

**Engaging Students Through Technology Symposium 2012**  
**University of Pennsylvania Libraries**  
**David B. Weigle Information Commons**

**Event Website:** <http://wic.library.upenn.edu/wicshops/pennedutech2012.html>

**Registrations (including presenters):** 98 individuals from 10 schools

24 feedback forms were received. Notable and representative comments included below.

**Faculty Panel**

- Provocative, forward thinking, excellent examples given.
- I really enjoyed hearing the perspectives of all of the faculty member presenters. It broadens one's perspective to learn how technology is being used throughout the campus
- Excellent
- A nice range of presentations, with the best ones being Filreis and Lundeen.
- All offered interesting insights, and all kept to their allotted time . . . good!
- great ideas - esp. from Shannon, who demonstrated how using social media and video provides students with the ultimate pre-professional training in agency, public intellectualism, group dynamics. Also creating a Facebook group for a class - would have never occurred to me!
- the faculty panel which I enjoyed very much especially Shannon Lundeen and Peter Struck
- not all of them directly addressed the use of new technology in teaching. The most useful were the presentations of Connie Scanga and Shannon Lundeen since they gave specific advice on how students could access or use new technology in creative ways, whether as study guides or to make their work public.
- Valued their reflections on tools and philosophical challenges
- Good talk, but Shannon was the only one who really talked about technology...all others were very general and really spoke about best teaching practices, not integration of technology
- Interesting mix, and thoughtful discussion of Coursera procedures poses some options for other courses. Less cohesive than earlier years.
- You picked a very nice range of modes of using technology -- and they are all lucid and fluent speakers. Especially welcome was the honesty about the jury still being sometimes out on what they were trying to do, and the fact you had people who could make clear one need not be 'techie' oneself to get students started on doing cool stuff. Differences between the speakers about 'lecture' value were fascinating...VERY welcome was Al's blunt comment that the university itself gives no credit to us who innovate. Your audience = people who would do it anyway, but it was a great moment of camaraderie.
- I thought the panel was great. I just wish there was more time for discussion.
- It seemed as though the panelist were not given much of a mandate or guidance about what to speak above. This resulted in them not really delivering a compelling message.
- Great insights and thought-provoking content.
- I especially like Shannon's presentation about using video in class
- Some quite interesting concrete ideas, some more general pontificating. More time for questions would have been welcome.
- Students' sense of agency
- would have liked more practical example (like the last 2 speakers) first 2 a bit too theoretical.
- Bringing together diverse perspectives and experiences is productive and inspiring.

**Student Panel**

- Exceptional! Articulate and so smart. Wonderful. My favorite part!
- Well done. Nice representation across disciplines

- Good banter among the student panelists about normal engagement and disengagement cycling during class and ideas of how to self manage.
- I thought that the student panel was great! It was very helpful to get a sense of what types of technology backgrounds students are now coming into Penn with. And to hear what's currently most valuable to them, as far as technology is concerned.
- awesome
- The students were wonderful in their honesty and helpfulness, especially Aaron Wilson.
- Not so helpful
- good discussion---maybe limit response time for questions b/c it seems like Peter didn't get to all his questions
- Great job, very insightful students who shed a lot of light on students' perspectives about using technology. I enjoyed the lively debate and the divergent points of view.
- My first reaction when the students identified themselves was displeasure the humanities were badly represented; it was a pleasure to find out right away that many talked about humanities courses! having an older student speak was very effective.
- The student panel was great for giving me an idea of how students respond to different types of technologies in the classroom
- Always great to hear student feedback. Students were highlight.
- Fantastic, maybe given more time for Q&A next time
- This was unhelpful, due to both content and tone.
- It was helpful to listen to students' prior and current experiences with technology.
- Again, these were good choices. A lot of the discussion got tied up in the less relevant question of what people did in high school.

### **Afternoon Sessions**

- I liked the 3 minute lightning round.
- The best was the small group hands-on session on the ipad. Perhaps next year break the users into beginner/intermediate/advanced if possible.
- I think it's a good idea and worth running again. I attended a very helpful session with the ever-wonderful David Toccafondi on the iPad, which while it wasn't specific, was a great opportunity to play with tech and get inspired and educated.
- Would rather have a structured afternoon---only 3 of us were in my unconference (social media) so discussion limited (though good)--description were a little unclear for the unconference
- I don't think the unconference concept worked. I would recommend coming up with a program ahead of time, in the conventional manner.
- I liked the approach to selection of topics. Session I attended did seem to be dominated by small number of participants. I think it's important for moderators to facilitate to spread the wealth and keep things moving.
- Decrease the choices of topics then have more audience in one session
- The afternoon sessions were helpful in the sense that we got to know what tools are available and how folks are using those.
- too unstructured a discussion.
- The printed program in our handouts said the afternoon session would run from 1pm-3pm. It didn't say anything about the lightning round. I was caught completely off guard when our session ended at 2:00 p.m.
- Yes, fabulous and thoughtful idea. I really got a lot out of the conversation on "flipped classroom strategies". Once again, for me, it was so important and productive to engage with colleagues from diverse background and disciplines. Well done.

### **Any notable memories?**

- Informal lunch time sharing teaching experiences using technology and discussing ideas presented during the panel discussions with Sch of Engineering, Medicine, Nursing and Education.
- Finding out how video allowed students to create something, a real published product, and how invested they were in that

- The student who said get organized on Blackboard, and the student who said don't use technology just to use technology.
- Student reported they most enjoyed a language class when they were engaged in the learning process.
- Brief conversation with Shannon Lundeen and Anu Vedantham
- Was sold on the ability to integrate film making at lunch---with someone from another field--very good to get their perspective on my tech/field AND at unconference I was able to "present" my job and I was able to "educate" others about field/topic they were totally unaware of
- Student perspectives being VERY different from each other... students do not all think alike
- Had many. Much, regarding issues and practices that I have thought about and talked about with others - if I had not already talked to Peter Struck about Coursera a few weeks ago, though, this would have been completely new, and it was still good to hear again his grappling with drama/TV setups, talking to lens vs talking to people; the newest information was about how well Scanga's study-guide setup works.
- I had a long talk with one of the distance from the morning session. He gave me a lot of insight as to what the students get out of the technologies.
- It's not about the technology or tools but engagement. The idea of distilling a class to a student-driven discussion of a single question.
- the use of laptop in class which almost triggered a heated discussion
- The students feelings and experience was very helpful. We got a chance to talk about the copyright issues with digital media
- Thinking of online learning as a performative template
- lunch was great to speak with some other penn faculty about their motivations and ideas
- Ask, "What do we care about in this class session?" There is truth in the room. If you are quiet, the truth will come out. Cultivate the practice of being a public intellectual.
- Conversation with Peter Decherney about MIT "High Touch" approach

### What did you enjoy the most?

- small group hands-on with Ipad instructor
- The Student Panel
- length of presentations
- Faculty panel
- the "practical" hour at the end helped me "see" what is being done/working in classrooms now
- student panel, example of video mashup
- Hearing the perspective of students and faculty in such diverse fields. Having a health care faculty member.
- My conversation with the student.
- the sharing of experience
- The notion of assessments mediated by technology
- Hard to say because each component offered insights from diverse perspectives. I saw the value in all components and enjoyed them. If I had to pick one, it would be the interaction with the student panel. Here, we might wish to bring together faculty and students in the future.

### What did you enjoy the least?

- The unconference - too unstructured for me!
- Student panel. I know the focus was undergrad - but there this was so narrow as to exclude those of us with other students
- the session after lunch (unconference)--too small group & lack of focused discussion
- Hearing faculty talk about teaching; this OK, but not why I came to the symposium.
- no coffee :o|
- Lack of practical component where we can see/try specific tools.
- I think we missed opportunity to actually talk about tools.
- 1-2 pm flipping the classroom - a few very people who have already used significant technology in their teaching dominated the conversation...
- The discussion about technology in high school