

Learning from Experience: Developing Portraits of Practice Part I

A. Learning Community (LC) Title

Integration of Promethean Technologies

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

Victoria Ingalls, core member of Tiffin University LC as Mathematics Instructor 2/29/08

C. Abstract (75 Words or less) *if it has changed*

The learning community needs professional development for training in a unique piece of interactive and integrated software. With financial provisions, the university will benefit by utilizing Promethean hardware and software for both seated and online programs. The goals of the learning community are to utilize professional development as a catalyst to provide a better, more technology focused classroom where students are engaged in their learning and are thus more able to retain the information.

D. Learning Community Members, Units, Roles. List your community members, their units or disciplines and roles, *if they have changed*. Who has been added, deleted?

Core members	Unit/Discipline	Contributions
<i>Addition:</i> Cody Nichols	ITS intern	Installation and maintenance of Promethean hardware
<i>Delete:</i> Pete Landino	English Instructor	Training attendance Technology interest & usage

Associate Members	Unit/Discipline	Contributions
<i>Addition:</i> Dr. Terry Collins	English professor	Training attendance Technology interest and

		usage
<i>Addition:</i> Dr. Dan Bell	Math professor	Training attendance Technology interest and usage
<i>Addition:</i> Rebecca Fox	Math professor	Training attendance Technology interest and usage
<i>Change:</i> Dr. John Millar	Business professor	Academic support

E. **Background & Context.** Briefly describe your Learning Community Project and the context within which you undertake it. What do you intend to achieve? What technologies are you using and how? What desired ending(s) would you like for the story of your LC and its project? What types of institutional support do you have? What types of support would you like?

Every faculty member will be invited to a demonstration and training of the Promethean software, Activboard, Activpanel, and Activexpressions, thereby expanding the core group of the learning community. These new and interested members will find support by those who have previous knowledge of the technology as well as professional reinforcement from the makers of the software. The technology that will be utilized and developed will provide an open ended framework with respect to subject matter. That is, potentially all of the course content of the university will be available through the shared global community within the Promethean software. A strong foundation in the usage will form connections across the various curricula, thus promoting collaboration via information dissemination. Within the training, the demonstrator will apply and facilitate the uses of the technology and the relationship to pedagogy. The more that the boards, slates, and activates are used, the more faculty growth may be implied. When they become willing to try new things, it is safe to assume that there is emotional growth as well as the technological proficiency for effective usage of the Promethean package. As we now teach in a world of technologically savvy students, we must provide interaction with the learning to keep their interest and then also perform formative assessments to know if the strategy is working. Both the academic and further financial support of the administration will be crucial as Tiffin University expands this technology.

F. **Description of Your Early Work, Planning and Preparations.** Describe the preliminary work of the learning community as you prepare for your community project and for attending your Region’s Learning Institute

(March 14, 2008). What were the key components in your planning and preparation for your LC (Roles? Methods? Timelines? Coordinating schedules)? What were key issues and concerns, and how did you sort them out? What were the key successes and what impacts have they had? Are there any vignettes that illustrate these?

In the initial phases of the process, our learning community established the roles of the core members as well as shifted some positions from core to associate members of the LC. The core team held both formal and informal sessions to plan for the installation of the products prior to beginning our training sessions. In the time frame of October to March, we planned where, when, and how the board and panel would be installed and can now begin the first stage of the professional development trainings. Coordinating ITS and maintenance schedules with existing class times became problematic, as did arranging times when the faculty of the Arts and Science Department would be available to watch mini presentations. However, persistence has begun to pay off as we have now held one informal training session and have another planned for Saturday morning. Unfortunately, the person we have planned to use for the professional development segments was already booked by the time that the faculty schedules were coordinated.

G. Community Building and Project Development. Describe early phases of building your community and developing your collaborative project. What key challenges and problems do you face and how do you handle them? What did they - or will they - lead to? What successes have you enjoyed to date? Are there any vignettes of potential consequence or impacts that you can share? What resources are you using to support community building and how are they making a difference?

The faculty members who have attended trainings and individual tutoring sessions appear to have been rejuvenated in their excitement for teaching. After seeing demonstrations of the Promethean products, they have become an empowered group, intent on making classroom instruction more innovative and engaging. The students often comment on how much they appreciate the integration of the technology and how it livens the class. Providing annotated classroom notes via the university portal system lends further support and instruction for students unable to attend class. This combination of excited professors and attentive students are spreading the word to other professors and students about the interesting resources and methodologies that the Promethean brings to them. At this time, we are trying to schedule an additional series of professional training sessions for the integration of innovative technology for formative assessment.

Although the learning curve seems to be steep at times, we are encouraged by the possibilities and the collegiality that has already developed between faculty members who might not have shared ideas otherwise.

H. **Planning Your Assessment Strategies.** How will you evaluate your work/successes? How will you assess member learning, (including technology learning)? your community's growth over the year? student learning or change connected with your project? Both formative (this Portrait is part of this) and summative methods should be used.

Formative assessment will be utilized to measure the degree of student success. This will be done through the use of Activote, which is Promethean's integrated personal response system that is designed to encourage student participation and enhance learning. Furthermore, when students are given the chance to register their level of understanding in an anonymous format, the instructors can redirect the teaching to specific points of weakness, rather than erroneously assuming that it is safe to proceed with instruction. Due to the nature of mastery learning, students should be more successful, thus increasing retention and graduation rates within the university. The mean and standard deviation of classes taught in current method will be compared to those that utilized the technology. Statistically significant results will provide evidence of differences between the control and experimental groups. A short survey of student opinion regarding the effective and efficient use of technology will be given in addition to the faculty evaluations at the end of the semester. Focus groups will be conducted to assess the level of satisfaction of the teaching and learning process that incorporated software. Furthermore, the education majors will be provided a follow up questionnaire after graduation and one year of teacher service to find implications of the technology's impact upon their teaching ability in the field.

This is the end of Part I
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[Submit Part I to nwlcenter@bgsu.edu]