

# Teaching and Learning Practices

**INSTRUCTIONS:** The T&L Community is currently experimenting with the idea of creating a "repository" of "teaching and learning practices" using Sakai. To begin this effort, community members are simply posting to this confluence page whatever they feel represents a "teaching and learning practice" in whatever format makes sense to them. There are no right or wrong answers at this stage. We will be continuing this experiment until mid-January 2008, at which point we will use what we gather to help assess our longer-term needs and potential longer-term solution.

If you are interested, some community members are starting to discuss possible XML metadata that we might want to use in the future on the [Faculty Practices Metadata Discussion](#) page.

Examples in Del.icio.us to demonstrate tagging capabilities: <http://del.icio.us/examples.udel>

## Other Repositories

- I have gotten in touch with SLOAN-C. They already have a lot of faculty practices in their online repository, and they are redoing their website to showcase them better. <http://www.sloan-c.org/effective/browse.asp> (posted by Mathieu)
- OSP initiative: <http://osportfolio.org/projects>

## Examples of T&L Practices

<b>Example #1</b>
<b>Title:</b> Using Audio and Video in a Test
<b>Date posted/updated:</b> 12/10/07]
<b>Summary:</b> Some of our language instructors are embedding YouTube videos (e.g. music video) that are in foreign languages directly into test questions. Students are then asked to describe the theme of the video in the language they are learning (e.g. Spanish) and this is recorded using the Audio Recording tool. Similarly, faculty are including still images for students to describe or audio clips that they need to explain or translate (sometimes having to type in a translation after listening to the audio).
<b>Comments/Feedback:</b> (Please add other related ideas or other feedback here)
<b>Who to contact to learn more:</b> Josh Baron, Director, Academic Technology and eLearning, Marist College, Josh.Baron@marist.edu
<b>Example #2</b>
<b>Title:</b> Good Practices for Teaching with Technology
<b>URL:</b> <a href="#">AT&amp;T Fellows share examples</a>
<b>Date / Update:</b> 12/14/2007
<b>Summary:</b> The Seven Principles for Good Practice in Undergraduate Education are research-based activities that improve learning outcomes. This collection of samples includes ways technology promotes the seven principles.
<b>Comments/Feedback:</b> <i>- I really like the idea of having practices sorted using a framework like the Chickering and Gamson Principles. I think we should have some kind of coding similar to that in our tags. (Mathieu)</i>
<b>Who to contact to learn more:</b> Kate Ellis, Indiana University - Bloomington, kdellis at indiana.edu
<b>Example #3</b>
<b>Title:</b> Learning through the Small Screen
<b>URL:</b> <a href="#">Indiana University AT&amp;T Fellows: 2007 Summer Leadership Forum</a> (56 min. video), 06-29-07
<b>Date / Update:</b> 12/14/2007
<b>Summary:</b>
<b>Comments/Feedback:</b> (Please add other related ideas or other feedback here)
<b>Who to contact to learn more:</b> Kate Ellis, Indiana University - Bloomington, kdellis at indiana.edu
<b>Example #4</b>

<b>Title: Using Wikis at University of Delaware</b>
<b>URL:</b> <a href="http://copland.udel.edu/~mathieu/wiki/">http://copland.udel.edu/~mathieu/wiki/</a>
<b>Date posted/updated:</b> 12/20/07
<b>Summary:</b> IT-User Services at University of Delaware is currently piloting with some faculty members different usages of wikis. Even though not everybody is totally sold to the wiki tool in Sakai, pilots agree that wikis should be considered as a teaching and learning tool. A series of audio podcasts and screenshots are being posted on this web page.
<b>Comments/Feedback:</b> - <i>I have created a page for each Faculty Practice with metadata. Please check it out. Mathieu 12-20-2007</i>
<b>Who to contact to learn more:</b> <a href="#">Mathieu Plourde</a> , Instructional Designer/Educational Technologist, University of Delaware. mathieu@udel.edu

<b>Example #5</b>
NOTE: This posting is also in <a href="#">Site.Maker</a> .
<b>Title:</b> Student generated podcasts in an international study aboard project
<b>Keywords:</b> podcasting, social podcasting, study aboard, student podcasting
<b>URL:</b> Subscribe to RSS feed ???
<b>Date posted/updated:</b> 12/19/07
<b>Tool(s) Used:</b> Resources, podcast, forums
<b>Subject/Discipline:</b> interdisciplinary
<b>Related Instructional strategy/learning theory:</b> <a href="#">constructivism</a> , cooperative learning
<b>Summary:</b> Students in our study aboard project are given iPods with mic attachments. As part of an online course run by Marist College they conduct "street interviews" on topics related to their course work (e.g. how does language play a role in culture identity?) and then edit these interviews using Audacity. The 5-10 minute clips, which the student annotates with commentary, are then added to a student generated podcast. Students from all around the world contribute content on the same subject but from their own country's perspective. Discussions are then facilitated among all the students regarding the similarities and differences in the podcasts.
<b>Comments/Feedback:</b> - <i>I wonder if we should separate the tags in different containers like Josh did in that example. I think the system would stay easier to use if we could think in terms of "tags" (keywords) instead of "forms" (fields with choices). Another thing to consider is using vocabulary that will mean something to faculty members. Mathieu 12-20-2007</i>
<b>Who to contact to learn more:</b> <a href="#">Josh Baron</a> , Director, Academic Technology and eLearning, Marist College, Josh.Baron@marist.edu