Pedagogy First, Technology Second
The Do's and Don'ts of Teaching with Technology

The Center for Learning and Teaching at AUC has just launched a pilot program (Student Technology Assistants Program) aimed at helping faculty with matters of instructional technology. If you are new to teaching with technology—or even if you are not –here are some tips that you may find useful.

- Do not incorporate technology for the sake of technology. *Focus first on a pedagogical issue and see if technology can help.*

- Collaborate and learn from others. *A good way of doing this is to visit (and encourage your students to visit) other websites.*

- Whenever possible, allow your students to have remote access to learning materials *(through a course website, WebCT, internet links, or email)*

- **Be patient**. *Using computers as an aid to teaching and learning is an iterative process that requires experimentation and perseverance.*

- Use technology to enhance **student-centered learning**. For example

    ° *Promote active learning: drill and practice modules with feedback are one example*
    ° *Encourage collaborative learning (some instructors have students proof read each other's outlines, abstracts or drafts before submission)*
    ° *Provide links to the latest data or literature in your field.*

- Use technology to "think out of the box". Here are some examples from the University of Michigan:

- *David Porter (**English and Comparative Literature**), has designed and implemented the Eighteenth-Century England website, an ongoing, **<u>cooperative project</u>** by UM students studying eighteenth-century literature. To view the Eighteenth-Century England website, go to <u>http://www.umich.edu/~ece/</u>*

- *Dennis Pollard (**Romance Languages and Literatures**), uses technology in a variety of ways to teach intermediate Spanish courses. His Spanish webtrips site gives students in Spanish conversation the opportunity to take a virtual tour of Madrid and then do <u>their own online research</u> to create a virtual tour of a Spanish city. Students studying Spanish composition can go to Pollard's website called The Essay, in which they view a classically structured Spanish-language essay and its corresponding outline; by clicking on individual sections of the outline, students highlight key sections of the essay and see more detailed comments on the function of the essay's various parts. <u>http://www-personal.umich.edu/~dennisdp/CRLT.html.</u>*

- *Nancy Kerner, (**Chemistry**), created CoLABnet, a program whose full name is "collaborative laboratories through networked computers." Students <u>work in the lab in teams</u>, with each using its own set of samples and/or conditions. Each team funnels its data into the CoLABnet software program, which then collects, pools and summarizes the qualitative and quantitative data and places it into a customized databank. Students can then <u>study, manipulate and analyze the data</u> in a laboratory context that simulates the scientific process. <u>http://www.umich.edu/~chem125/.</u>*