

# SELECTING TECHNOLOGY FOR LEARNING

## STUDENTS

- \_\_\_ Review accessibility mandate or policy of your institution, department or program.
- \_\_\_ Determine demographics of the students and appropriateness of technology.
- \_\_\_ Consider student access to technologies, both off campus and on campus.
- \_\_\_ Determine digital skills and digital readiness of your students with learning expectations.
- \_\_\_ Justify students' purchases of a new technology component (if needed) for learning.
- \_\_\_ Assess prior learning approaches & how technology can support student learning.

## EASE OF USE

- \_\_\_ Select the technology for ease of use by instructor and students.
- \_\_\_ Identify technology that is reliable for teaching and learning.
- \_\_\_ Verify the technology set up, maintenance and upgrade is simple.
- \_\_\_ Confirm the technology provider/company is stable to support hardware or software use
- \_\_\_ Outline strategies to secure any digital teaching materials you create should the organization providing the software or service cease to exist.
- \_\_\_ Locate technical & professional support, both in terms of the technology and with respect to the design of materials.
- \_\_\_ Determine technologies to best support edits and updates of learning materials.
- \_\_\_ Outline how the new technology will change teaching with to get better results
- \_\_\_ Assess risks and potential challenges for using this technology for teaching and learning.

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## COST & YOUR TIME

\_\_\_ Consider media selection by the length of time and ease of use during course development.

\_\_\_ Factor the time it takes to prepare lectures, and determine if development of digital learning materials will save time and encourage interaction with students (online and/or face-to-face)

\_\_\_ Investigate if there is extra funding for innovative teaching or technology applications; if so, determine how to best use that funding for learning technologies.

\_\_\_ Assess the local support from your institution from instructional designers and media professionals for media design and development

\_\_\_ Identify open educational resources for the course, e.g. an open textbook, online videos, library page of articles, or other potential OERs.

## TEACHING & EDUCATIONAL FACTORS

\_\_\_ Determine the desired learning outcomes from the teaching in terms of content and skills.

\_\_\_ Design instructional strategies to facilitate the learning outcomes.

\_\_\_ Outline unique pedagogical characteristics appropriate for this course, in terms of content presentation and skill development, specifically for:

\_\_\_ Textbook, readings, or other online text materials;

\_\_\_ Audio, such as podcasts, streaming audio from news, etc.;

\_\_\_ Video, such as slide presentations, lectures, tutorials, and screencasts; and

\_\_\_ Social media, such as blogs, wikis, microblogs, photo sharing, curation, etc.

\_\_\_ Plan learning aspects that must be face-to-face (in-person or online).

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## INTERACTION

\_\_\_ Identify the skills for development and interactions that are most to determine the best type of media or technology to facilitate this learning.

\_\_\_ Determine the kinds of kinds of interaction to produce a good balance between student comprehension and student skills development.

\_\_\_ Estimate the amount of time the instructor will be interacting personally or online with students, and the type of medium for this interaction.

## ORGANIZATIONAL ISSUES

\_\_\_ Determine institutional support in choosing and using media or technology for teaching.

\_\_\_ Identify if the institutional support is easily accessible, helpful, and will meet the needs for the learning technologies for the course.

\_\_\_ Determine if there is funding available to 'buy me out' for a semester and/or to fund a teaching assistant so I can concentrate on designing a new course or revising an existing course.

\_\_\_ Locate institutional funding or resources for any learning technology or media production.

\_\_\_ Review the 'standard' technologies, practices and procedures for teaching and learning, to verify requirements for utilizing institutional technology resources, i.e. the learning management system, lecture capture system, etc.

\_\_\_ Determine if the institution will support trying a new technological approach to learning, and will support innovative media or digital design.

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## NETWORKING

\_\_\_ Outline the importance for learners to network beyond a course, i.e. with subject specialists, professionals in the field, and relevant people in the community

\_\_\_ Identify how the course or student learning can benefit from networking and learning from external connections.

\_\_\_ Determine the appropriate network and/or social media space to integrate for your learners to network with each other and connect with external community members.

\_\_\_ Integrate these networking mediums with standard course technology.

\_\_\_ Delegate responsibility for its design and/or administration to students or learners.

## SECURITY AND PRIVACY

\_\_\_ Determine the student information you are obliged to keep private and secure.

\_\_\_ Identify the institutional policies for security and privacy for teaching & learning.

\_\_\_ Outline potential risks and challenges of using a particular technology where institutional policies concerning privacy could easily be breached.

\_\_\_ Identify who at your institution could best advise you on security and privacy concerns, with regards to learning and teaching technologies.

\_\_\_ Itemize the areas of teaching and learning, if any, available only to students registered in the course.

\_\_\_ Identify the types of technologies to best restrict or limit access to course materials (if any) for my registered students.