Teaching & Learning Technology 2016

In-class and Distance Learning

Dr. Zeshan Hyder

Mining & Nuclear Engineering

MS&T

What Do I have?

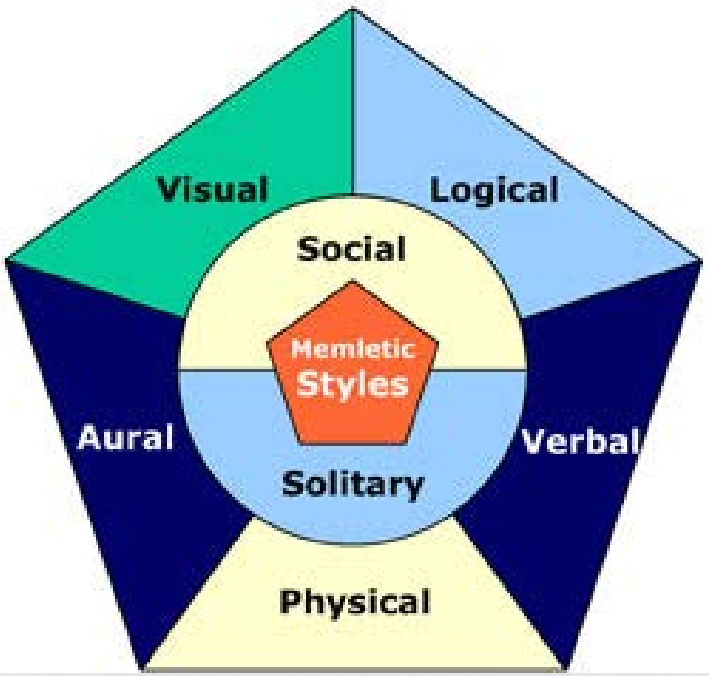
- Introduction
- Personal Experiences
- Differences
- Interaction/Participation
- Questions, Comments/Discussion

Introduction

- In class/on campus
- Online classes
- Distance Classes

Introduction

- Learning Style Categories
- Students possess all learning styles,
  - to a greater or lesser extent



Introduction

1. Independent Students

- Prefer independent study and self-paced instruction and would prefer to work alone rather than with other students on course projects.

Introduction

2. Dependent Learners

- Look to the teacher and to peers as a source of structure and guidance and prefer an authority figure to tell them what to do.

Introduction

3. Competitive Students

- Learn in order to perform better than their peers and to receive recognition for their academic accomplishments.

Introduction

4. Collaborative Learners

- Acquire information by sharing and cooperating with teacher and peers. They prefer lectures with small-group discussions and group projects.

Introduction

5. Avoidant Learners

- Are not enthusiastic about attending class or acquiring class content. They are typically uninter-ested and are sometimes overwhelmed by class activities.

Introduction

6. Participant Learners

- Are interested in class activities and discussion and are eager to do as much class work as possible. They are keenly aware of, and have a desire to meet, the teacher's expectations.

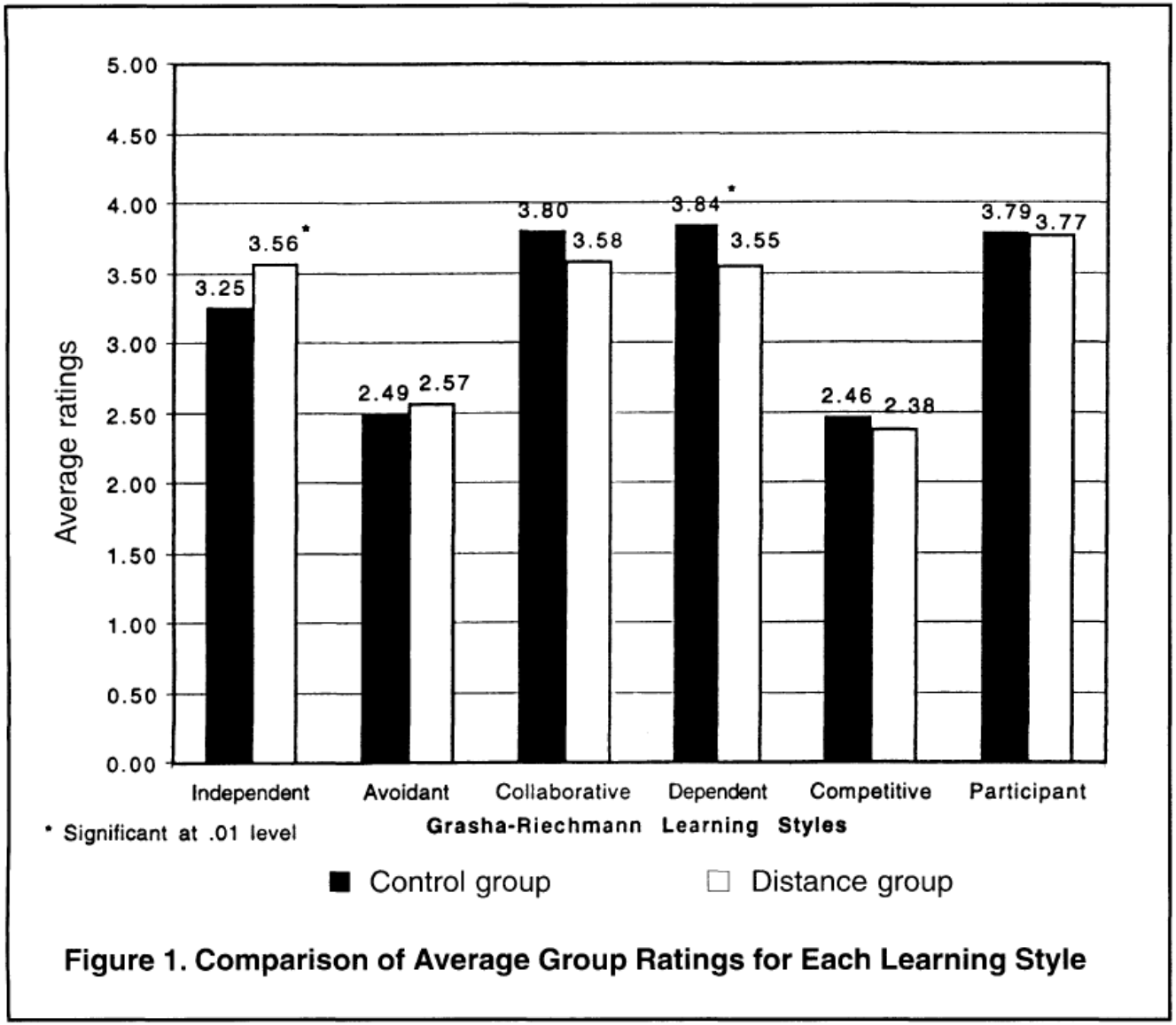
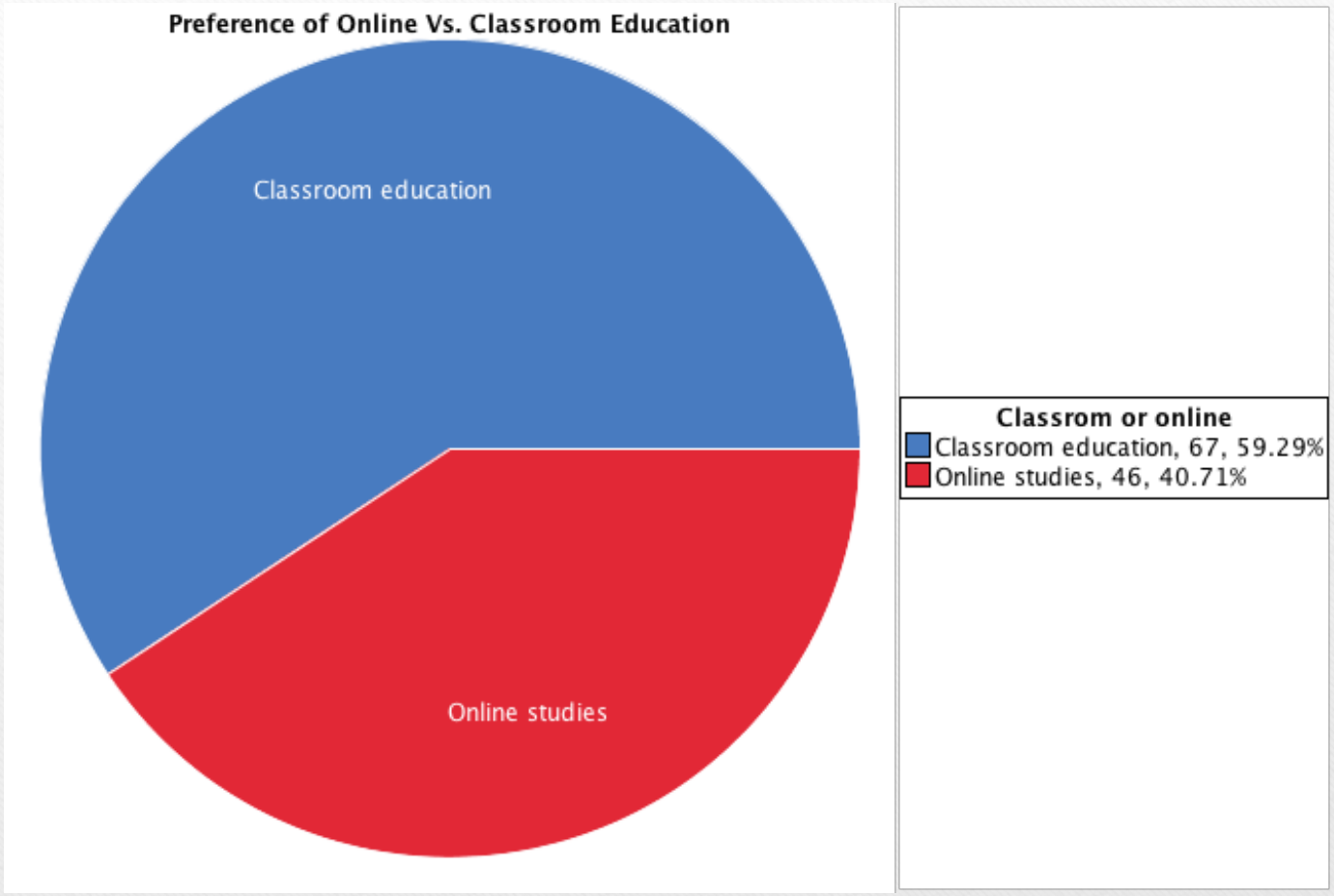


Figure 1. Comparison of Average Group Ratings for Each Learning Style

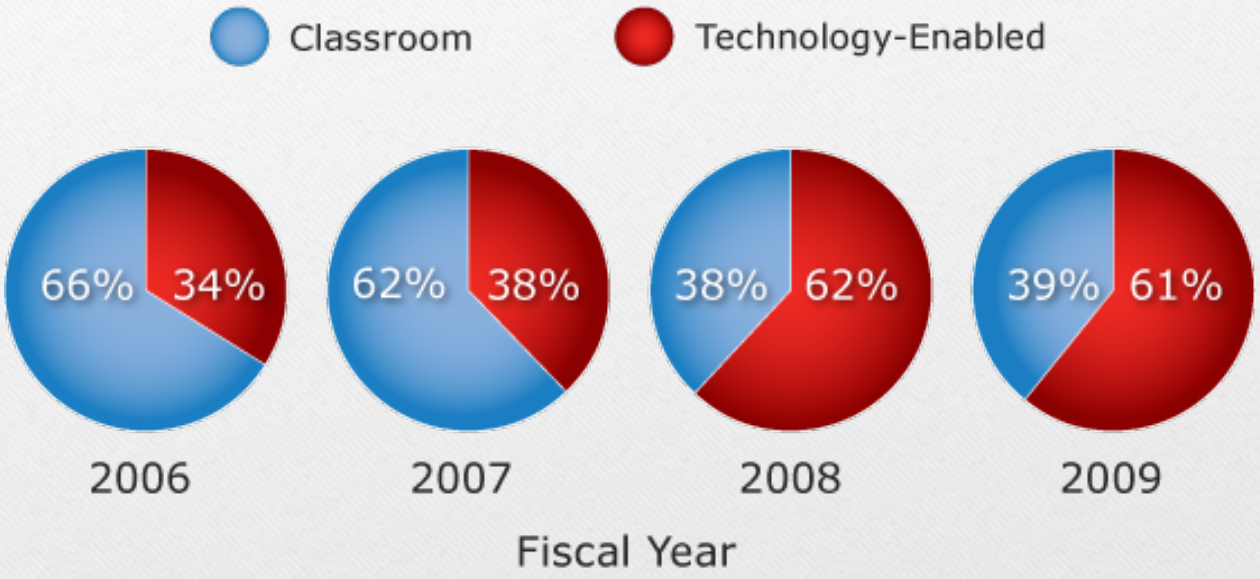
S4: Self-Directed Learner	**Severe Mismatch** Students resent authoritarian teacher	*Mismatch*	Near Match	**Match**
S3: Involved Learner	*Mismatch*	Near Match	**Match**	Near Match
S2: Interested Learner	Near Match	**Match**	Near Match	*Mismatch*
S1: Dependent Learner	**Match**	Near Match	*Mismatch*	**Severe Mismatch** Students resent freedom they are not ready for
	T1: Authority Expert	**T2: Salesperson, Motivator**	**T3: Facilitator**	**T4: Delegator**

table 2–1 Generational Differences

	TRADITIONALISTS	BABY BOOMERS	GEN XERS	MILLENIALS (GEN YS)	GEN 2020
Birth Time Span	1925–1945	1946–1964	1965–1979	1980–2001	2002–
Current Population	38.6 million	78.3 million	62 million	92 million	23 million
Key Historical Events	Great depression, World War II, Korean War, Cold War era, Rise of suburbs	Vietnam War, Watergate, assassinations of John and Robert Kennedy and Martin Luther King, women's rights, Kent State killings, first man on the moon,	MTV, Aids epidemic, Gulf War, fall of Berlin Wall, Oklahoma City bombing, 1987 stock market crash, Bill Clinton-Monica Lewinsky scandal	September 11th terrorist attack, Google, Columbine High School shootings, Enron and other corporate scandals, wars in Iraq and Afghanistan, Hurricane Katrina, financial crisis of 2008 and high unemployment	Social media, election of Barack Obama, financial crisis of 2008 and high unemployment
Broad Traits	Patriotic, loyalty, discipline, conformist, high work ethic, respect for authority	Workaholic, idealistic, work ethic, competitive, materialistic, seeks personal fulfillment	Self-reliance, work-life balance, adaptable, cynical, distrust authority, independent, technologically savvy	Entitled, civic minded, close parental involvement, cyberliteracy, appreciate diversity, multitasking, work-life balance technologically savvy	Multitasking, online life, cyberliteracy, communicate fast and online
Defining Invention	Fax machine	Personal computer	Mobile phone	Google and Facebook	Social media and iphone apps


Preference of Online Vs. Classroom Education
Classroom education
Online studies
Classrom or online
Classroom education, 67, 59.29%
Online studies, 46, 40.71%

Traditional Classroom vs. Technology-Enabled Training Completions

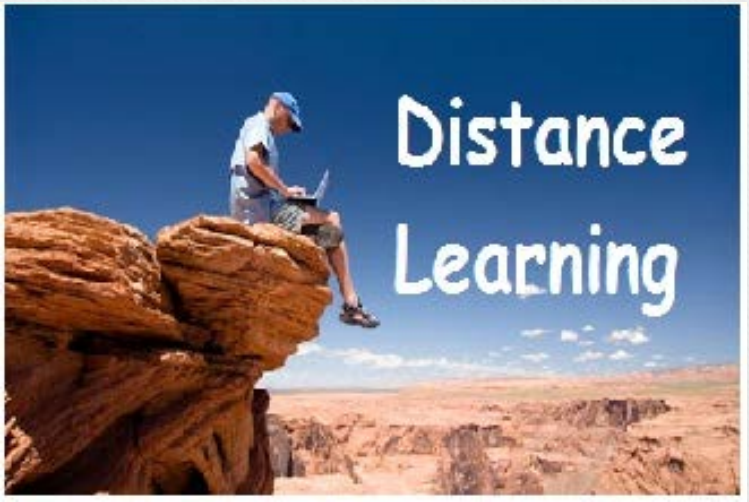


Differences

In class	Online
Rigid	Flexible
Immediate Feedback	Delayed Feedback
Full Interaction	Lower Interaction
Easy “Group work”	Difficult to work in Groups
Communication: face to face/online	Communication: mostly online
Synchronous	Asynchronous/Synchronous

Online VS Distance Education

- Virtual classrooms
- Synchronous and Asynchronous
- Interaction (much better than online especially for synchronous)



Participation/Interaction

- Student-Instructor
- Student-Student
- Student-Contents

Syllabus

- First interaction
- Guideline
- Expectations (Both)
- Learning objectives and outcomes
- Helps keep the track of progress

•Comprehensive: List what is to be taught

•Content items or processes

•Ordered / Sequenced

•Explicit objectives

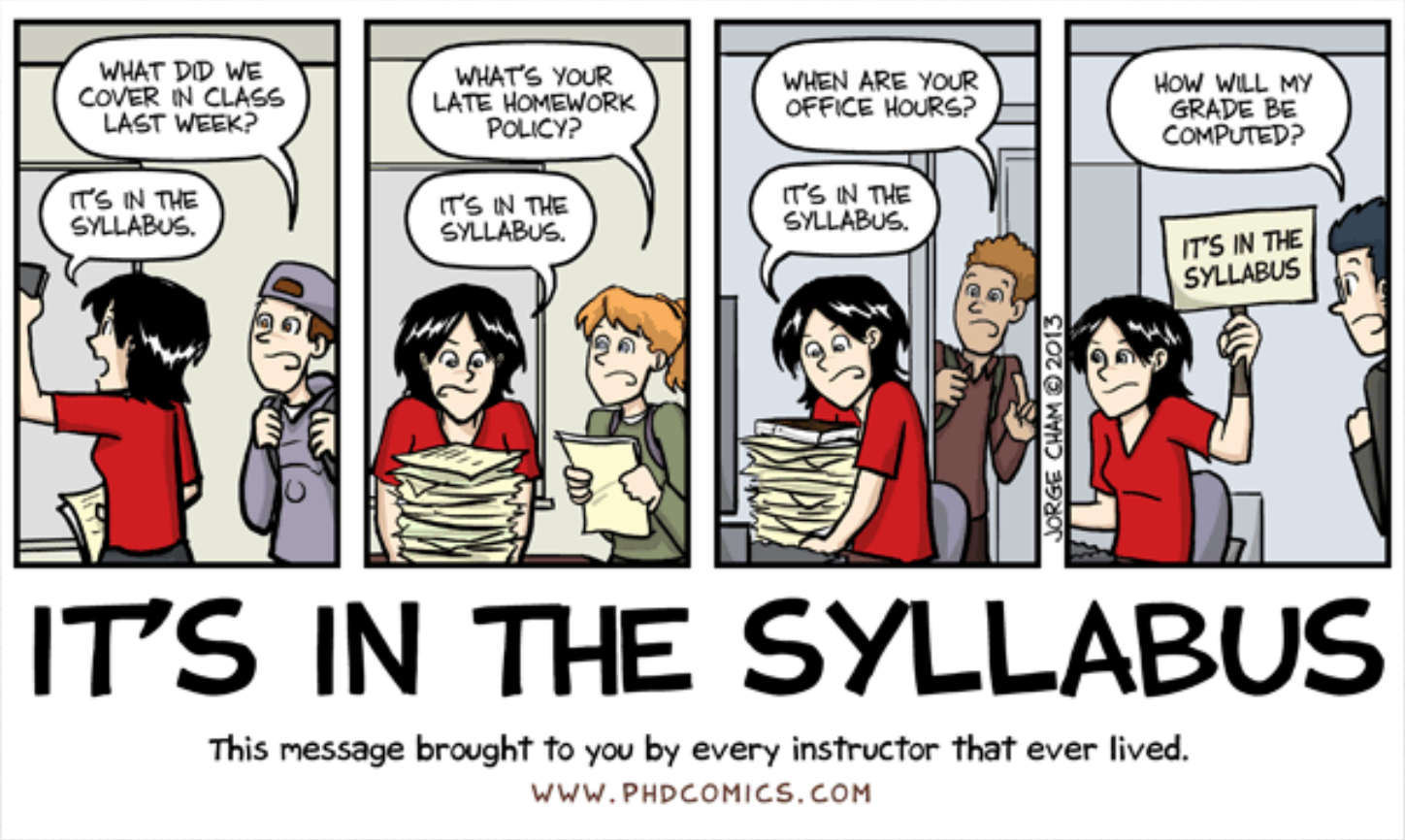
•Time schedule

•Approach or methodology

•Recommended materials

•Public document

Syllabus


WHAT DID WE COVER IN CLASS LAST WEEK?
IT'S IN THE SYLLABUS.
WHAT'S YOUR LATE HOMEWORK POLICY?
IT'S IN THE SYLLABUS.
WHEN ARE YOUR OFFICE HOURS?
IT'S IN THE SYLLABUS.
HOW WILL MY GRADE BE COMPUTED?
IT'S IN THE SYLLABUS
JORGE CHAM © 2013
IT'S IN THE SYLLABUS
This message brought to you by every instructor that ever lived.
WWW.PHDCOMICS.COM

Clickers

- Best for synchronous class
- Immediate feedback
- Break form the routine flow
- Icebreaker
- Can be a distraction
- Timing is important
- Relevance

Scavenger Quizzes

- Best for Asynchronous class
- Help students go through lecture material
- Highlight important ideas
- Incentive

Forums

- Best for Student-Student interaction
- Help in Generating ideas
- Promotes different perspectives
- Discussion of latest innovations/updates in the industry

Games

- Most Engaging
- Best for group interactions
- Innovative
- Team building
- Class size
- Class setting
- Relevance to course
- Time issues
- Peer Response

Your inputs/thoughts

- Any engaging/interactive activity
- Outcomes
  - Expected
  - Unexpected
- Problems
- Response

Questions/Comments