7 PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION WITH TECHNOLOGY AS LEVER

- Encourage contact between students and faculty.
  - Phone, Email, Zoom.us Web Conferencing, Google Hangouts, Skype, Twitter, Slack
- Develop reciprocity and cooperation among students.
  - Discussion Boards, Group Work, Zoom.us, Google Hangouts, Google Documents
- Encourage active learning.
  - Case Studies, Classroom Assessment Techniques, Polling/Clickers, Team Projects, Games
- Give prompt feedback.
  - Low Stakes Quizzes w/ Feedback, Adaptive Homework, Peer Review, Surveys/Polling
- Emphasize time on task.
  - Google Calendar, Weekly Quizzes, Team-based Projects, Wikis, Blogs, Games
- Communicate high expectations.
  - Learning Objectives, Rubrics, Assignment Examples, Peer Mentoring
- Respect diverse talents and ways of learning.
  - Variety of Methods (Hybrid, Inverted, etc), "Remix" Assignments, Assistive Technology

In 2016, ECAR collaborated with 183 institutions to collect responses from 71,641 undergraduate students about their technology experiences. The findings in this snapshot were developed using a representative sample of 10,000 students from 153 U.S. colleges and universities.

**STUDENT ENGAGEMENT**

78% of students agree that the use of technology contributes to the successful completion of courses.

46% of students say they get more actively involved in courses that use technology.

**NEW MODELS FOR EDUCATION**

Four in five students say they have taken a course with a blend of some online and some face-to-face work.

---

**New Models for Education**

Innovators & Early Adopters
Advancing New Models of Education

1. **Top 3 motivators for integrating technology in the classroom**
   - Clear indication/evidence that students would benefit
   - Release time to design/redesign courses
   - Confidence that the technology would work as planned

The Experiential Model:
**Flipped Faculty Engagement**
EMAIL INVITATIONS
Four Innovative Courses

GOOGLE DOCUMENT
Five Guiding Questions
Five Guiding (5) Questions:

• Relevant course name, number of students, and short description
• Learning problem that made you rethink your instructional approach
• How you addressed that challenge
• How students responded, any challenges, and/or lessons learned
• Any pictures, resources or links that may help tell your story

Reflective Practitioner | Professional Testimonials | Evidence-Based Impact
CAMPUS INVITATION

Schools & Departments

LIGHTNING TALKS

Six Minutes
DISCOVERY: ID SUPPORT & COLLEAGUES

Knowing that the capacity to work with the designers and colleagues [on course redesign] is there, this has already made me think more creatively about the kinds of things I want to do in the classroom in the future.

Associate Professor, English

DISCOVERY: OPPORTUNITY & CHOICE

The workshop series was beyond my expectations. I signed up to attend face-to-face but I was feeling ill and couldn’t go, so I managed to attend via zoom.

I felt like I was in the room with other people. I had all my questions answered and got a chance to talk 1-to-1 with speakers during the break out groups. I can see how I might use this technology in my course.

Assistant Professor, Environmental Science

4-day Grand Totals: Participants & Speakers (77+)

2016 Faculty Instructional Innovation Studio

IMPACT SUMMARY

During the 4 day event, there were 77 participants, 29 of which were speakers. There was significant representation from both CNAS & CHASS, and surprisingly from Staff.

From this event alone, the potential impact on students is between 1000 - 5760 (classes of 20-120.)