



Pedagogy in Technology Mediated Instruction

The guidelines and some of the examples in this document are adapted from "Guidelines for Good Practice: Technology Mediated Instruction" by the Academic Senate for the California Community Colleges. [Click here for the full document](#)

1. Good Practice Encourages Effective Contact Between Students and Faculty

Instructor-student contact is a key component in the teaching/learning process. Technology can foster contact, providing additional vehicles for student/faculty interactions and placing the information in an appropriate context. Technology has given us additional tools to foster interaction in a student-driven manner adapted to the technology used.

Examples:

- Virtual office hours
- E-mail between the instructor and students
- Listservs
- Frequently-Asked Questions (FAQs)
- Bulletin board discussions between the instructor and students
- Chats
- Webconferencing using CCC Confer
- Blogs
- Announcement posts

2. Good Practice Develops Reciprocity and Cooperation Among Students

Education in a learner-centered model can be enhanced technologically by giving more team-based projects that create working situations for collaboration. Team-based projects can be between members of the same course and/or class, or it may connect similar learning environments to create an even larger learning community.

Examples:

- Use e-mail to work together.
- Use chatrooms.
- Use group-based bulletin boards.
- Use blogs
- Have students find relevant web sites that the instructor can use with the class.
- Have students use a wiki to collaboratively create a web site.
- Have students share bookmarks to create a class repository.
- Have students work virtually with students from other classes.
- When students work collaboratively, they can conclude by presenting their finished product to the class (i.e. via a web site or a PowerPoint presentation).
- As a preview strategy, have students work in groups of three to do the following: Student 1 writes a paragraph-long draft answer to a key question, then e-mails the draft to Student 2 for refinement. Student 2 then e-mails it to Student 3 to further refine the paragraph. Student 3 then has to negotiate consensus approval with Students 1 and 2, and submit the paragraph on behalf of all three students.

3. Good Practice Uses Active Learning Techniques

Active learning has been shown to be most effective when the learner is engaged. Technology, when used well, can tailor the instruction and learning experience. As students become more involved in their learning, they assume greater responsibility for that learning.

Examples:

- Links to other web sites
- Web site assignments
- Simulations
- Research on the Internet
- Web-based or iPod-based games
- Incorporate student activities at strategic points during your classroom lecture

4. Good Practice Gives Prompt Feedback

Individualized technology-mediated instruction has the capability of providing prompt and frequent feedback to the learner.

Examples:

- Virtual office hours in a chatroom or via CCC Confer
- FAQs
- Prompt response to e-mail
- Objective test results, with remediation, can be returned immediately.
- Assignment results can be returned faster because students don't have to wait until the class meeting to see the results.
- Student self-evaluations on topics such as readiness for taking an online course or determining learning styles can be done quickly.

5. Good Practice Emphasizes Quality Time on Task

Not only can technology extend the time on task, it can also increase the quality of that time. The use of technology can provide learning directed and meaningful assignments and activities. Technology extends classroom activities beyond formalized meeting times.

Examples:

- Provide links to information on the web so students won't spend too much time searching for it. This can be especially beneficial to students who need help with certain assignments.
- Provide links to information on the web that students otherwise could not find in a library.
- Prior to class, ensure the readiness of students by having them take an online quiz. For example, students can read a specific chapter in the textbook, then take the accompanying online quiz. This not only provides a check for understanding to the students, but in the next class meeting, the instructor can use the results to deemphasize a topic the students seem to understand and emphasize a topic they don't seem to understand.
- Post an outline of a lecture on the web, and you can have students prepare by reading it prior to coming to class. You can even have students print this out (at home), then bring it to class. With Microsoft PowerPoint, it is easy to create an outline of your lecture by inputting your key points. Learn to use PowerPoint.

- Post model assignments on the web. This way, students will be able to see what an excellent (or average, lousy, etc.) paper or other assignment looks like prior to them beginning.
- Post rubrics so students know the criteria from which they will be graded.
- Build a reward system of points for each student bulletin board post and reply.
- Enrich classroom discussions by requiring students to e-mail you a brief response to an assigned reading prior to coming to class. Then, while in class, you can use those responses to start a discussion. "Fred, your views on the reading were very enlightening. Please share them with the class." When Fred is finished, you can say, "Lamont, your views were just the opposite. Would you elaborate?" Now, you have an instant debate, and you can draw in the views of others in the class.
- Use computer-based simulations of topics that might be difficult or time-consuming to set up in class. For instance, have students dissect a virtual frog instead of a real one.
- Have students attend a virtual field trip instead of planning, organizing, and getting students to attend a real one.
- Create a video on preparing a science lab, and have students view it on the Web before attending the lab.

6. Good Practice Respects Diverse Talents and Modalities of Learning

Varied learning styles, multiple intelligences and multi-sensory inputs can be addressed through various delivery methods including technology mediated instruction. Students have varied learning styles, and many traditional campus-based delivery methods emphasize a single modality, such as the lecture. Various technologies can provide an array of delivery techniques that can match the diverse learning styles accommodating the auditory, visual and kinesthetic, or various combinations when appropriately designed.

Examples:

- When possible, provide students with a choice of how to access online material. For example, provide a transcript for a video clip, or input an audio clip that reads textual information. Maybe post a handful of URLs on the same topic, with one URL being mainly text, another being mostly visual, and another containing lots of audio.
- Allow students a choice of submitting an assignment in text or as a web page. Web pages can include graphics and other multimedia elements.
- Utilize interactive lessons and simulations that are available online or that are produced on disk by textbook publishers. These types of lessons and simulations allow students to make choices and learn more about given topics. They also allow students to work at their own pace.
- Record lectures so students can view them online or download to their iPods. Students will be able to watch or listen to these lectures whenever they want and wherever they are.
- Create review games that can be played online or on students' iPods.
- Incorporate multimedia elements into your classroom lecture.
- When lecturing, emphasize relationships visually by creating, and showing, concept maps.

7. Good Practice Uses Appropriate Tools

Technology Mediated Instruction can be used to improve access and to provide alternate learning modalities, to reach individuals that might not readily make it to a campus, or who might have difficulty with a traditional campus approach.

Examples:

- Use e-mail to make yourself more accessible to students.
- Use bulletin boards to expand classroom discussions past class time.
- Create accessible web pages so all students, including those with disabilities, can access them.