Transcripts of Symposium_Change_Podcast

(Jamie) For Teaching and Learning with Technology at Penn State, this Jamie Oberdick.

[ music ]

(Jamie)
This year’s theme for the Penn State Symposium on Teaching and Learning with Technology was Embracing Change and the Culture of Teaching and Learning. I was inspired by the first part of that theme, embracing change, to talk to some attendees at the event about what sort of technology-related changes they are seeing in higher education. Just about every answer I received was different. Some focused on tools and techniques.

(Carol McQuiggen)
The one thing that I think has changed teaching and learning or at least has the potential to drastically change teaching and learning is the emerging online and hybrid teaching and learning. Because when we engage with faculty to re-design, we actually make it a re-design effort. And try to have that inform what they do in the face-to-face classroom. And thereby having them re-think what they do day-to-day instead of just doing it automatically semester-to-semester.

(Jamie)
Say your name and your title.

(Carol)
Carol McQuiggen, manager and senior instructional designer at Penn State Harrisburg.

(Davis)
Hey, I'm Davis Shaver, I'm a history undergraduate at Penn State. One thing that I think has changed education for the better in my time at Penn State has been the increasing use of cloud apps for doing things as simple as preparing study guides for classmates. Makes my life easier. Makes their life easier and we get better results.

[ music ]

(David)
My name is David Merar. I'm a first-year PhD student in College of Communications. I would say that technology in general has been a massive, massive ontological change in the way education has been perceived and has happened. Because, you know, if we look back down, back into twenty years ago the ways, the ways in which, you know, sharing happens now between the professors and the students and between the students in general in class and outside of class is totally different from, from that point in time. And I think that introducing technology into education has been crucial in making a shift towards the better.

(Ann Clemens)
Ann Clemens, Associate Professor of Music. I just enjoyed a great lecture with Chris Millet and several faculty members on Lecture Capture. And I was amazed at the technology and how it
changes the way the students can learn. It supplements what they're learning in large classes. It's fantastic.

[ music ]

(Stevie Rocco)
I'm Stevie Rocco, assistant director for learning design for the Dutton Institute in the College of Earth and Mineral Sciences. And the one thing that I think has really changed education in the last few years is the proliferation of tools that have allowed students to create their own content. I think it's changed the face of things. It's flipped what we do on its head from lecture. To really have students being active participants in learning. And I find it to be extremely exciting.

(Ron Costello)
Ron Costello, instructional design specialist, Abington Campus. For me it would be the mobile technology. The whole concept of anywhere learning. That learning isn't just confined to the classroom and then you go back to your home or the dorm and those are the two places where learning takes place. Mobile technology now allows us to brush up on a course while we're on the treadmill at the gym, waiting at the dentist office, wherever we may be. We can be learning and working on our on course work. And I think that's engagement.

[ music ]

(Jamie)
Some attendees at the Symposium made the case that it's the people and not the technology that is really driving the change.

(Cole Campese)
Cole Campese, senior director, Teaching and Learning with Technology.

(Scott McDonald)
Scott McDonald, director of the Krause Innovation Studio and faculty in the College of Education.

(Cole)
Biggest change that's affected education with technology. That's the question we're supposed to answer. The chalkboard. Could be. It's huge. It's huge technology.

(Scott)
It certainly has high penetration. Right! So it's got that going for it.

(Cole)
So I would say that I couldn't name a technology. But I would say this, everyone of these technological changes that happens that everybody's says is going to actually literally save education and then the other crowd says no, it's going to destroy education. Neither of those things are true. Wouldn't you say?
(Scott)
That's absolutely correct. And that conversation re-occurs every time there's a new piece of technology. So it's not about the technology. It's about, I mean when Cole and I teach together, we talk about how it's about the conversation. It's about the people. So the question is what are the trends in terms of this past year in terms of increasing the conversation. And we talked about this, well around a number of things, but we're talking yesterday about the participation economy instead of the attention economy. To starting to think about what we need is not kids who are attending the things but are participating in things. So we're starting to see that in the Occupy Learning Movement in our class is one example of that starting to happen.

(Cole)
Yeah, and I think that what's going on right now is we're beginning to get better and unpacking sort of embedded affordances within the technologies. I think our academic technologies are now being driven more and more by consumer technologies and consumer expectations. And really what our job is is to figure out how every technology that comes along can be assessed in a very appropriate way for how it can actually be used. That's our job. So which is the best technology ever? All of them.

(Scott)
Us, we're the best technology ever.

(Cole)
The people.
(Scott)
The people. That's the best technology.

(Cole)
How's that for an answer?

(Kevin Morooney)
Kevin Morooney, vice provost for information technology at Penn State. It perhaps goes without saying because it's such an old technology now but networking. Connectedness of people seems to me to have fundamentally changed how we communicate. Therefore how we learn. Therefore how we teach. And the reason I think it's important to bring up networking right now is that while the internet’s relatively old you know in terms of the kinds of conversations we have at this conference, there's still a lot of work to do in networking layer. And so a lot of the things that I've been thinking about recently relate to how do we change, you know radically change the last mile for all sorts of people. In the center region. In the commonwealth. But then also today we've seen how important it would be to help public policy and international public policy change the last mile equation for those who live on other continents as well. To continue to further the educational objectives for Penn State and all learning institutions. So we're not done with networking and I think that's an important lesson that's being reaffirmed for me today.

[ music ]

(Allison Lily)
Sure, I guess my initial thought with all of the technology being implemented into the classroom experience is that teaching is becoming more of a two-way conversation now. Students are able to get feedback. Evaluate things right in class with their teachers using technology. So teaching and learning and collegiate experience is becoming way more two-way than one-way in the past.

(Jamie)
Say your name.

(Allison)
Allison Lily and I'm a senior public relations major.

(Jamie)
And speaking of people driving the change. Well as you might imagine some mention social media as having a big impact on education.

(Ann Taylor)
Ann Taylor, I'm director of the Dutton Institute in Earth and Mineral Sciences. I have started playing around with Yammer this year. A little, feel like I'm slow to the table. But it turns out I think a lot of people have been. And I also have just re-engaging with my own Phd program and found out that my advisor is using Yammer for his advisees. He's also using it for classes. It's really been opening my eyes to the idea of using these private groups in this kind of Facebook looking environment but that's even easier to share ideas. To share resources, share documents. I'm now hearing that people like April Millet are using it in Smeal. Cole Campese and Scott McDonald are using it with their disruptive technology course. So I really am starting to learn about the different things it could really do to the classroom and the way it seems to be getting people to engage more and to talk more than they have in the past with things like threaded discussions.

(Janelle)
Janelle Applequist, I'm a graduate student. I'm a first year Phd student in the College of Communications. I would say that Facebook has really changed technology and pedagogy within the classroom. Because it continues discussions that happen in class afterward for students and it gives them a forum where they can communicate with one another and really you can see a conversation developing and then you can refer back to it for use in the classroom.

[ music ]

(Jamie) Ok, go ahead say your name.

(Mike)
Mike Alexander, senior marketing and telecommunications. We we're gonna talk about Yammer how my friend Justin and I here we're in a class right now where the professor is using Yammer as kind of a cop head management tool and it's really convenient because it takes a lot of the burden of reading content off of you when you're traditionally doing homework. And you can really access good information anywhere you're at whenever you have time. Our professor has us post articles on a weekly basis. It's really nice that you can read them on the bus when you're
riding to class. Or when you get a free moment in between classes or just when you're doing something. It's, you're not tied down to the desk to get reading done for class.

(Jamie)
Ok, how about you?

(Justin)
I was actually in Econ class a couple of semesters ago in a big lecture hall. Is about 300 students. And the professor actually integrated Facebook into the class where he had his own Facebook group for the whole class. Students could join the group. They could post questions. He got to have polls. Students could answer questions live in the class on their Smartphones, iPads, laptops. And it was really kind of cool, cause like you everyone didn't need a laptop you could participate with any kind of Smartphone. So it's kind of cool to get a conversation going and I mean everyone has Facebook so it wasn't something else you have to sign up for. So something all students already have. So it was really beneficial.

(Jamie)
Ok, your name?

(Justin)
Justin Menapace, Information Sciences and Technology.

(Jamie)
How about you?

(Courtney)
I know some meetings that, like the big like Symposiums like this, like big meetings or big classrooms they'll have you use Twitter and use a hashtag if you want to like contribute to the conversation, ask questions for the moderators that sort of thing. It's like a really easy way for people to put their opinion in or ask a question without, go through the questions without, you know, just like easier. And everyone has Twitter so it's not something else that they have to sign up for.

(Jamie)
And your name.

(Courtney)
Courtney Lennartz, Health Policy Administration.

[music]

(Jamie)
For Teaching and Learning with Technology at Penn State, this is Jamie Oberdick. Thanks for listening.

[music]