Listening to students learn:
Circumventing common technology barriers in COIL course development to increase engagement

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Thinking exercise…

• What are some of the ways that tech can fail us in teaching and learning?

• How do these concerns impact our decision making?

• What are some tech pitfalls in your COIL projects?
Agenda

- Contextual variables framing our work
- Features and capabilities of Google Sites & Zoom
- Tools’ impact on pedagogy and learning in our COIL module
- Strategies to promote culturally responsive digital learning
- Discussion and Q & A
Context of *Learning in the Digital Age*, our Fall 2017 COIL module

- Diverse nature of students both within and between our courses could be noted in differences in:
  - Perspectives on technology-based learning
  - Customary technology use and practices
  - Technology resources (i.e., hardware & software)
  - Reliability of technology infrastructure

- LMS currently in use at IHEs were not available for shared use by students outside of each respective IHE.
Searching for alternatives: successes and pitfalls

- We sought platforms that would deliver similar functionality as Moodle and Blackboard, and prioritized:
  - students’ ability to post and respond to peers via discussion boards
  - the ability to submit documents for individual assignments
  - the ability to embed multimodal resources
  - the ability to access the platform from a variety of devices.
Working with a Google Site

**PROS**
- GS (older version, not new update) is an OER that contains features similar to discussion forums and homework drop boxes.
- GS is open and free for students at all 3 institutions (no institutional firewalls)
- GS allows you to embed videos, link to external materials, and keep all items in one central location

**CONS**
- New version of GS does not have discussion forum or homework features
- Requires students to have a google account
- Requires some (faculty/backend) skill development in simple website design as well as some skills to monitor and make edits to the site (including limited html knowledge in certain areas)
Module Homepage

Module Description:

Dr. Andrew Hashey and Dr. Rhianna Rogers
Beirut, Lebanon - Summer 2017
Working with Zoom

**PROS**
- Fosters synchronous communication
- Multimodal communication options (live video, audio, & text chat box)
- Recording capability for future viewing/archiving
- Usable across platforms (phone, computer, mobile device)
- Screen sharing
- Break-out groups

**CONS**
- Sensitive to web connection difficulties
- Can be overwhelming in larger groups
- Lends itself to more traditional presentation methods
How does digital culture impact us?

- Digital is beyond computers and cellphones
  - Clocks, telephones, or anything that uses coding to create it
- We use digital objects without even thinking about it everyday

**REFLECTION #1 (Comment in Chat Box)**
- What does this mean?
- How reliant are we on technology?
- How is reshaping our digital culture?
- How do we balance our use of technology? How do we ensure that we are not using technology just because we can?
Course Learning Experiences

- Cultural Sensitivity
  - Implicit Association Test (IAT)
- Reflexivity
  - Your First International Digital Contact
- Gaming & Gaming Culture
  - Board games, App games, Massive Multiplayer Game (MMP), MMORPG
- Reflections on Being Digital
  - Application on: individuals & global society
Reflecting on impact of tools on teaching

• Technology tools both limited and enhanced our pedagogy. Some examples:

• **Google Sites**
  • Discussion board was not user-friendly; difficult to follow “threads”
  • Open nature of assignment dropbox prompted us leverage this in an unexpected way at the end of the module.

• **Zoom**
  • Breakout rooms served as a vital tool to support individual student connections
Reflecting on impact of tools on learning

A few examples:

- **Google Site**
  - Heavy use of video usage was a valued feature.
  - Compensated for language proficiency differences, by frequent use of text-based communication.

- **ZOOM**
  - Non-native English speakers were overwhelmed by synchronous oral conversations. Exacerbated language difficulties for L2.
  - Breakout sessions were favored by all students (as opposed to lecture).
movies and series

From Navneet to Everyone:
that's how I learned English, it's not my primary language.

From Me to Everyone:
Thanks for sharing your ideas here. Please continue:)

From genesisme to Everyone:
Music and movies are what helped me learn English, my second language.

From Vandana Farah to Everyone:
we find it hard to buy books and read in order to practice the language we prefer to watch TV or listen to music to practice.

From Me to Arshad: (Privately)
Can you mute your microphone?

From Me to Jeannine Mercer: (Privately)
Can you mute Arshad’s mic

From Jeannine Mercer to Me: (Privately)
Got it

From Emanuele Amaru to Everyone:
I was actually born in the U.S. but my first language was Italian and didn’t learn English until I went to school and learned from radio and TV.

From Me to Everyone:
Vandana’s comment above supports what Halee just mentioned about access.
Reflections on culturally responsive technology tool usage

• SUNY Old Westbury graduate Student Wendy Mendoza stated “Looking at other classmates’ responses I found that many of us share the same viewpoints when it comes to engaging with others of different cultural backgrounds. It seems as though we all feel that in order to have a good experience we must be respectful and thoughtful while speaking with others…”
Chat

programs that can reveals the privacy

From Emanuele Amar to Everyone:
One of the new features on the iphone X is facial recognition to unlock the phone and some hackers in China already have said they were able to circumvent the facial recognition software.

From Jeannine Mercer to Everyone:
Excellent thoughts...do you all think that we pay attention to our behaviors when we use our technology? Why has this happened in our cultures?

From marc to Everyone:
technology is controlled by these companies and all our privacy information and are in our cellphones and laptops and other technology items, so these companies could control us since all our information are in their hands.

From AmandaGauck to Everyone:
I think, like you said, we just turn ourselves over to technology because we don't completely understand how it works.

From becky to Everyone:
no i don't think any of us pay attention on our behavior, and that is a big problem nowadays. There is no specific answer for why this is happening in our cultures, but it is really sad.
Reflections on culturally responsive technology tool usage

• Feedback from students in both courses suggested that their interactions in this session enhanced their learning process.

• AUT (Lebanon) student Rayan Oueini stated “Overall I would state this was an incredible experience as it was such an alternate approach to examine material and by hearing the viewpoint of students from another nation, it includes a level of understanding that you can't pick up in a old fashion learning.”
“The true 21st century learning revolution is that learning...is finally throwing off the shackles of pain and suffering which have accompanied it for so long. Within most of our lifetimes pretty much all learning will become truly learner-centered and fun... The reason this will happen, and happen soon, is that learners will demand it to the point that management, teachers and administrators can no longer resist. The workers...will no longer accept, attend, or do training that is boring. So we are working hard to educate a new generation in old ways, using tools that have ceased to be effective.”

— Marc Prensky, Digital Game-Based Learning
Thank you!

Discussion

Q&A

To learn more about our work, see COIL Learning in the Digital Age: (GoogleSite) https://sites.google.com/site/coillearninginthedigitalage/