

Overview of Project and Participant Reactions by Campus UW – Green Bay

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
Green Bay			
<p>Clifton Ganyard Humanistic Studies/History</p> <p>Project Title: <u>Introducing Wikis and Blogs into the Humanities</u></p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ to familiarize the student with western civilization, ▪ to improve communication skills (primarily written, in this case, but also through interaction with fellow students), to improve critical thinking skills 	<p>Course: Hum Stud 102: Foundations of Western Culture 2</p> <p>Technologies – Wikis and blogs</p> <p>Continued Use: Undecided on wikis – but probably not A strong maybe on the blogs leaning toward a yes. Deciding factor seems to be campus technical support as there were a number of things that were problematic and that appears to be the major reason for the indecision. Seemed pleased with students' work on blogs, but again found out later that there were a number of technical issues that were problematic for students.</p>	<p>Student Numbers: 06-07- 130 07-08 – 130</p> <p>Supplies: No</p> <p>Results: Had difficulty with both assignments</p>	<p>Seminars: Somewhat – got him to think about students and technology in new ways</p> <p>Materials: Books were not helpful</p> <p>Technologies: Yes</p> <p>General Comments: . . . "Having said all of that, however, I would have to say that the ICoP experience as a whole has been very positive. Although I have been skeptical about various assertions and designations made during the project, and my individual project did not turn out as well as I had hoped, ICoP did inspire me to try anew project, which I would not have done otherwise. It also exposed me to several new technologies, of which I was not really aware and did not know how to apply to academic purpose. I found the discussions of these technologies particularly useful, and although I have some reservations about wikis and blogs (at least as they currently stand at UWGB), I am contemplating introducing a different technology, student-produced video documentary pod casts, the potential for which I learned during the second ICoP meeting. Furthermore, although I do not like the "millennial" designation, I feel that it was still very useful as a starting point. The suggestion that students did indeed desire interactive, collaborative, technologically driven assignments led me to try to incorporate such assignments into my course, and despite the various frustrations and setbacks I experienced with this project, I certainly learned more about these technologies, their implementation, and the level of comfort my current students have with them."</p>

<p>Name: Jason Nice Humanistic Studies (History)</p> <p>Project Title: Online Collaboration in Large Survey Course</p> <p>Objectives: 1. for the learner to change from a passive recipient of classroom historical “coverage” to an active participant in classroom and non-classroom historical “uncoverage.” Achieved, active collaboration.</p> <p>2. to employ a more user-and-administrator-friendly wiki technology. Failed, technical restraints on campus.</p> <p>3. to aid students in achieving greater mastery over course material. Mixed results, same average final scores as previous year.</p> <p>4. to encourage improved writing skills. Mixed results, many students drifted into email or text-message language in the online format.</p>	<p>Course: Western Culture II: Renaissance to the Present</p> <p>Technologies: Writely.com - Google Documents (bibliographies) and Spreadsheets</p> <p>Continued Use: Yes, but not pleased with the technology he used</p>	<p>Student Numbers: 06-07- 130 07-08 – 130</p> <p>Supplies: No</p> <p>Results: “I think that students are starved for collaborative exercises, and traditional classroom environments (especially in large survey courses with no discussion sections) do not provide adequate room for collaboration. As a result, given the opportunity to work together, students’ interpretive skill levels did improve. However, as I mentioned before, the online writing format seemed to encourage poor writing.”</p>	<p>Seminars: “</p> <p>Materials: No on Millennials Yes on Backwards Design – Used the concept of “uncoverage” – reporting that students seemed to like this concept and the related activities.</p> <p>Technologies: Yes – these were helpful</p> <p>General Comments: “Mostly, I greatly enjoyed meeting (and collaborating!) with other professors at UW campuses. It was also a great idea to mix up the disciplines at our meetings, since this allowed us all to think outside the box in new and provocative ways. Keep up the good work!”</p>
<p>Name: Donna Ritch Human Biology</p> <p>Project Title: <u>Case Studies using D2L Discussion</u></p> <p>Objectives: To 1. Include problem-based learning using a discussion format while still maintaining the content of the course. 2. Improve and deepen the student’s understanding of concepts.</p>	<p>Course: Anatomy and Physiology (Hum Bio 204)</p> <p>Technologies: D2L</p> <p>Continued Use: Yes, and is carrying it into her other courses</p>	<p>Student Numbers: 06-07- 142 07-08 – 142</p> <p>Supplies: Yes – on books that were “very helpful”</p> <p>Results: “the communication level among students in the course and between students and myself definitely increased. I think students felt to feel</p>	<p>Seminars: “Millennials No BD Yes</p> <p>Materials: Millennials No, BD Yes</p> <p>Technologies: Yes</p> <p>General Comments: This was a very valuable experience. I learned a lot more about D2L and other technologies (such as Wikis) and students’ perceptions of learning. I would hope this program would continue and encourage my colleagues to become involved, especially if teaching a large class.</p>

<p>3. Apply concepts to “real world” situations. 4. Have students appropriately utilize anatomy and physiology terminology All achieved</p>		<p>comfortable in a large class because they knew I would be reading the discussions and would be available for assistance.”</p>	
<p>Name: David Voelker Humanistic Studies/History</p> <p>Project title: <u>Using Wikis and Blogs as Teaching Tools</u></p> <p>Objectives: Wikis Students were required: 1. to participate in a small-group writing assignment 2. to gather, share, and assess evidence and to compose a concise wiki document that presents their conclusions 3. to practice the skills of historical analysis, including asking questions, locating and evaluating sources, and assembling evidence into a meaningful narrative or interpretation 4. to practice self-directed learning Blogs 5. help students prepare better for class and class discussion by giving them some guidance on the reading and by proposing questions for us to consider in class.</p>	<p>Courses: 1. United States History to 1865 2. United States History from 1865 to the Present 3. Problems in American Thought 4. The Early American Republic</p> <p>Technologies – blogs and wiki</p> <p>Continued Use: Yes! On the blog, Undecided on the wiki</p>	<p>Student Numbers: 06-07- 240 07-08 – 240</p> <p>Supplies: Yes, microphone for podcasting</p> <p>Results: Students who completed a reading, read my blog, and posted comments tended to be more prepared for class and to have more to say</p> <p>*David has already written an article on blogging which has been accepted for publication</p>	<p>Seminars: Millennials Discussions were helpful but objected to over generalizations on Millennial literature Familiar with backwards design concepts already but felt that seminars and information would be valuable to those unfamiliar and did a good job summarizing BD concepts.</p> <p>Materials: See above</p> <p>Technologies: Yes – Now interested in podcasts also</p> <p>General Comments: “It would be nice to have a continued forum for sharing ideas about using new technologies in the classroom, especially if we could avoid simply “preaching to the choir.”</p>

**While 2 participants claimed they didn't use \$100 stipends, GB still submitted a bill for \$400 for tech related items. I am assuming purchases were made for the center with these funds.