Engaging Students Through Technology Symposium 2011
University of Pennsylvania Libraries
David B. Weigle Information Commons

Event Website: http://wic.library.upenn.edu/wicshops/pennedutech2011.html
Registrations (including presenters): 102 individuals
Attendees: Morning session: 90 individuals from 9 schools
Afternoon sessions: 67 registrations received. Three of four sessions well-attended.

Analysis of Registrations (excluding the 4 undergraduate panel presenters):

<table>
<thead>
<tr>
<th>Role at Penn</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>51</td>
<td>52%</td>
</tr>
<tr>
<td>Staff with Teaching Responsibilities</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Other staff and graduate students</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>100%</td>
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</tbody>
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30 feedback forms were received. Notable and representative comments are included below.

Feedback on Faculty Panel:

General Comments
- All were great! I like the fact that faculty are not necessarily tech experts but trying to figure out what technology works best in an learning environment.
- Each panelist presented excellent examples of the use of technology to engage students.
- I liked how the faculty were chosen to showcase a variety of solutions.
- These were interesting and useful illustrations.
- Informative, but not directly related to my classroom environment.
- Very helpful. I was very interested so see how others use technology in such different ways. Even if the specific project presented was completely unsuitable for my classes, I thought these presentations were really valuable and so creative.
- I enjoyed all of the presentations. it was very interesting to see what other faculty members are doing to engage their students through technology.

Presenter specific comments

Paul Heiney
- I liked in particular Paul Heiney presentation. I got some ideas for use in my class.
- Paul's mention of the use of clickers to boost student attendance was interesting.
- The faculty panel was helpful, in particular those who gave more of a "how to' approach like Paul Heiney. Though I don't teach a class as big as he does, he gave detail on how he approaches his lectures with clickers that I felt like I could apply in other situations.
- Found all the presenters engaging. We have tried clickers in the past, but I felt that Dr. Heiney had a compelling argument to try again.

Lisa Mitchell
- For me, Lisa's presentation was probably most likely to figure in my future teaching.
- I was inspired by Lisa Mitchell use of screen videos in her class and am going to see if I can adapt it for my small animal nutrition course or case-based exercises
- I really enjoyed Dr. Mitchell's presentation - her story and demeanor. I would like to take her class!!
• I will consider powerpoint w/ voiceover after seeing Lisa -- though I also appreciated her caveats.
• Lisa Mitchell discussion how the preparation of the screen video, while it was done at the expense of an exercise in writing, still reinforced … basic skills required to develop, communicate, and defend a thesis.
• I also liked the materials that she provided.

Carolyn Cannuscio
• Carolyn was inspiring and moving!
• All did a good job. All dealt with things with which I'm fairly familiar, either as a doer or observer. The one that grabbed me the most was Carolyn's presentation which spawned some ideas for projects I'd like to do when my schedule permits and/or we finally get science journalism on campus.
• Paul and Carolyn were inspirational. loved the photo project best.
• Carolyn's presentation was fascinating, but wouldn't apply in my field.
• Use of photojournalism as teachable moments

Tamara Nopper
• I liked all the talks and in particular thought Tamara's comments could also be framed from a feminist perspective. We have to normalize remote presentations--esp for women with young children, being able to present at other institutions, without traveling, is an important option for career development. Invited presentations are very important for promotion, but very difficult for families. Skype can help

Feedback on Student Panel:
• I liked the panel a lot. I found it insightful to hear the students perspective.
• Student opinions were enlightening, but not directly applicable to my teaching environment.
• courageous students
• I found several comments helpful. It doesn't have to be confusing to be legitimate. 2-3 students taking notes together on a Google Doc.
• One preferred Google Groups for discussions and found it less confusing than Bb discussion boards; it all goes to email.
• During discussion, put your laptops at a 45 degree angle and pay attention to the discussion.
• I am going to lean more on google groups and less on BB. The students (Alex especially) reinforced some of our frustrations w BB--especially that the discussion group function is awfully clunky!
• students were terrific! really brought home the point that we as faculty should only use technology if it is relevant and improves learning
• They were all great! It's very helpful to hear what technology benefits students in enhancing the learning experience and how and why their perspective may differ from faculty perspectives.
• I thought this was fantastic. I would love to hear more about students' views on faculty technology use.
• Very interesting to hear the students viewpoints, especially in regard to the role of the instructor in regulating use of laptops, etc.
• Loved the student panel, great to hear feedback from students.
• so so...not sure if the students were representative of the students at large. Would have preferred them to present aggregate survey data.
• Alex N made some profound comments. Why do we have our own e mail addresses?
• There were some interesting insights but the group was not as well prepared to be on the panel as last year's group.
• I thought Harrison was most constructive. Students tend to blame individual faculty for institutional decisions.
• Very informative although again what the students discussed confirmed what I knew, or thought I knew, already. The two major take-home messages for me were 'Google Documents' and 'Google Groups', which I also knew of but did not appreciate how much students liked and used them!
• So interesting to hear their perspectives and perceptions! Enlightening. Good diversity of backgrounds and disciplines.
• Very good to hear candid comments but wish there was more time to ask specific questions of the students--liked how Harrison & Alex had many diametrically opposing views.
• somewhat helpful... students seemed to have very immutable and different opinions, so it really just showed the diversity there is and how you can't please everyone. a student survey or a panel with many more students would probably be more helpful.

Feedback on Afternoon Sessions

General comments

• perfect-not too full
• afternoon session too short
• May want to think about session for faculty in the professional schools with grad students, as the learning goals and content are more specific
• I would have appreciated better descriptions of the afternoon sessions … to help me discern which one to attend.

Session-specific comments

• good and lively presentation of Prezi
• I got lost and bit dizzy in Prezi :( must need special ed
• The presenters were extremely clear and supportive. I left the session with millions of ideas for my class. Actually, last night, my 7 y-o daughter and I made a prezi presentation for her school.

• I appreciate the honesty with which the students talked about technology in the classroom. I wonder if some additional questions about when they saw tech in the classroom working and when it didn't would be helpful (some specificity would be really useful). For while I appreciate that they don't like BB, I personally feel uncomfortable allowing all of those student records exist on Google or some other kind of "cloud."
• Thoughtful comments by these remarkable students. Most interesting - Harrisons description of his group note taking practice. Brilliant.
• I did enjoy this panel. I have been a graduate student who used Blackboard and I never felt it cumbersome. I suspect that students just want to stick with what they know - although I will admit that Google Docs is most likely more efficient.
• It was very useful to hear their voice, and their varied opinions on how professors should use technology in the classroom.
• class of '55 was not the best room for the iPads since network connectivity is always spotty there
• Wonderful, except the wifi problems.
• WiFi will need to be improved in Van Pelt.

• I expected Assessing Tech Projects to give examples of other tech projects and how they were assessed. That would have been very helpful. Examples are good to present ideas even if they are not directly applicable to your own circumstances.

Notable conversations and learning moments:

• I realized that each and everyone uses technology in different ways that suit him or her best. The use is NOT homogenous
• I spoke with Harrison Lieberfarb at lunch and was able to find out more about why he doesn't like Bb. He wants to be able to share his materials with the world. He isn't aware that instructors need to limit access to some materials.
• I found out Sakai was open source. I assumed it was a commercial project. I also enjoyed the lunch discussions and seeing what other people do in their classrooms.
• Our Lunch with 5 people at a diner tale was very important in networking, and learning from each other. We were 3 staff members and 2 Instructors/Faculty.
• 45 degree method - drop your laptop screen and listen technique
• I was impressed by the diversity of opinions voiced by the student participants. I also enjoyed talking with these students at the lunch afterwards.
• Had a great conversation with a faculty colleague about kinds of technology that are appropriate for different class sizes.
• Lunch is always a wonderful time to forge connections.
• Tech will not make you a great teacher, but learning the tools will enable you to connect with today's generation.
• Apart from the 'Google moment', the most important learning moment for me was more to do with what was missing than with what included; namely, that the students on the panel did not automatically discuss how technology can enhance their learning experience, and problem-solving skills, in ways that are otherwise not possible.
• Lunch: learned what Lynda is; also Prezi workshop
• i enjoyed meeting faculty members at lunch, i had several good conversations over sandwiches
• Identifying faculty from my school with this shared interest. Follow up conversations about bringing resources together to support these practices within the school.
• Discussion with others from my particular school about methods we have tried, in particular the sim lab and feedback mechanisms like clickers.

What did you enjoy the most?

• The presentations and the panel
• Using the iPads.
• schedule
• learning and discussion
• Engaging faculty from across the university
• faculty panel
• The Sakai forum was interesting. I especially liked being able to read the results of the student technology survey.
• I liked seeing and experiencing the cross-generational mix in the symposium.
• Student feedback
• TO hear the range of opinions on how to handle phones and laptops in the classroom
• Lunch with the presenters.
• Panelists and the opportunity to speak with colleagues at lunch.
• Interaction with colleagues, finding out I am not so stupid with IT
• It's always so refreshing to hear real-life experiences from our enterprising faculty. Thanks to WIC for all they do.
• Hearing from other disciplines, both faculty and students - nice to get out of my particular school.

What did you enjoy the least?

• The room wasn't particularly suitable for the event. I know this is difficult to arrange but several people were moving back and forth across the room to get to the door during the presentations. It was distracting (and noisy) in the audience but it must have been frustrating as a presenter.
• room cold
• started late and then ran late on schedule
• Having to leave because of prior commitments.

• The inability to engage in meaningful conversation over lunch (we landed in silos).
• Student panel.
• The fact that I could not make any of the afternoon sessions … Might these events be scheduled on the weekend in the future?
• Overwhelmed by sheer volume of all there is to learn!
• With the understanding that the major players have to be recognized - can the introductions be more concise?

Suggestions for future WIC events or workshops:

• computer use like MAC, calendars, photoshop etc
• Intermediate Prezi
• more hands on using technology; and various approaches to using technology for assignments
• more opportunities for sharing among instructors & support staff
• more on using technology in the classroom and teaching strategies for this generation.
• demonstrations of new technology for classroom use
• I attended the iPad workshop, and the project is very new. I'm very interested to see what new projects emerge.
• Two come to mind. The first is, how to incorporate true, "real-life", problem-solving into our teaching. The second is how to make provision for the development of communication, especially writing, skills into our science teaching.
• A series for dummies
• I work in Nursing Sim Lab & would like to see that highlighted to the various/appropriate departments
• I'm too much in "a Prezi mood" to think about anything else right now but I'll get back to you :) 
• Demo of 3D printer
• Do you offer cartographic modeling lab workshops for faculty? Thank you - staff is very skilled.