

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

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

Participating virtually via Scribblar:

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Communication Arts & Sciences Department



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The City University of New York

10,000 F/P students

91% inner city students
9% out of state

55% Hispanic Students
33% Black / Non Hispanic
3% White / Non Hispanic

Commuter College
Urban Setting / Bronx ,
New York



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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



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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



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Dr. Howard Wach, Dir. OIT

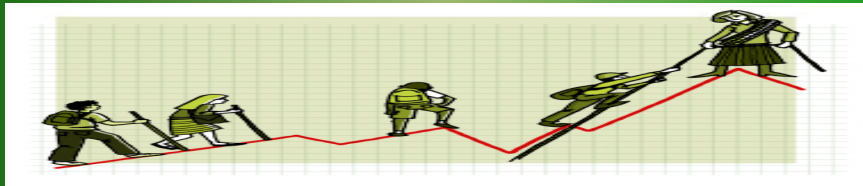
- Engaging “early adopters”
- Advantages for use of media
- More interactivity= better outcomes
- Flexibility outside the LMS

Why Web 2.0?

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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



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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



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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

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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

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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”

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Questions and Answers

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