#teachingnaked

Twitter

"follow" josebowen

Web

www.teachingnaked.com

Facebook

"like" Jose Antonio Bowen

"like" Teaching Naked
Key Ideas

- **Value** of Campus Education = Faculty Interaction
- **Technology** is a tool, not a strategy
- Learning is about **change**
Technology = three major changes

- relationship to knowledge
Leonardo DiCaprio Cast as MLK in New Film, Will Wear Blackface

By Blake Wallace on April 7, 2014

“Have y’all seen this? I am so mad!”

Relationship to Knowledge
Annapolis Police Chief Michael A. Pristoop testifies to the Maryland Senate that Marijuana killed 37 in Colorado on the first day of legalization.
Relationship to Knowledge
Technology = three major changes

- relationship to knowledge
- social proximity
- customization and gaming
Relationship to Knowledge
Technology is great for content *(workshop)*

First Exposure
iTunesU, Khan, Wikipedia, OpenYale, Utubersidad, EdX, WileyPLUS

Podcasts
Teach to the many, not to the middle
<table>
<thead>
<tr>
<th>Resource or tool</th>
<th>More</th>
<th>Same</th>
<th>Less</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course- or learning-management system (e.g., Blackboard, Moodle)</td>
<td>62.0%</td>
<td>24.5%</td>
<td>13.5%</td>
</tr>
<tr>
<td>E-books or e-textbooks</td>
<td>47.1%</td>
<td>25.3%</td>
<td>27.6%</td>
</tr>
<tr>
<td>E-portfolios</td>
<td>24.5%</td>
<td>25.6%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Freely available course content beyond the student’s campus (e.g., OpenCourseWare, Khan Academy)</td>
<td>49.4%</td>
<td>27.4%</td>
<td>23.1%</td>
</tr>
<tr>
<td>Integrated class use of student’s laptop during class</td>
<td>60.9%</td>
<td>21.7%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Integrated class use of student’s smartphone during class</td>
<td>49.0%</td>
<td>20.2%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Integrated class use of student’s tablet during class</td>
<td>51.1%</td>
<td>20.5%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Lecture capture (for later use or review)</td>
<td>71.5%</td>
<td>17.9%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Online collaboration tools (e.g., Blackboard Collaborate, Google Docs)</td>
<td>59.7%</td>
<td>25.0%</td>
<td>15.2%</td>
</tr>
<tr>
<td>Simulations or educational games</td>
<td>48.6%</td>
<td>26.2%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>
Social Proximity

• Announcements
• Show your passion
• Make connections
• Introduce Readings (Link to example)
• Reflection and Final Thoughts
• Virtual Office Hours
Social Proximity

**Facebook:** average UG student = 8.5 hours/week (Morepace, 2010)

“A student who joins the Facebook study group is likely to see half-a-letter grade improvement in their final course grade.” Mario Guerrero (2014) “Using Online Facebook Study Groups as a Pedagogical Tool for Political Science Courses”

- **Facebook Page** (like - YES please - Jose Antonio Bowen)
- **Facebook Profile** (friend - NO, I don’t know you)
- **Facebook Group** (join - NO only smu.edu)
- **Twitter:** @ or # ? (follow JoseBowen)
- **GroupMe:** text group
Social Proximity

eCommunication Guidelines

• Establish how you will communicate
• Create a schedule for yourself
• Be clear and consistent about what information is in which channel
• Limit the forms of communication
EXEMPLARY:
Facebook: I will respond to questions on the Fb Group page within 24 hours. Everyone can see the questions and the answers. If someone else has the answer, don’t wait for me. I will hold FB open hours until 11pm before each test.
Chat: I will be in the Google Hangout on Tuesday from 9-10pm. If you see me on Fb or Skype, you can chat with me there too.
Survey participants reported using their cellphones, on average, nearly five hours a day, a length of time made possible by multitasking. More than a fifth said they always or often use their cellphones for nonclassroom-related purposes during class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always/Often</th>
<th>Sometimes</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>In bed, as soon as I wake up</td>
<td>60.4%</td>
<td>18.5%</td>
<td>21.1%</td>
</tr>
<tr>
<td>In bed, before I go to sleep</td>
<td>67.3%</td>
<td>17.8%</td>
<td>15.0%</td>
</tr>
<tr>
<td>When I use the restroom</td>
<td>30.2%</td>
<td>26.8%</td>
<td>42.9%</td>
</tr>
<tr>
<td>During class for academic related tasks</td>
<td>22.8%</td>
<td>26.9%</td>
<td>50.3%</td>
</tr>
<tr>
<td>During class for other reasons</td>
<td>20.6%</td>
<td>24.3%</td>
<td>55.1%</td>
</tr>
<tr>
<td>While driving, waiting for light to turn green</td>
<td>17.2%</td>
<td>28.3%</td>
<td>54.5%</td>
</tr>
</tbody>
</table>
Understanding Games

We need to make college more like a good video game.

SmashFact.com
Online Exams before every class

• Improve Student Preparation
• Create more class time
• Use your LMS = Fast + Autograding
• Better Multiple Choice Questions
Day One: Syllabus Quiz

Which of the following is NOT a course learning goal?

1. Argue in different modes of discourse
2. Determine the role of jazz in American politics.
3. Fall in love
4. Understand American history as the context for jazz
5. Analyze jazz styles
6. Question authority: Ask better questions.
Teaching Naked Cycle

• Email to **prepare** (the entry point)
• Content for **first exposure** (read/watch/do)
• Exam to **evaluate**
• Writing to **reflect**
• Class to **challenge**
• eCommunication to **reinforce**
• Cognitive Wrappers to **self-regulate**
Clickers

1. Encourage all students to participate (Klein 2009)
2. Instant feedback (Briggs and Keyek-Franssen 2010)
3. Increase engagement and satisfaction in class (Fredericksen and Ames 2009)
4. Foster more honest feedback and harder discussions (Bruff 2010)

“Are you worried about expressing your views in this course?”

“Do you think this course will be useful in life/profession?”

“Do you think members of the other political party are irrational?”

“Do immigrants contribute to U.S. society?”
Its 1970

Buick vs. Datsun

Toyota

Honda

These are MOOCs.

Buick vs. Infiniti (Nissan) Lexus (Toyota) Acura (Honda)

1990
Price Diversity

$20,000-$50,000

FREE !???! $10,000

$250,000

MOOCs
MOOCs meet MBCs

Massively Better Classrooms
Naked Classrooms
Naked Classrooms
Naked Classrooms
New Technology Means

• **Thinking** is more important

• **Course design** is more important

• **Integration** is more important http://
Teach Naked

Change a Mind

“get the soul out of bed” (Emerson)
“Education is not the filling of a pail, but the lighting of a fire”

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Creating Value

PRODUCT
Curriculum + Integrate and Align Everything

BRAND
Unique Mission

DATA
Authentic Assessment
You are what you measure

Learning Outcomes
Cognitive Wrappers

Reflect
How much time did you spend preparing?
What % of your time was spent
- thinking, reading, researching, drafting, editing?
- reading, doing problems, working in groups?

Compare:
Estimate the points you lost due to...

Adjust
What will you do differently next time?

Marsha C. Lovett, Carnegie Mellon University, “Make exams worth more than grades: Using exam wrappers to promote metacognition”
Who are you on Downtown Abbey?
Learning Goals Employers Want

• Ethics (96%/76%)
• Intercultural Skills (96%/63%)
• Skills more important than major (93%/59%)
• Innovation (92%/51%)
• Complex Problem Solving (91%/57%)
• Critical Thinking (82% want more)
• Communication Skills (80% want more)

Numbers represent % of survey who reported the skill was important and very important or answered agree and strongly agree.
Questions
TEACHING NAKED
How Moving Technology Out of Your College Classroom Will Improve Student Learning
JOSÉ ANTONIO BOWEN
Flipping, Wrapping and Integrating
Easy Tech for Better Prep and Rethinking Class Time

Technology is a tool, not a strategy
Student Success - Easy Places to Start

1. **Focus** - Fewer and Better SLOs/Articulate Emphasis
2. **Transparency**
3. **Common Language** - Critical Thinking/Mindful Learning
4. **Rubrics** - Break it Down
5. **Conditional Instructions** - Teach with Uncertainty
   “This could be…” vs “This is…” or “How?” instead of “Is it possible?”
6. **Communicate** - High Expectations and Support/Motivation
7. **Online Office Hours** - Night before Assignments
8. **One Podcast or Online Content**
What could you do to foster CHANGE
in a naked class full of prepared students?

• Apply material to new contexts
• Enhance intellectual curiosity
• Challenge beliefs in discussion
• Reflect on significance of the material
• Connect ideas across disciplines
• Writing and editing
• Play games (http://reacting.barnard.edu/)
• Develop better questions
• Lecture (inspire) in IMAX
• Practice empathy and better listening
• Create a greater sense of wonder
• Studio and lab experiences
Value:
Maximize productivity of F2F?

Product:
Prestige, Experience or Learning?

Mission:
How are you unique?

Technology Disruptions will force more clarity of...