions. Our students were prepared for the technology integration through personal comments and quick demonstrations via the Promethean website. They appear untouched by the concept of the learning community, despite their interest in the actual technology for course usage.

M. **Dissemination.** What visible bridgework -- structural elements, findings, lessons, ideas, beauties, legacies, processes, relationships, etc -- is your learning community leaving, that inspires others to *build their own bridges as they walk on them*? What digital resources have you developed that you will place into the E-Learning Athenaeum of Ohio? What might members offer, such as informal "brown bag" lunches, research, written articles, and presentations about your work? What is important to tell others "not to do"?

Within the university portal system, a series of notes, power points, digital flipcharts, and vodcasts have been created and posted for student usage. Any of the lessons could be accessed by faculty members for collegial and collaborative purposes. Moreover, the lessons can also be loaded in to the global flipchart lesson available through the technology's home website. I have personally produced a collection of annotated College Algebra and Statistics lessons as well as other short videos for the greater learning community, should those be viable to other members. Moreover, after the learning curve flattens, members of the learning community plan to publish educational articles concerning research on student achievement comparisons, engagements, and formative assessments.

N. **20/20 Hindsight.** If you were to start over again, what would you do differently and why? What key challenges, problems, solutions, struggles, and failures, would you handle differently? To what degree would you change your goals? What additional successes would you enjoy? What worked - or didn't work -- and why?

In the event of a grant rewind and redo, I would engage the other core members of the learning community sooner in the semester to organize the bigger plan for implementation, thereby placing the technology order long before winter vacation and all of its inherent issues with shipping and delivery. Our learning community set vague, yet optimistic

goals for faculty participation. In hindsight, we might have been better off clarifying a success rate of participation. Such a change might have allowed a greater feeling of success in a more timely manner. It was difficult to realize if we were successful in changing the teaching and learning process, other than recognizing increased student interest via the mode of content communication. A lack of clear quantitative goals in the number of lesson download from absent students would also have increased the learning community moral with respect to student progress and accommodations.

O. **What's Next?** Will your community continue? Formally? Informally? What could be next in another cycle of reflective practice? The next steps may not be totally predictable, yet they may take you in another fruitful direction that builds upon your community's growth and knowledge.

Formally, we will continue the training process until the greater university body has the opportunity to utilize the learning technologies and strategies. Continued research and published articles will also result from the continued study of Promethean technology effects on student achievement.

This is the end of Part II
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