Teaching and Learning in the Future Using Web 2.0 Tools:
A Faculty Development Model

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Participating virtually via Scribblar:

Dr. Howard Wach
Director, Office of Instructional Technology

Professor Kenya Harris
Nursing & Allied Health Sciences Department

Professor Moronke Oshin-Martin
Communication Arts & Sciences Department
Background

• Summer, 2005: A New Model
  – Intensive week-long session
  – Follow-up semester with four meetings—one is a campus-wide showcase
  – Peer Mentoring

• Summer, 2007 – 2008: Change Model
  – Two day intensive training
  – Follow-up semester with four meetings
  – Peer Mentoring
Background

• Summer 2009: Third Model
  – Level 1 training for new users
  – Level 2 training for returning users
  – Offered podcasting, videocasting, and introduction to Web 2.0 applications

Why Web 2.0?

• Engaging “early adopters”
• Advantages for use of media
• More interactivity = better outcomes
• Flexibility outside the LMS
Student Learning outcomes

• Student interaction with rich media content for study and review
• Student learning styles would be addressed in the Web 2.0 app
• Student self pace learning

Web 2.0 in Education

- Increases user creativity and community while concurrently empowering user ownership of content
- User-generated content leading to "collective intelligence" that benefits many
- Collaborative in nature and features user-generated content
What is “Web 2.0?”

Web 1.0
read-only medium
static Web – provide information

Web 2.0
read-write Web
relies on user participation
information is transmitted and consumed
with content being created, shared,
remixed, repurposed, and passed along

Downes, 2005
Trying to define and categorize what “Web 2.0” means... is like trying to change the tire on your car while it’s going down the highway.

What tools were chosen and Why

Questions for Faculty:

• How does the tech drive the learning?
• How can I apply the new tech to my present course content?
Conclusions

• Faculty need to stay on the cutting edge if they hope to engage students
• Faculty should be on the lookout for Web 2.0 apps that can be used inside and outside learning management systems (LMS)
• Faculty must “think outside the box”

Questions and Answers

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