THROUGH AND BEYOND THE CLASSROOM: Digital Technologies and DEEP LEARNING

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The Power of Five Colleges

A consortium of five campuses, 2,200 faculty members, 7,000 courses and 30,000 students in western Massachusetts.
Departments and Majors
Architectural Studies Major
Astronomy Department
Dance Department
Film Major

Certificate Programs
African Studies
Asian/Pacific/American Studies
Buddhist Studies
Coastal and Marine Sciences
Cognitive Neuroscience
Culture, Health, and Science
Ethnomusicology
International Relations
Latin American Studies
Logic
Middle Eastern Studies
Native American Indian Studies
Queer and Sexuality Studies
Reproductive Health, Rights and Justice
Russian, East European, and Eurasian Studies
Sustainability Studies
Additional Academic Programs, Committees, and Councils

African American Studies/Black Studies
Anthropology
Architectural Studies
Advanced Art Studio Seminar
Early Music Program
German Studies
Geology
Multicultural Theater
Music
Peace and World Security Studies
Theater
Center for Crossroads in the Study of the Americas (CISA)
Five College Center for the Study of World Languages
fivecolleges.edu
Questions and Thoughts

- What are the limits and possibilities of technology for supporting engagement with others and the creation of new knowledge?
- How can success be measured?
- What can institutions do to support fulfillment of technology’s potential for deep learning and education for democracy?
- How can this work be sustained?
Campus-Community Partnerships: Working Digitally With Community Organizations

Rogelio Miñana
Drexel University
Support and Course Preparation

- Worked with community partner since 2010
- Digital storytelling and youth organizations were a component of my research
- Attended workshops, conferences, intensive course preparation and research

- Received two Five College Digital Humanities Program Grants in 2013 ($5,000) and 2014 ($30,000)
- Mount Holyoke College donated equipment to my community partner (2013)
- Received a MHC Embedded Practitioner Grant ($6000) in 2014
Projects: CBL Courses

Community Narratives: Digital Storytelling in Springfield, MA

- final project on Gerena elementary school and community center: its past, present, and future (4 stories)
- featured on WGBY’s “Connecting Point” newscast (9 segments between March-May 2013) and El Sol Latino (local bilingual newspaper)

Promoting Bilingual Literacy Through DST in Springfield

- 12 MHC students assisted 10 Spanish-speaking migrants (Guatemala and Mexico) in Springfield during the completion of a digital storytelling workshop imparted by the WGBY-affiliated Latino Youth Media Institute
- students brought their own interests and disciplinary expertise into their final research projects
Assessment: Going Beyond the Classroom

Gerena School Project in WGBY’s Connecting Point

Promoting Bilingual Literacy

- we carried out a concurrent, informed, critical, and self-reflective evaluation of our experimental use of DST with migrants through surveys, participant observations, and student evaluations

- Public showcase and YouTube channel:

  1. Omeli Mauricio
     by WGBY LYMI
  2. Carlos Alberto
     by WGBY LYMI
  3. Elendida Morales
     by WGBY LYMI
  4. Elisa Roblero
     by WGBY LYMI
  5. Jose Perez
     by WGBY LYMI

WGBY wants to hear your story!
You can share your photos and memories below...
Tu puedes compartir tus fotos y memorias abajo...
Questions, Comments?

- Can campus-community partnerships be enhanced and achieve greater impact through technology?
- Do learning goals and assessment for community-based courses change in a technology-enhanced environment?
Intermediate Arabic Online Summer Bridge Program
Mohamed Hassan
Amherst College
Context

• Bridging the language skill gap between students who studied two-different 200-level Arabic curricula at UMass Amherst with different course materials

• Summer non-credit bridge program

• Support from Five College Consortium through a grant from the Andrew W. Mellon Foundation for Language Innovations
Course Preparation and Technological Tools

- Course materials were the same as classroom.
- The program was offered online through a Five College Moodle.
- Free software “Google hangouts” was used.
- The program was taught over 8 weeks.
- There was 6 weekly hours of synchronous meetings, while other coursework was done on a non-synchronous basis.
Educational challenges of Tech-Assisted learning in an Arabic Course

- Classroom activity types and collaborative learning activities
- Pair and group activities
- Different learning styles
- Instant and delayed feedback
- Shift from Teacher’s role in face-to-face teaching to online teaching
Assessment and Evaluation

• End of program evaluation

• Five College Arabic Placement Test – American Council on the Teaching of Foreign Languages (ACTFL) standards

• Listening and speaking skills needed more attention than reading and writing skills in the Third-Year classroom

• Assessing online learning outcomes??
Teacher training on software applications and accessibility of learning tech

Workshops and time constraints: support, incentives and motivation

Sharing experience in brainstorming sessions and pedagogy seminars

Investment in developing appropriate online Arabic materials – course redesign

Adherence to accessibility issues in Arabic online courses – software and hardware right-to-left settings: OCR, screen readers and Arabic speak engines

Strategizing technological support and learners’ needs
Assessment of Blended Knowledge Building in Research Methods Courses

Alexandra Burgess & Lauren Duncan (Smith College)
Project Development

- How did we get here?
  - Structural challenges
  - Four-year assessment
  - Deep learning of RM topics
  - Funding for Implementation
- Partnerships
  - Academic Departments: Psychology, Education and Child Study, Engineering
  - Institution Departments: Institutional Research, Sherrerd Center for Teaching and Learning
  - Five College Consortium
Blended Knowledge Building

- Approach 1: Knowledge Forum (KF)
- Work on authentic, real-world problems

Generate novel ideas through group discourse:
- Challenging of peers
- Idea building “yes, and…”
- Continually asking questions & problem solving
- Finding gaps in knowledge-pushing boundaries of understanding
- Constructive use of authoritative sources
Blended Knowledge Building

• Approach 2: Moodle Quizzes
  • Low-stakes, mastery oriented

• Intended Outcomes:
  • Problem solving skills
  • Authoritative sources
  • Integration of contradictory ideas
  • Initiative in ideas
  • Process, not destination, approach to learning
Assessment of Gains

- Evaluation:
  - Should the Northampton School District delay school start times?

- Coding Scheme Development (Handouts available)

- Findings
  - Skills \textit{significantly} better with KF:
    - Identifying central design flaws in the articles
  - Skills Better in KF classes:
    - Reporting the evidence – not cherry picking
    - Challenging author’s conclusions
Questions and Thoughts

- In what ways can technology or non-technological approaches support deep learning?
- How might a cross-year assessment of learning outcomes impact academic departments’ curriculum?
Discussion Questions/tHOUGHTS

• Rogelio:
  • Can campus-community partnerships be enhanced and achieve greater impact through technology?
  • Do learning goals and assessment for community-based courses change in a technology-enhanced environment?

• Mohamed:
  • Teacher training on software applications and accessibility of learning tech
  • Strategizing technological support and learners’ needs

• Alex:
  • In what ways can technology or non-technological approaches support deep learning?
  • How might a cross-year assessment of learning outcomes impact academic departments’ curriculum?