TOOLS NOT TOYS: UNDERSTANDING AND EFFECTIVELY TEACHING TODAY’S STUDENTS

Prof. Mike Eisenberg
"Technology is the answer, of course"
"Technology is the answer, of course"

"Now... what was the question?"
The Question

How can we best help our students to learn – in order to be fulfilled and successful in the 21st century?
We embrace student learning as our core purpose; each of us and all that we do at Camosun contribute to this purpose.

Focused on student success
As one of the country’s leading colleges, Camosun offers a wide range of innovative, community-responsive programming and services delivered by dedicated faculty and staff in a dynamic and engaging learning environment. We pride ourselves on contributing to an educational experience and providing learning supports that enable diverse learners to define and achieve their unique learning goals. Facilitating student learning and success is at the core of all we do. While our varied roles may place us closer to, or further from, the teaching and learning experience, we are ALL responsible for and contribute to the learning process.

We are the province’s most comprehensive and one of its most innovative institutions, with a broad range of high quality programming and services that respond to community needs. Over 85% of our students come from within the region and reflect its diversity with a high level of aboriginal participation; we also serve significant numbers of international students. Our enrolment continues to grow, with programs and courses well received and highly-subscribed – 95% of graduates report they were either satisfied or very satisfied with their education. We have high student completion and transfer rates, and graduate employment rates are consistently among the best in the province.
Technology – is not the answer.

But…

- the world has changed
- our students have changed
- we must change.
21st Century Learning

- Calvin – “Am I getting the skills I need to effectively compete in a tough, global economy.”
Agenda

1. Setting the Scene
   - The information society
   - Students in 2010…and beyond

2. Implications & Practical Recommendations
   - Learning technologies
   - Information literacy skills

3. Questions & Discussion
Disclaimer
Disclaimer

For every realistic, complicated problem

There will be a simple, understandable inexpensive solution

- H. L. Mencken
Disclaimer

For every realistic, complicated problem

There will be a simple, understandable inexpensive solution

that will be wrong.

- H. L. Mencken
No, it’s not.
1. It’s really hard.
2. It’s really important!

“Education... It’s not rocket science.”
Setting the Scene
Has education changed?

- No.
- Not much.
- Not really.
Has education changed?
Has the world changed?

- Yes!
- Much!
- Really!

global Internet traffic


© Eisenberg 2010
especially in relation to

information & technology
Computers today are one million times more powerful than those 20 years ago.
in 30 years…

- 1981 – the personal computer
- 1985 – the Internet
- 1995 – the Web
- 1999 – Wireless
- 1999 – Google
- 2001 – iPod
- 2005 – YouTube
- 2006 – Twitter
- 2010 – iPad
in 15 years…

- 1981 – the personal computer
- 1985 – the Internet
- 1995 – the Web
- 1999 – Wireless
- 1999 – Google
- 2001 – iPod
- 2005 – YouTube
- 2006 – Twitter
- 2010 – iPad
in 10 years…

- 1981 – the personal computer
- 1985 – the Internet
- 1995 – the Web
- 1999 – Wireless
- 1999 – Google
- 2001 – iPod
- 2005 – YouTube
- 2006 – Twitter
- 2010 – iPad
In 20 years computers will be one million times more powerful than today!
And looking ahead?

We will live in the physical world & in a parallel, INFORMATION universe.
Students 2010
The Google Generation
The Google Generation

- Those born 20 years ago have never known a world without the World Wide Web.
  - 1989 – Tim Berners-Lee invents the Web
  - 1993 – CERN puts Web in the public domain
  - 1992 – Mosaic browser
  - 1995 – Netscape browser
  - 1999 – Google

http://news.bbc.co.uk/2/hi/technology/7375703.stm
From Digital Immigrants to Digital Natives

- Experiences
- Expectations
- Pace

The Google™ Generation
Expectations

On demand

Anywhere

Now!

24/7

Practical

Entertaining
Speed of light

Get in, get out

Pace

Multitasking

Multiprocessing

Procrastination

Last minute
A Vision of Students Today

• Michael Wesch, Kansas State University
• Cultural Anthropologist
• www.youtube.com/user/mwesch#p/u/7/dGCJ46vyR9o
Project Information Literacy

National, large-scale study by the University of Washington’s iSchool

What is it like to be a student in the Digital Age?
Meet Christopher

- Curious and engaged—in the beginning.
- Looking for that “perfect source.”
- Need a summary more than anything else.
- Need something to get me started.
- I can do this on my own—self-taught.

“Want it just in time, find it just in the right place.”
Christopher’s Expectations

- It exists somewhere, just have to find it.
- On first page of results? Awesome.
- Up-to-date and current—absolutely essential.
- “Good stuff” = instantly findable, free, and full text.

“Leveraging my functional anxiety.”

- Harvard Student, 2008 Discussion Sessions
Wikipedia

- Wikipedia - [www.youtube.com/user/ProjInfoLit#p/u/2/9nOe26xY1zM](www.youtube.com/user/ProjInfoLit#p/u/2/9nOe26xY1zM)

Seven out of 10 college students interviewed went to Wikipedia first for course-related research.

Students ignored faculty's warnings about using Wikipedia all together.

...and just did not cite Wikipedia as a source in their papers.
Findings that keep us up at night

- #1 source = Google: 96%
- Student strategy = efficiency not thoroughness.
- Pedagogical goals of deep learning appear at risk; students’ research goal = narrow = passing classes.
- Procrastination >80% of students >80% of the time
Time

- Procrastination –
- [http://www.youtube.com/user/ProjInfoLit#p/u/3/OBMVUgnPank](http://www.youtube.com/user/ProjInfoLit#p/u/3/OBMVUgnPank)
Survey of Valued Skills

- Problem Solving
- Information Use
- Speaking
- Independent Work
- Technology
- Group Work
- Writing
- Reading

Data from UW Office of Educational Assessment:
http://www.washington.edu/oea/services/research/assessment/alumni_1.html
Students 2010 – Summary

- Range from digital immigrants to digital natives.
- Immersed technologically: Facebook, txt messaging, mobile devices.
- Overloaded and busy.
- Rely on Google and Wikipedia.
- Immediate goals-oriented.
- Value problem-solving, critical thinking.
- Say they learn critical skills mostly on their own.
Implications & Practical Recommendations
Implications – Practical Recommendations

1. Broaden our courses and classrooms – with technology.

2. Raise the critical thinking bar – by integrating information & technology skills into course expectations, assignments, instruction, and learning.
We value being a diverse, culturally-sensitive, and inclusive community, creating a welcoming environment, and supporting the needs of diverse learners with appropriate teaching strategies, curriculum, and services.

We strive for excellence in teaching and learning by engaging students, designing relevant curriculum, fostering conducive learning environments and providing high quality service to students and community members.

We emphasize “education that works”, including the application of knowledge in the learning process; leadership and innovation in programming and services; engagement in applied research; dynamic partnering with post-secondary institutions and other external organizations to bring their strengths and resources to student learning; and leadership and engagement with our regional community.
Implications – Practical Recommendations

1. Broaden our courses and classrooms – with technology.

2. Raise the critical thinking bar – by integrating information & technology skills into course expectations, assignments, instruction, and learning.
1. Broaden our courses and classes with technology

- Tools Not Toys
  - Course website
  - Personal publishing
  - Social networks
  - Collaborative spaces
  - Mobile devices
  - Backchannel
<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tech</th>
<th>Functions</th>
<th>Example Tech Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course website</td>
<td>Web Design</td>
<td>Website editing, publishing</td>
<td>Dreamweaver, MS Expression</td>
</tr>
<tr>
<td>Learning resources</td>
<td>Web Content</td>
<td>Multimedia content resources, hosting</td>
<td>eReserves, Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Production-presentation</td>
<td>Personal Publishing</td>
<td>Multimedia production/hosting</td>
<td>Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Course management, interaction</td>
<td>Social Networking</td>
<td>Sharing, communication, participation</td>
<td>Facebook, Myspace, LinkedIn</td>
</tr>
<tr>
<td>Group Work</td>
<td>Web/Cloud-based Collaborative Spaces</td>
<td>Group collaboration, sharing, editing</td>
<td>Googledocs, PBWorks, Sharepoint</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>Mobile Devices</td>
<td>Search, information, sharing</td>
<td>Cellphones, iPad, Blackberry</td>
</tr>
<tr>
<td>Live class engagement</td>
<td>Backchannel</td>
<td>Participation, feedback, communication</td>
<td>Twitter, Chat</td>
</tr>
</tbody>
</table>
## Tech for Learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tech</th>
<th>Functions</th>
<th>Example Tech Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course website</td>
<td>Web Design</td>
<td>Website editing, publishing</td>
<td>Dreamweaver, MS Expression</td>
</tr>
<tr>
<td>Learning resources</td>
<td>Web Content</td>
<td>Multimedia content resources, hosting</td>
<td>eReserves, Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Production-presentation</td>
<td>Personal Publishing</td>
<td>Multimedia production/hosting</td>
<td>Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Course management, interaction</td>
<td>Social Networking</td>
<td>Sharing, communication, participation</td>
<td>Facebook, Myspace, LinkedIn</td>
</tr>
<tr>
<td>Group Work</td>
<td>Web/Cloud-based Collaborative Spaces</td>
<td>Group collaboration, sharing, editing</td>
<td>Googledocs, PBWorks, Sharepoint</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>Mobile Devices</td>
<td>Search, information, sharing</td>
<td>Cellphones, iPad, Blackberry</td>
</tr>
<tr>
<td>Live class engagement</td>
<td>Backchannel</td>
<td>Participation, feedback, communication</td>
<td>Twitter, Chat</td>
</tr>
</tbody>
</table>

© Eisenberg 2010
Social Networks
According to Facebook’s internal statistics:

- The site has more than 250m active users globally
- More than 120m users log on to Facebook at least once each day and more than 30 million users update their statuses at least once each day. Combined, more than 5bn minutes are spent on the site on a daily basis.
- The average user has around 120 friends on the site.
- Every single month, more than a billion photos are uploaded to the site.
- More than 50 translations are available on the site, with more than 40 in development.
- Mobile is a big issue, with more than 30m active users accessing the site through mobile devices. It’s well documented that users who access Facebook through mobile devices are almost 50% more active than those who don’t.

Class Discussions/Postings – Facebook

Facebook Page with a discourse on a case study and discussion questions.

- Mike Eisenberg:
  - Long Tail: Can you think of new areas to explore/exploit from a long tail perspective?

- William Brian Espinosa:
  - Mayer – the place for people to share things they’re willing to do for $0.

- Mike Eisenberg: Following up on the “scalability” discussion yesterday, here’s a piece on an recommender system.

Discussion questions:

- 14 posts. Created on April 3, 2010 at 8:00am.
- 3 posts. Created on April 11, 2010 at 11:27am.
- 28 posts. Created on April 3, 2010 at 12:04pm.
- 1 post. Created on April 7, 2010 at 3:13pm.

© Eisenberg 2010
Class Backchannel

• Custom hashtag for all Tweets: #i200es10
• View via - search.twitter.com
• http://search.twitter.com/search?q=%23i200es10
• Or use a Twitter client to view: TweetDeck: http://www.tweetdeck.com/desktop/
: #i200es10
• To view: search.twitter.com
Backchannel - Advantages

• Offers students an alternative means to participate.
• Focuses attention on class rather than their own email or personal exchanges.
• Helps faculty to solicit student questions and comments.
# Tech for Learning

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Tech</th>
<th>Functions</th>
<th>Sample Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course website</td>
<td>Web Design</td>
<td>Website editing, publishing</td>
<td>Dreamweaver, MS Expression</td>
</tr>
<tr>
<td>Learning resources</td>
<td>Web Content</td>
<td>Multimedia content resources, hosting</td>
<td>eReserves, Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Production-presentation</td>
<td>Personal Publishing</td>
<td>Multimedia production/hosting</td>
<td>Flickr, YouTube, UStream, Twitter</td>
</tr>
<tr>
<td>Course management, interaction</td>
<td>Social Networking</td>
<td>Sharing, communication, participation</td>
<td>Facebook, Myspace, LinkedIn</td>
</tr>
<tr>
<td>Group Work</td>
<td>Web/Cloud-based Collaborative Spaces</td>
<td>Group collaboration, sharing, editing</td>
<td>Googledocs, PBWorks, Sharepoint</td>
</tr>
<tr>
<td>Information &amp; communication</td>
<td>Mobile Devices</td>
<td>Search, information, sharing</td>
<td>Cellphones, iPad, Blackberry</td>
</tr>
<tr>
<td>Live class engagement</td>
<td>Backchannel</td>
<td>Participation, feedback, communication</td>
<td>Twitter, Chat</td>
</tr>
</tbody>
</table>

© Eisenberg 2010
2. Raise the critical thinking bar

- By integrating information & technology skills into course expectations, assignments, instruction, and learning.
Information & Technology Skills

Association of College and Research Libraries

Information Literacy Competency Standards for Higher Education

2001
www.ala.org/acrl/ilintro.html
ACRL: Information Literacy Competency Standards for Higher Education

1. The information literate student determines the nature and extent of the information needed.

2. The information literate student accesses needed information effectively and efficiently.

http://www.ala.org/acrl/ilintro.html
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

http://www.ala.org/acrl/ilintro.html
5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

http://www.ala.org/acrl/ilintro.html
## Info Literacy Skills in Courses

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Course Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively.</td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., Academic Search Complete) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3b. ...incorporates selected information into his or her knowledge base and value system.</td>
<td>Stress “articles” and Article Search Engines (e.g., Academic Search Complete) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3b. ...incorporates selected information into his or her knowledge base and value system.</td>
<td>Require “annotated” bibliographies that note why a source was selected and used.</td>
</tr>
<tr>
<td></td>
<td>Consider evaluating and editing Wikipedia entries as assignments.</td>
</tr>
<tr>
<td>4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
<td>Teach independently then combine:</td>
</tr>
<tr>
<td></td>
<td>-- Selecting relevant information from a source.</td>
</tr>
<tr>
<td></td>
<td>-- Presenting information from multiple sources.</td>
</tr>
<tr>
<td>5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>Emphasize “citations in context.”</td>
</tr>
<tr>
<td></td>
<td>Create interim “milestones” in major assignments.</td>
</tr>
<tr>
<td></td>
<td>Encourage multi-modal presentations.</td>
</tr>
<tr>
<td></td>
<td>Fight plagiarism by creating a “culture of citing.”</td>
</tr>
<tr>
<td></td>
<td>Include opportunities for student self-evaluation of product and process.</td>
</tr>
</tbody>
</table>
### Info Literacy Skills in Courses

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Course Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively.</td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3b. …incorporates selected information into his or her knowledge base and value system.</td>
<td>Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>Require “annotated” bibliographies that note why a source was selected and used.</td>
<td>Consider evaluating and editing Wikipedia entries as assignments.</td>
</tr>
<tr>
<td>4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
<td>Teach independently then combine:</td>
</tr>
<tr>
<td>-- Selecting relevant information from a source.</td>
<td>Emphasize “citations in context.”</td>
</tr>
<tr>
<td>-- Presenting information from multiple sources.</td>
<td>Create interim “milestones” in major assignments.</td>
</tr>
<tr>
<td>5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>Fight plagiarism by creating a “culture of citing.”</td>
</tr>
<tr>
<td>Include opportunities for student self-evaluation of product and process.</td>
<td></td>
</tr>
</tbody>
</table>
## Info Literacy Skills in Courses

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Course Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively.</td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3b. …incorporates selected information into his or her knowledge base and value system.</td>
<td>Require “annotated” bibliographies that note why a source was selected and used.</td>
</tr>
<tr>
<td></td>
<td>Consider evaluating and editing Wikipedia entries as assignments.</td>
</tr>
<tr>
<td>4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
<td>Teach independently then combine:</td>
</tr>
<tr>
<td></td>
<td>-- Selecting relevant information from a source.</td>
</tr>
<tr>
<td></td>
<td>-- Presenting information from multiple sources.</td>
</tr>
<tr>
<td>5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>Emphasize “citations in context.”</td>
</tr>
<tr>
<td></td>
<td>Create interim “milestones” in major assignments.</td>
</tr>
<tr>
<td></td>
<td>Encourage multi-modal presentations.</td>
</tr>
<tr>
<td></td>
<td>Fight plagiarism by creating a “culture of citing.”</td>
</tr>
<tr>
<td></td>
<td>Include opportunities for student self-evaluation of product and process.</td>
</tr>
<tr>
<td>ACRL Standard</td>
<td>Course Integration</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively.</td>
</tr>
<tr>
<td>Stress “articles” and Article Search Engines (e.g., Academic Search Complete) as valued in addition to websites and Google.</td>
<td></td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., Academic Search Complete) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>Require “annotated” bibliographies that note why a source was selected and used.</td>
<td></td>
</tr>
<tr>
<td>Consider evaluating and editing Wikipedia entries as assignments.</td>
<td></td>
</tr>
<tr>
<td>3b. …incorporates selected information into his or her knowledge base and value system.</td>
<td>Teach independently then combine:</td>
</tr>
<tr>
<td>-- Selecting relevant information from a source.</td>
<td></td>
</tr>
<tr>
<td>-- Presenting information from multiple sources.</td>
<td></td>
</tr>
<tr>
<td>Emphasize “citations in context.”</td>
<td></td>
</tr>
<tr>
<td>Create interim “milestones” in major assignments.</td>
<td></td>
</tr>
<tr>
<td>Encourage multi-modal presentations.</td>
<td></td>
</tr>
<tr>
<td>4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
<td></td>
</tr>
<tr>
<td>5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>Fight plagiarism by creating a “culture of citing.”</td>
</tr>
<tr>
<td>Include opportunities for student self-evaluation of product and process.</td>
<td></td>
</tr>
</tbody>
</table>

© Eisenberg 2010
## Info Literacy Skills in Courses

<table>
<thead>
<tr>
<th>ACRL Standard</th>
<th>Course Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively.</td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3b. ...incorporates selected information into his or her knowledge base and value system.</td>
<td>Require “annotated” bibliographies that note why a source was selected and used.</td>
</tr>
</tbody>
</table>
| 4. individually or as a member of a group, uses information effectively to accomplish a specific purpose. | Teach independently then combine:  
  -- Selecting relevant information from a source.  
  -- Presenting information from multiple sources. |
| 5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. | Emphasize “citations in context.”  

Create interim “milestones” in major assignments.  
Encourage multi-modal presentations.  
Fight plagiarism by creating a “culture of citing.”  
Include opportunities for student self-evaluation of product and process. |
# Info Literacy Skills in Courses

<table>
<thead>
<tr>
<th><strong>ACRL Standard</strong></th>
<th><strong>Course Integration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. determines the nature and extent of the information needed.</td>
<td>Rethink course resources: move from reading and textbooks to info use of a wide range of print, online, and multimedia resources.</td>
</tr>
<tr>
<td>2. accesses needed information effectively and efficiently.</td>
<td>Use eReserves extensively. Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google.</td>
</tr>
<tr>
<td>3a. evaluates information and its sources critically...</td>
<td>Stress “articles” and Article Search Engines (e.g., <em>Academic Search Complete</em>) as valued in addition to websites and Google. Require “annotated” bibliographies that note why a source was selected and used. Consider evaluating and editing Wikipedia entries as assignments.</td>
</tr>
<tr>
<td>3b. …incorporates selected information into his or her knowledge base and value system.</td>
<td>Teach independently then combine:  -- Selecting relevant information from a source.  -- Presenting information from multiple sources. Emphasize “citations in context.”  Create interim “milestones” in major assignments. Encourage multi-modal presentations.</td>
</tr>
<tr>
<td>4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.</td>
<td>Fight plagiarism by creating a “culture of citing.”</td>
</tr>
<tr>
<td>5. understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.</td>
<td>Include opportunities for student self-evaluation of product and process.</td>
</tr>
</tbody>
</table>
Plagiarism

- Address plagiarism in terms of credibility, authority, trust, intellectual property.
- Create a “culture of citing.”
Fighting Plagiarism: Creating a Culture of Citing

- Model citing in teaching and presenting.
- Show “bad” examples – exaggerate plagiarism.
- Have students cite sources all the time.
- Expect citing in class discussions as well.
- Do not accept work without citing.
- Focus on citations in context more than bibliographies.
- Require “annotated” bibliographies – with annotations of “why” students selected a particular source as well as their “credibility” analysis of the source.
Fighting Plagiarism

Ask good questions.

- Give assignments that are simply “descriptive” are easily copied.
- Give assignments that ask students to make judgments or defend a position require thinking and are not easily copied.

<table>
<thead>
<tr>
<th>DESCRIPITIVE</th>
<th>INFERENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do a report on a world region.</td>
<td>A business is considering moving to another region. Based on research about this region, decide whether you think it’s a good idea.</td>
</tr>
<tr>
<td>Write a paper on humpback whales.</td>
<td>Write a paper on whether humpback whales are still endangered and should or should not be protected.</td>
</tr>
</tbody>
</table>
In Conclusion
Change

• According to Calvin….

• "I thrive on making other people change."
Change

1. Broaden our courses and classrooms – with technology.

2. Raise the critical thinking bar – by integrating information & technology skills into course expectations, assignments, instruction, and learning.
<table>
<thead>
<tr>
<th>Time</th>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 - Noon</td>
<td>myCamosun</td>
<td>Team Work that Works! An Introduction to TBL</td>
<td>Tablets in the Classroom</td>
<td>Live at Camosun, it's RefWorks!</td>
</tr>
<tr>
<td>Noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lunch (included)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cafeteria, Fisher Building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 - 2:00</td>
<td>Access Your Creative ARtery</td>
<td>Can Wikis Aid Collaborative Learning in the Classroom?</td>
<td>Incorporating Multimedia Components for DE</td>
<td>Flexible Learning for Professional Cook Training</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:15 - 3:15</td>
<td>Elluminating Camosun</td>
<td>Indigenizing the Classroom</td>
<td>Peer Coaching - Give yourself a Gift</td>
<td>One Size Does Not Fit All - Accommodating Learning Styles for Online Environment/Classroom</td>
</tr>
</tbody>
</table>
Questions?

Comments?

Thanks for listening!

Discussion?