

TECHNOLOGY FOR TEACHING
AND LEARNING AT TRU

Week One: Welcome!

INTRODUCTIONS!

Us: Jamie, Melanie, and Brenna
Coordinators, Educational Technologies here at TRU

You: What brought you to this class?

TODAY'S AGENDA



Overview of the course, the website and syllabus, and the assignments.




(Really brief) introduction to Hypothesis and course readings.



Introduction to TRUBox, WordPress, and eportfolio set-up.



Questions!



WHAT YOU NEED TO
KNOW ABOUT THIS
COURSE

- Learn by doing and focused on choice: you can decide to learn a little bit about a lot of tools, or to take a deep dive on just a couple.
- You can also propose different assignments if there's something else you're curious about.
- Self-evaluation is a key component.
- We will also work on Teaching Philosophy statements that include how and why you use technology.

WHERE TO GO FOR HELP

You can email any of us anytime: jdrozda@tru.ca, mlatham@tru.ca, and bgray@tru.ca

Come to office hours (Mondays at 4 pm!) with questions.

If it's not busy, you can also come to our Moodle Support office hours (Jamie on Tuesday mornings, Melanie on Wednesday afternoons, Brenna on Thursday mornings). These are held in the Teaching Unbound Moodle shell.

NOW, THE NITTY-GRITTY

- Site and syllabus overview with Brenna.
- Hypothesis overview and readings list with Brenna.
- Alternative assessment (why is the course set up this way?) with Melanie.
- TRUBox and portfolio overview and set-up with Jamie.

TRADITIONAL ASSESSMENTS

Often assesses what a student
KNOWS and **DOESN'T KNOW**

ALTERNATIVE ASSESSMENTS

Often assesses what a student

CAN DO and **CAN'T DO**

FEATURES OF ALTERNATIVE ASSESSMENTS



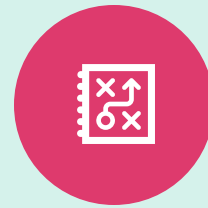
REAL WORLD CONTEXTS



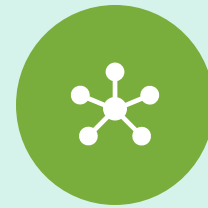
HIGHER ORDER
THINKING SKILLS



ACTIVE LEARNING



COMPLEXITY



HOLISTIC LEARNING



OPPORTUNITIES FOR
PRACTICE

CONNECTION TO THIS COURSE

Technology for Teaching and
Learning at TRU – 2023
PIDP 2023

Course Description

Course Schedule

Weekly Readings

Weekly Meeting Space

Evaluation and Assessment

Teaching Philosophy

Sample Activities

Course Evaluation



Sample Activities

Learning Activity 1

Your task is to explain what you already know about the course and/or if you are new to this topic explain what you hope to learn in no more than 500 words; non-textual media are encouraged.

Learning Activity 2

Annotated Bibliography – from the reading, create an annotation of no more than 300 words. Annotations are meant to be summaries of key findings + research methods/approaches + your critical evaluation. This activity asks you to fine tune your summarizing capabilities.

Learning Activity 3

(We are happy to introduce Twine to your class)

Time to create a twine of your own! Your job is to create a meaningful way to represent the reading through a twine creation of your own. Twines can be developed in a web browser, or by downloading the software. Be sure to check out <https://twinery.org/> If you choose this

CONSIDERATIONS

- Connection to learning outcomes
- Your time
- Evaluation tools
- Campus supports

SEE YOU NEXT WEEK!

