• Setting the Scene
• Collaborative Partnerships
• Student Reactions and Responses
• Thoughts for the Future
• Discussion
Setting the **Scene**

**Course Assignment, Goals and Desired Outcomes**
- Teaching Technology Project
- Teaching Technology Celebration

**Technology as Content and Process**
- Not just learn “about” technology but learning “about” and “with”.
Active Learning - a range of “instructional activities involving students in doing things and thinking about what they are doing” (Bonwell and Eison, 1991, p.5)

Experiential Learning - Lewis and Williams (1994, p.5): “In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking.”

Authentic Assessment - “an assessment requiring students to use the same competencies or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life” (Gulikers et al, p. 69)
...from a focus on covering decontextualized knowledge to an emphasis on teaching for a sense of salience...

(Benner, Sutphen, Leonard & Day, 2009, p. 82)

Students like to distinguish between the classroom and the real world, and if you interact with students only in the classroom, you reinforce this false dichotomy

(Bowen, 2012, p. 136)
Technology in our Context

- Teaching & Learning Office, Faculty of Nursing
- Technology Toolbox
- Authentic Technology Projects
You Want Us To Do What???

- First thoughts (Apprehensions)
- Awakening a Passion
- Fostering Curiosity
- Gaining a Critical Confidence
Pondering the **Possibilities**: Student Reflection
So Where To Now?

• Looking Back
  – What are the things that could have been done differently?

• Looking Forward
  – What questions can we continue to ask to study interventions and ideas such as these?
Thought Sharing and ?s

• How can active learning be actualized in different contexts?
• What principles of active learning, experiential learning and authentic assessment overlap and how can we create synergy between these components to inspire our students and energize our learning environments?
• How do we create more evidence to support authentic, active and experiential approaches to learning?
References


Contact

Christy Raymond RN, PhD
Assistant Professor
Faculty of Nursing, University of Alberta
780-248-5769 or craymond@ualberta.ca