

## Overview of Project and Participant Reactions by Campus UW-Eau Claire

Participant's Name, Department, Project Title, Project Objectives	Course(s) Targeted Technologies; Continued Use	# of Students; Supply Stipend; Objectives Achieved	Reactions on Usefulness of Seminars; Materials, Tech Presentations
<b>Eau Claire</b>			
<p><b>April Bleske-Rechek</b> Dept of Psychology</p> <p><b>Project Title:</b> <u>Extending use of technology in a Research Methods course</u></p> <p><b>Objectives:</b> 1. Students will be able to generate a specific hypothesis and a research design to test it. 2. Students will recognize logical errors in reasoning about human behavior, such as conflation of causation with correlation.</p>	<p><b>Course:</b> Research Methods in Psychology</p> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>▪ Clickers;</li> <li>▪ D2L</li> </ul> <p><b>Continued Use:</b> Yes</p>	<p><b>Student Numbers:</b> 06-07- 30 07-08 – 90-100</p> <p><b>Supplies:</b> Yes – Thumb drives</p> <p><b>Results:</b> These appeared mixed. However observations helped make her revisions, be more intentional in her directions, and communicate with student more effectively outside of class.</p>	<p><b>Seminars:</b> “Yes, it was helpful to realize how connected they are. Yes. And it inspired fun discussions with my students about their perceptions of their generation.”</p> <p><b>Materials:</b> “Yes – as mentioned above, I totally revamped my course after honing in on my primary learning goals for students.”</p> <p><b>Technologies:</b> “YES! For example, at first I thought, “Pod casts? No way!” But I have dwelled on the idea, and just yesterday in a conversation with a student realized the perfect way to use them! So I am excited. How would I ever consider using these technologies if I didn’t have a clue what they are (Which I didn’t – I didn’t know what a blog was, what a pod cast was, etc.)!?”</p>
<p><b>Lisa R. LaSalle</b> Dept of Communication Sciences &amp; Disorders (CSD)</p> <p><b>Project Title:</b> <u>Use of Writely.com and Learning Connections Resources inventory to improve team writing in a graduate-level research class</u></p> <p><b>Objectives:</b> 1. Learners will assess their individual learning style and discuss how it relates to team-building and team-writing in a research procedures course.. 2. Learners will use awareness of their learning styles to collaborate effectively to plan and produce a pilot or preliminary research project. 3. Learners will co-write the Introduction, Methods, Results and Discussion of this</p>	<p><b>Course:</b> CSD 715: Research procedures in CSD</p> <p>Technologies:</p> <ul style="list-style-type: none"> <li>▪ D2L</li> <li>▪ <a href="http://www.writely.com">www.writely.com</a> (wiki)</li> </ul> <p><b>Technologies</b> Learning Connections Resources inventory <a href="http://www.writely.com">www.writely.com</a> as a vehicle for team research writing</p> <p><b>Continued Use:</b> Absolutely – wikis are a wonderful way of tracking changes in</p>	<p><b>Student Numbers:</b> 06-07 – 16 07-08 – 15-16</p> <p><b>Supplies:</b> Yes – I spent it on the online LCR inventory</p> <p><b>Results</b> Yes - Students showed evidence of considering each other’s learning style in the feedback to one another in the drafts that they wrote In several ways it did increase interpersonal communication. Secondly, their use of <a href="http://www.writely.com">www.writely.com</a> apparently meant less face-to-face meeting time for their pairs</p>	<p><b>Seminars:</b> Yes – it was actually more helpful in helping me consider how I teach undergraduate students as opposed to graduate students. Neo-Millennials appear to be more the moving target for teaching/learning improvement efforts than the (now passé “Millennials.”)</p> <p><b>Materials:</b> Yes – it was actually more helpful in helping me consider how I teach undergraduate students as opposed to graduate students. Neo-millennials appear to be more the moving target for teaching/learning improvement efforts than the (now passé “millennials.”) No, on Backwards Design she was familiar with it.</p> <p><b>Technologies:</b> Absolutely, this was where I learned about <a href="http://www.writely.com">www.writely.com</a> versus other wikis and how I could use it for CSD 715.</p> <p>Yes, I got ideas on how to develop D2L into a better format for several other undergraduate and graduate courses I teach, one of them being an online course</p>

<p>project using a type of wiki space, namely www.writely.com.</p>	<p>students writing. I have since used them for theses, and undergraduate student writing.</p>	<p>or groups, which were reportedly, “better for our incredibly busy schedules this first semester in graduate school.</p>	
<p>Dr. Judy Rene Sims Department of Communication &amp; Journalism</p> <p><b>Project Title:</b> <u>Strategies to Enhance Research Competencies: Use of Desire 2 Learn (D2L) and Backward Course Design Principles in the Research Methods Course.</u></p> <p><b>Objectives:</b> <b>Learning Objectives.</b> To provide students with marketable research skills (achieved). To enhance the quality of my instruction (achieved). To stimulate interest in research (unknown) To promote critical thinking (achieved) <b>Research Skills Objectives</b> (all achieved) To teach students to design well-constructed measurement scale . To teach students to write clearly-worded questions. To teach students to write questions strong in measurement validity <b>Teaching Objectives</b> (all achieved) To use “backward course design.” To enhance the quality of my instruction To be more attuned to the needs of today's students To enhance student-to-teacher and student-to student communications</p>	<p><b>Course:</b> Research Methods (CJ 300-002 &amp; 003) revisions of existing courses using technology</p> <p><b>Technologies</b> ▪ <b>D2L</b> <b>Continued Use:</b> Yes</p>	<p><b>Student Numbers:</b> 06-07 – 112 07-08 – 112</p> <p><b>Supplies:</b> No</p> <p><b>Results</b> All but one objective was achieved and the one not achieved is an unknown</p> <p>Using D2L clearly increased interpersonal communications between both teacher and student-to-student</p>	<p><b>Seminars – Yes!</b> <b>Materials:</b> Yes <b>Technologies:</b> Yes!</p> <p><b>Comment:</b> “. . . I think my experience with the ICoP project significantly affected my vision in very positive ways. As a result, I have new ideas and strategies to work on during the summer for next fall and spring semesters.”</p> <p>“Still, you should know that I implemented D2L for ALL of my courses! Thus, in addition to the two sections of Research Methods, I used D2L in my “Fundamentals of Speech” course as well as my Intercultural Communication course. I used the “Discussion” feature of D2L in the speech course; students reserved their politician for the informative political speech. This worked well. I also used backward course design for all of my courses.”</p>

<p>Evan Weiher Dept. of Biology <b>Project Title:</b> <u>D2L discussions supporting a biostatistics course</u></p> <p><b>Objectives:</b> 1. Increase student learning as evidenced by their performance on exams. 2. Increase greater student contentment, as evidenced by reduced complaints, responses to survey questions, and student course evaluations.</p>	<p><b>Course:</b> Biology 383</p> <p><b>Technologies</b> Revised an existing course adding D2L</p> <p><b>Continued Use:</b> Yes</p>	<p><b>Student Numbers:</b> 06-07- 14 07-08 – 28</p> <p><b>Supplies:</b> no – didn't use.</p> <p><b>Results:</b> Increased student performance was achieved as exam performance is up and the students are really getting it. Also, students complained less. However, he is not sure if this is due to the D2L component or changes in his teaching and the quality of students. Noteworthy is that the students themselves attributed increased performances to online discussions.</p>	<p><b>Seminars:</b> Yes - Millennial information helpful at personal level. No - Backward design not so much as he was intuitively already doing it "</p> <p><b>Materials:</b> No - Books on Millennials was not helpful.</p> <p><b>Technologies:</b> Yes – Especially connecting with local LTDC campus leadership and getting to know range of expertise in that unit.</p> <p>General Program: "It was also great to interact with faculty from across my campus and to meet faculty from other campuses. Comparing ideas, sharing experiences, and reflecting on student interests and attitudes have helped make this a very worthwhile experience.</p>
<p><b>Won Yong Jang</b> <b>School and Unit:</b> Department of Communication <b>Project Title:</b> Active learning approach for millennial students: How do we make research methods more interesting with the integration of technology into a traditional classroom?</p> <p><b>Objectives:</b> 1. Students will be to design well-constructed measurement scales (nominal, ordinal, interval and ratio) and write worthwhile and clearly-worded questions.</p> <p>WIKI technology will be used to help students to write a "review of the literature," a research paper, etc.</p>	<p><b>Course:</b> (CJ300): Research Methods Revised existing course to add technology</p> <p><b>Technologies:</b> D2L and Wiki</p> <p><b>Continued Use:</b> Yes</p>	<p><b>Student Numbers:</b> 06-07- 104 07-08 –104</p> <p><b>Supplies:</b> Yes, Portable hard drive</p> <p><b>Results:</b> Will begin application in summer. He has been working with others on this class and has learned from their experiences.</p>	<p><b>Seminars:</b> Millennials - Yes, changed his perceptions</p> <p><b>Materials:</b> Yes, changed pre-conceived perceptions of learners from passive to active learners Yes, helped with design</p> <p><b>Technologies:</b> Yes</p> <p>General comment: " I've strongly agreed that more new approaches to the teaching of research methods needed to be developed using instructional technologies. In addition, I've believed that active learning is most effective way to teach based on student participation and interaction. Then I've strongly recommended that an instructor need to use active learning approach, which make research methods more interesting and relevant to students "</p>

<p>Additional objectives:</p> <p>To provide students with marketable research skills</p> <ul style="list-style-type: none"> <li>▪ To enhance the quality of our instruction</li> <li>▪ To stimulate interest in research</li> <li>▪ To promote critical thinking</li> <li>▪ To maximize the student experience of research methods</li> <li>▪ To optimize the academic potential of the students</li> <li>▪ To promote discussion among class members</li> <li>▪ To promote discussion between students and the instructor</li> <li>▪ To increase the level of student engagement and to help instructors get immediate feedback regarding student comprehension</li> <li>▪ To make research methods an enjoyable experience for staff and students alike.</li> </ul>			
<p>Terence <u>Chmielewski</u> Department of Communication &amp; Journalism</p>	<p><b>Project Completeds</b></p>	<p><b>No report dsubmitted</b></p>	