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My Digital Life @ IU

Breakout Session Details

[« Back](#)

Extending the Classroom with Online Collaboration Tools

Time: Thursday 9/29 2:15 PM**Room:** Walnut, Indiana Memorial Union**Type:** Presentation**Presentation Materials:** [View](#)**Presenters:**

John Gosney, Indiana University

Randy Newbrough, IUPUI Center for Teaching and Learning

Lorie Shuck, IUPUI Center for Teaching and Learning

Description:

The IUPUI Center for Teaching and Learning has received grants from the National Science Foundation (NSF) and Next Generation Learning Challenges (NGLC) to explore the viability of offering online, Peer-Led Team Learning (PLTL) sessions done in Introductory Chemistry. These sessions are normally done in a face-to-face format in a classroom setting. PLTL is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions (workshops), six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader.

This session will describe how Adobe Connect makes it possible to adapt this face-to-face pedagogy to a synchronous online environment that we are calling cyber Peer-Led Team Learning (cPLTL). During the session, we will also describe the technology roadblocks and glitches that were experienced along the way as well as the changes that will be implemented for the fall semester to address some of these initial problems. We will also highlight some of the early feedback that we have received from the students and Peer Leaders from the first semester of using this format.

Extending the learning experience beyond the physical classroom is a promise of pervasive technologies, but logistics and overall time constraints often limit such possibilities in face-to-face courses. Still, evidence suggests that experiential learning is a key ingredient in educating the twenty-first century student; therefore, seeking out learning opportunities beyond the traditional class meeting time should be considered in the most effective technology-enhanced pedagogy. Through use of the Oncourse Blog tool, students in an IUPUI undergraduate American Studies course took a semester-long virtual road trip across the United States. Along with other assignments, students utilized the Blog tool as a way of recording their own experiences, and responding to those of their classmates. This presentation will explore these virtual road trips and argue that, through the use of the Blog tool, students achieved a richer understanding of the course material versus traditional lecture format.