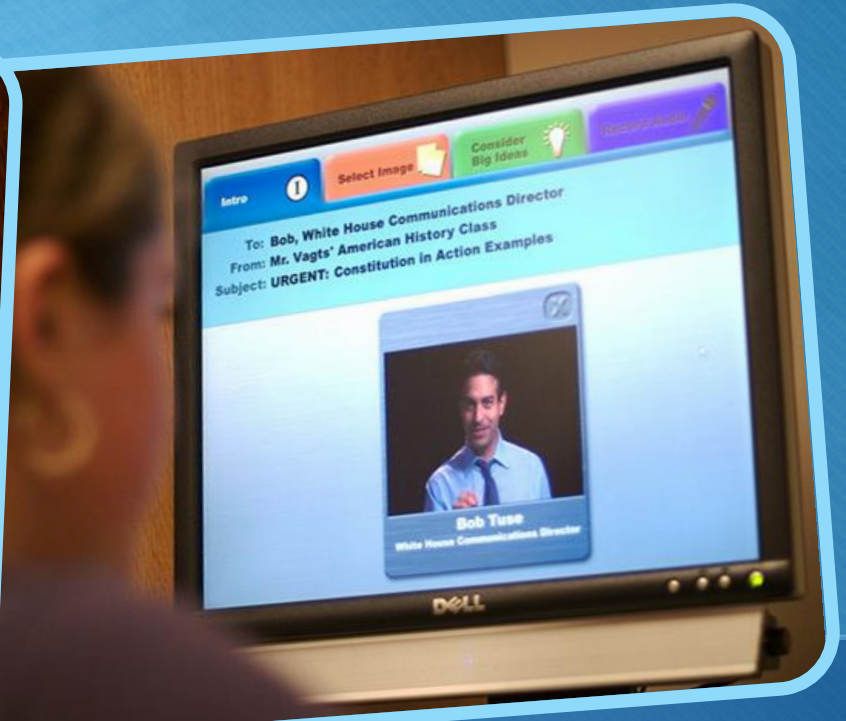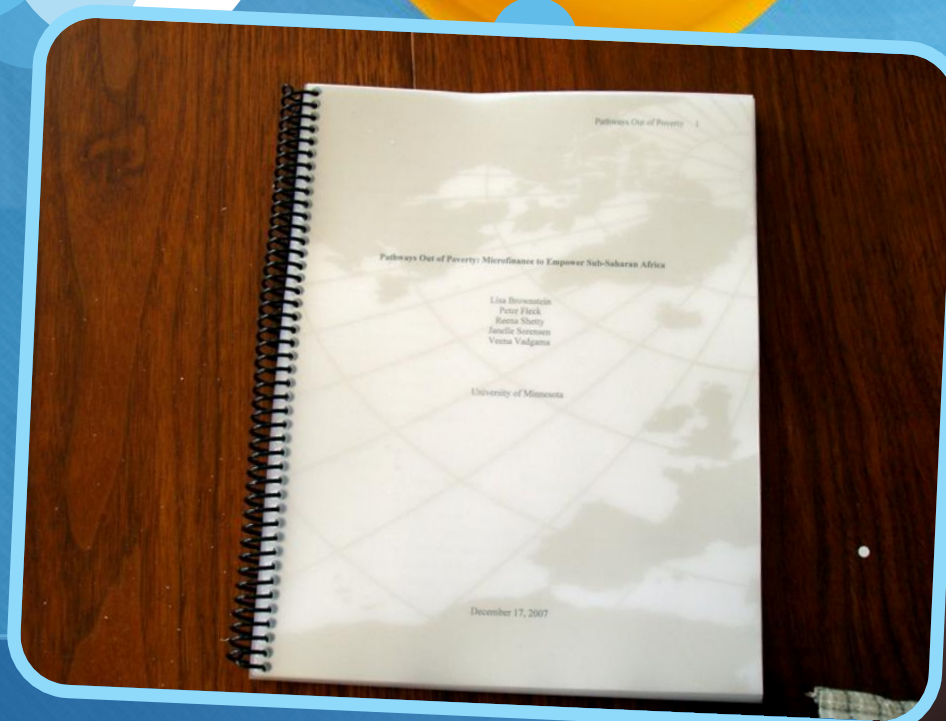# Not Another Paper!:

Technology Approaches to Final Projects

Nathan Whitley-Grassi & Patricia Hoefler

Empire State College

Introduction

Which of these sounds more interesting to you as an instructor?

Which do you think your students would find more engaging?

Who Are We?

Nathan Whitley-Grassi

- Faculty Instructional Technologist & Adjunct Faculty – Empire State College

- Senior Lecturer – Niagara University

Patricia Hoefler

- Faculty Instructional Technologist – Empire State College

- Online Instructor – University of Phoenix

Pedagogy – Educational Tech

- Fosters critical thinking skills

- Makes learners move past the basic concept memorization and fully engage with the material in a multi-modal approach

- Student generated knowledge requires a higher order of understanding and leads to higher levels of learning and longer lasting retention of information

Advantages

- **TIME**
  - Students who are technology proficient may find an online project easier to create
    - Need to take into account technology needs of entire class
- Engage students
  - Studies suggest that multimedia and web enhanced activities are more engaging to todays learners

Creativity

- Students are able to think in different ways

- Multiple Intelligences
  - Students who are more visual learners have more options to express themselves

- Technology extends/adds layers to assignments

- Goes beyond the 2 dimensional research paper
  - Wikis/Blogs: Can include videos, links to other sites
  - Timeline tools: Again, can link to videos

21st Century Literacy

- Students in college today should develop skills necessary to learn new technology skills and master new applications.

- Students who work on technology-oriented assignment can now include presentation in their resume portfolio

- *"Literacy today depends on understanding the multiple media that make up our high-tech reality and developing the skills to use them effectively "– Educause Quarterly*
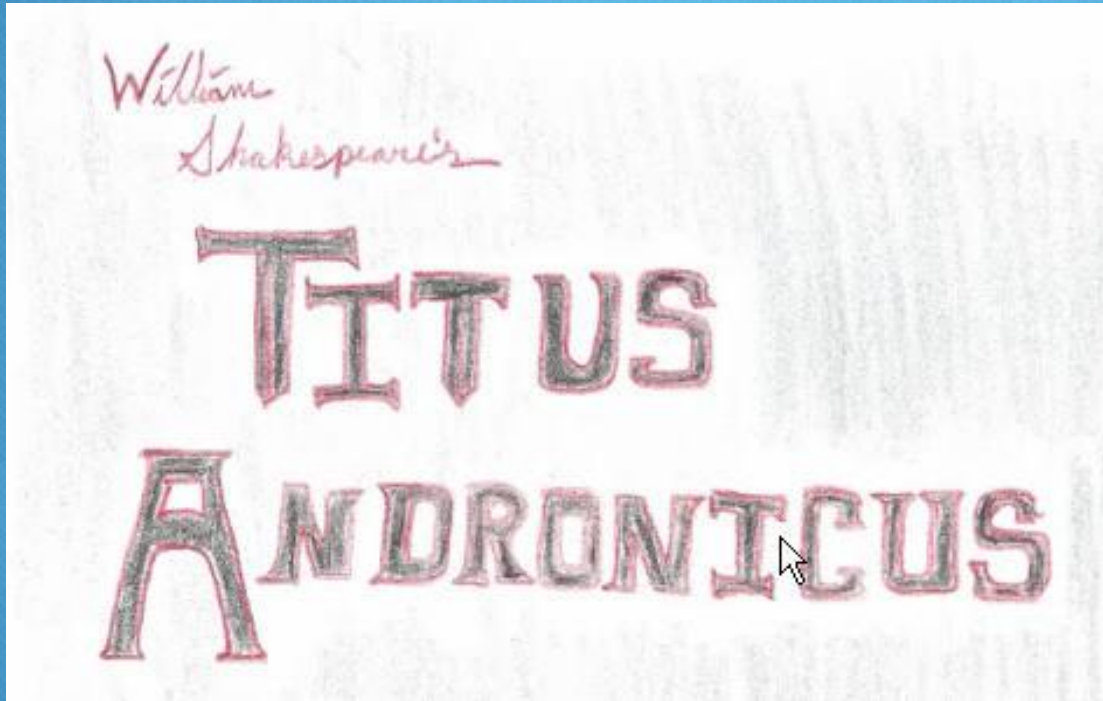
Titus Andronicus project for Theatre History Course
http://youtu.be/4LEKb3wDyP8

Example: Video

http://vimeo.com/26919846

Example: Video

Example: Wikis

Theater 442 Dramaturgical Wiki

This wiki was created by the students from Theatre 442 - History of Theatre 1875 to Present

http://ourtheatrehistory.wetpaint.com/

Example: Wikis

Dr. Fabian goes over the skull and some of the major bones that make up the skull.

Dr. Fabian Identifying Parts of the Skull Part ...
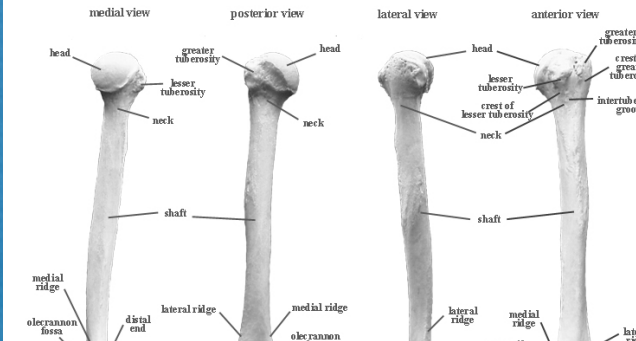
Types of Bone Fractures

Closed fracture   Open fracture   Greenstick fracture   Comminuted fracture

this picture shows different types of bone fractures that used durring ... on or possibly

Vertebral Column

Cervical curve
Cervical vertebrae
Thoracic vertebrae
Thoracic curve
Lumbar vertebrae
Lumbar curve
Sacrum
Sacral curve
Coccygeal vertebrae
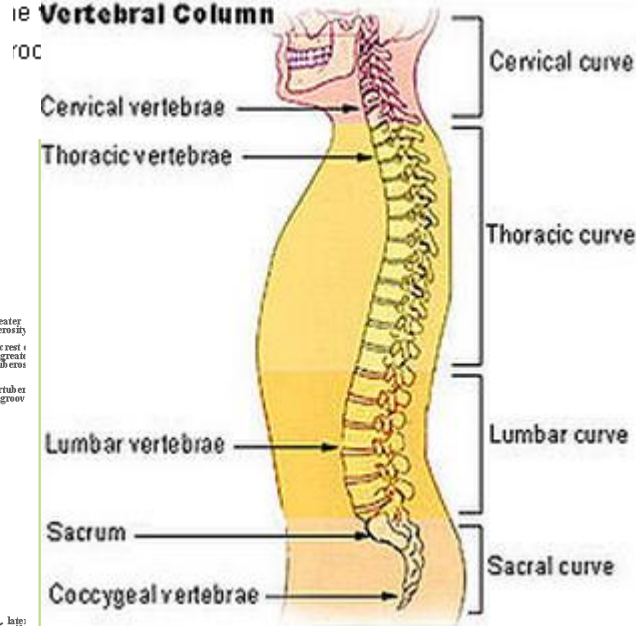
Ulna	Mongoloid	3.48 * ulna + 77.45 ± 4.66 cm	
Radius	Caucasoid	3.79 * radius + 79.42 ± 4.66 cm	4.74 * radius + 54.93 ± 4.24 cm
Radius	Negroid	3.32 * radius + 85.43 ± 4.57 cm	3.67 * radius + 71.79 ± 4.59 cm
Radius	Mongoloid	3.54 * radius + 82.00 ± 4.60 cm	

Formulae for determening stature of human remains. Mike Moore 3/17/10

I found this diagram at reel.utsc.utoronto.ca/.../ humerus
It shows a good diagram of the humerus from mulitple vantage points, I chose this diagram because the parts are claerly labled and for the most part easy to read and understand

medial view   posterior view   lateral view   anterior view

head   greater tuberosity   head   greater tuberosity
                                                                    crest of greater tuberos
lesser tuberosity   head   lesser tuberosity
neck   neck   crest of lesser tuberosity   intertuber groov
                                          neck

shaft   shaft

medial ridge
olecrannon fossa   distal end   lateral ridge   medial ridge   lateral ridge   medial ridge
                          olecrannon

Example: Podcasts

Example: Timelines

Example: Animation

Turn them in? (Video or Audio)

- CD/DVD or **FlashDrives**–

  - *Potential Problems:* The format may not be compatible with your computer. Not all students know how to burn a CD.

- **File Sharing Sites** –

  - Potential Problems: The info is out there for all to see, and Students must be careful about file size

- File Sharing Sites (free):

  - Youtube.com
    - Limited to 10 min. or 300 mb
  - Vimeo.com
    - Limited to 500mb
  - Voicethread.com
    - Only 3 threads at one time

Assessment: Learning Outcomes & Goals

- Clearly defined learning objectives/goals will allow both students and instructor to consider the "end game" of this assignment and how it fits into the whole picture of the course

- Use of wikis for writing or project assembly allows for:

  - Formative assessment
  - Peer Review
  - Collaboration

Assessment: Rubrics

○ **Rubrics can provide students with greater detail of the objectives and assessment criteria in a project that may not be as familiar with as a research paper**

Final "Wiki" Assignment:

1. Inform me by October 10 that you will be creating a wiki page. I will then send you an e-mail to join the wiki. (link: http://ourtheatrehistory.wetpaint.com/)

2. Wikis can contain appropriate video, music, pictures, graphics and links to enhance the assignment. Be creative!

3. Assignment should cover the following areas: Overview of Play, The Playwright, The Play, and The Reviews.

   a. Overview: Several paragraphs giving general overview of the information about the show. Include at least one interesting item you discovered in your research.

   b. The Playwright: Equivalent to approximately 2 pages of double spaced typed text with research about the playwright. Include 6 references (can include links to research sites, no more than 2 photos, audio/video links)

   c. The Play: Equivalent to approximately 2 pages of double spaced typed text with research about the play itself. Answers why the playwright wrote this particular play, what was his/her motivation. Include 6 references (can include links to research sites, no more than 2 photos, audio/video links)

   d. The Production: Equivalent to approximately 2 pages of double spaced typed text with research about the reviews for this play. Include 6 references (can include links to research sites, no more than 2 photos, audio/video links)

Wiki Rubric

CATEGORY	4	3	2	1
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal, OR there are several factual errors.
Organization	Content is well organized, using headings (those given in the research guide) or bulleted lists to group related material.	Content uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Attractiveness	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Makes use of font, color, graphics, effects, etc. but these often distract from the presentation content.
Contribution to the Group	Contributes greatly to the development of the class wiki.	Contributes adequately to the development of the class wiki.	Contributes moderately to the development of the class wiki.	Contributes minimally to the development of the class wiki.
Accuracy	No misspellings or grammatical errors. No HTML errors in wiki (e.g., broken links, missing images).	Three or fewer misspellings and/or mechanical errors. No more than two HTML errors in the student's contribution to the wiki.	Four misspellings and/or grammatical errors. No more than four HTML errors in the student's contribution to the wiki.	More than four errors in spelling or grammar. Five or more HTML errors in the student's contribution to the wiki.

Assessment: Sizing up the Assignment

- Translating Pages to other units of measurement

  - This depends on the requirements of the assignment

- Defining the scope and size of the project

- Determining due dates for each step

- Be sure your project does not outgrow your submission plan!!!

Tip for Adoption:

- Allow for at least one day to thoroughly review the technology

- Show examples from other students

- Offer a chance to try it out

- Have a tutorial/instruction materials available

- Offer to work one-on-one

- See if the college offers training sessions on these tools

Opt out:

- Offer research paper as back up (for those who may be completely uncomfortable with technology)

  - Creating a backdoor can help student feel more comfortable knowing that other options exist.

- Even students who are wary of the technology often try it out knowing the have a fail-safe just in case.

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Site with Links

- https://sites.google.com/site/technofinalprojects/

Questions?

Time to hear your thought!

What kinds of projects can you come up with for your classes?