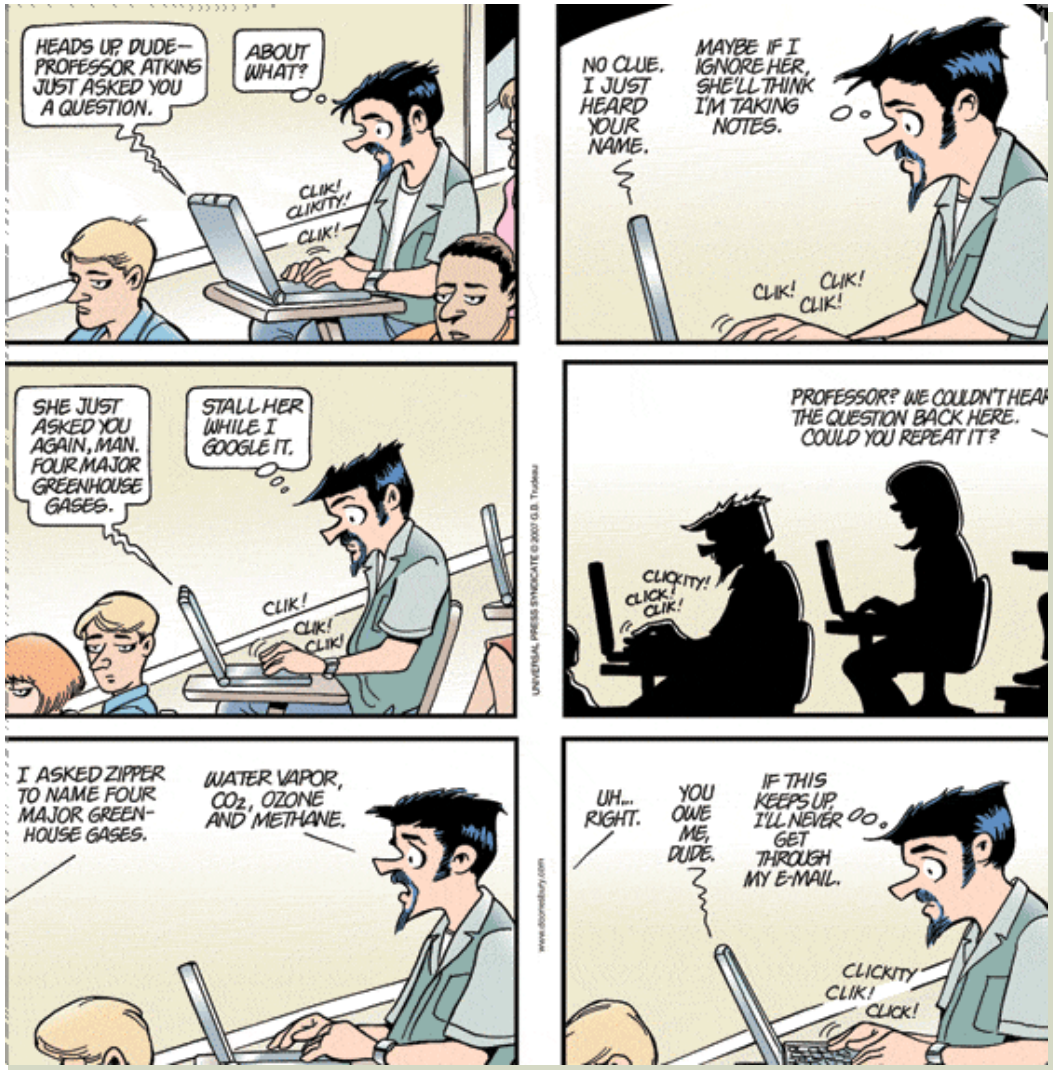
TECHNOLOGY IN THE CLASSROOM

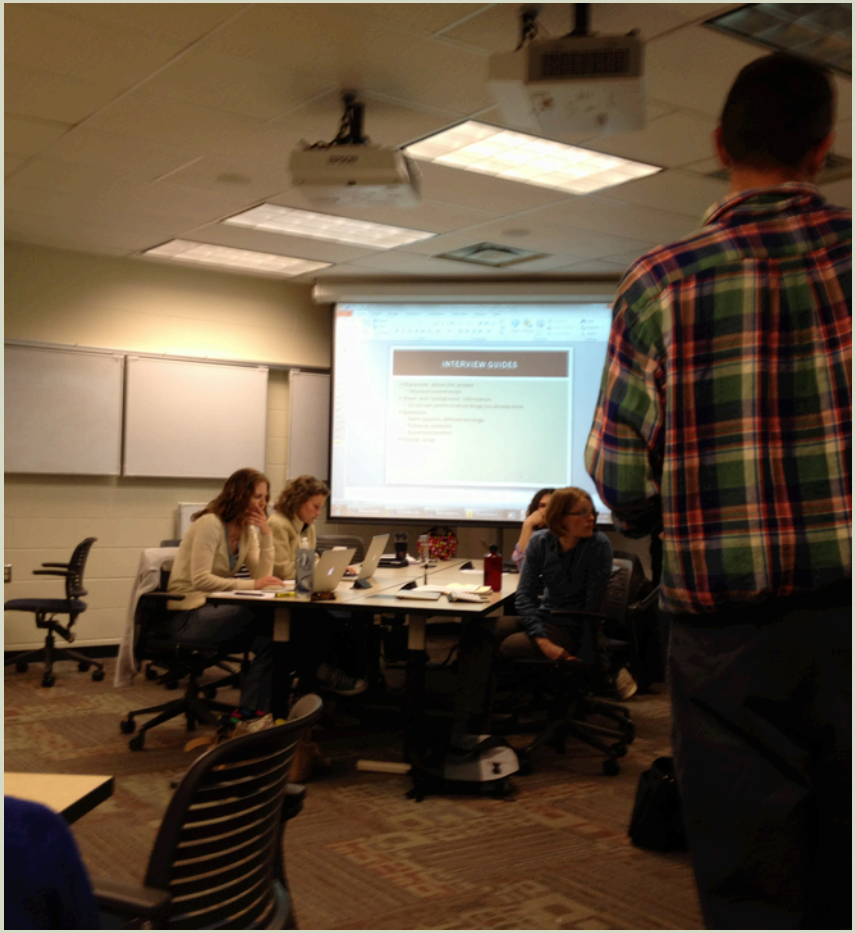
ANTHRO 810.21
SP12

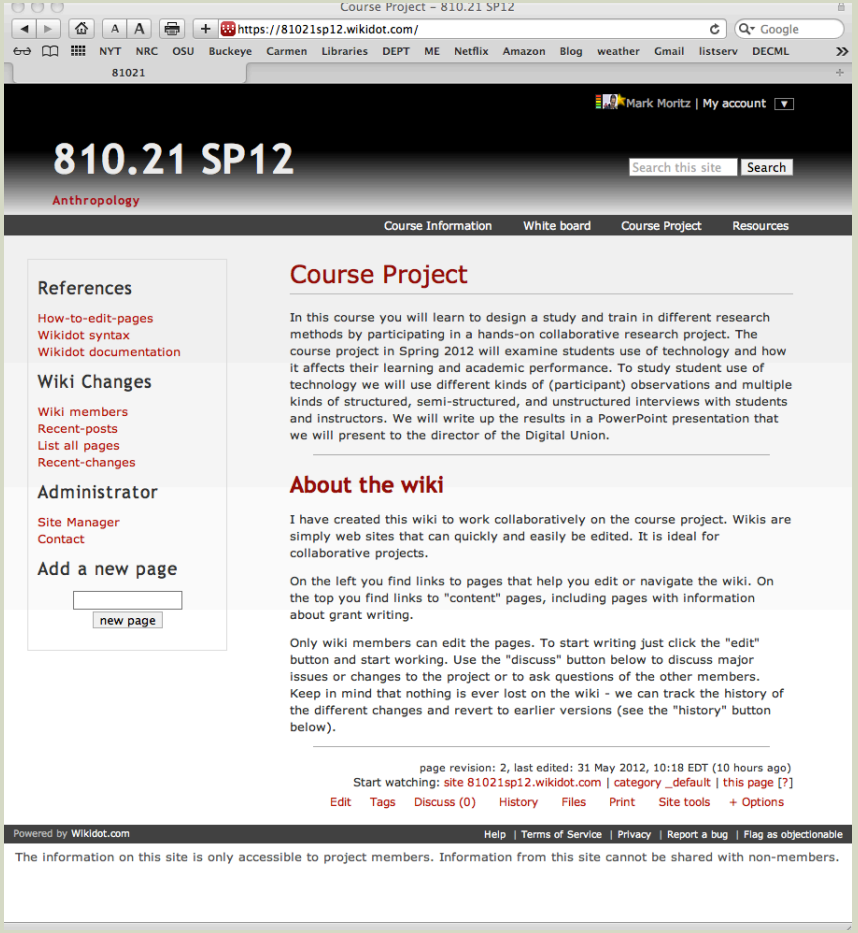
PROBLEM STATEMENT



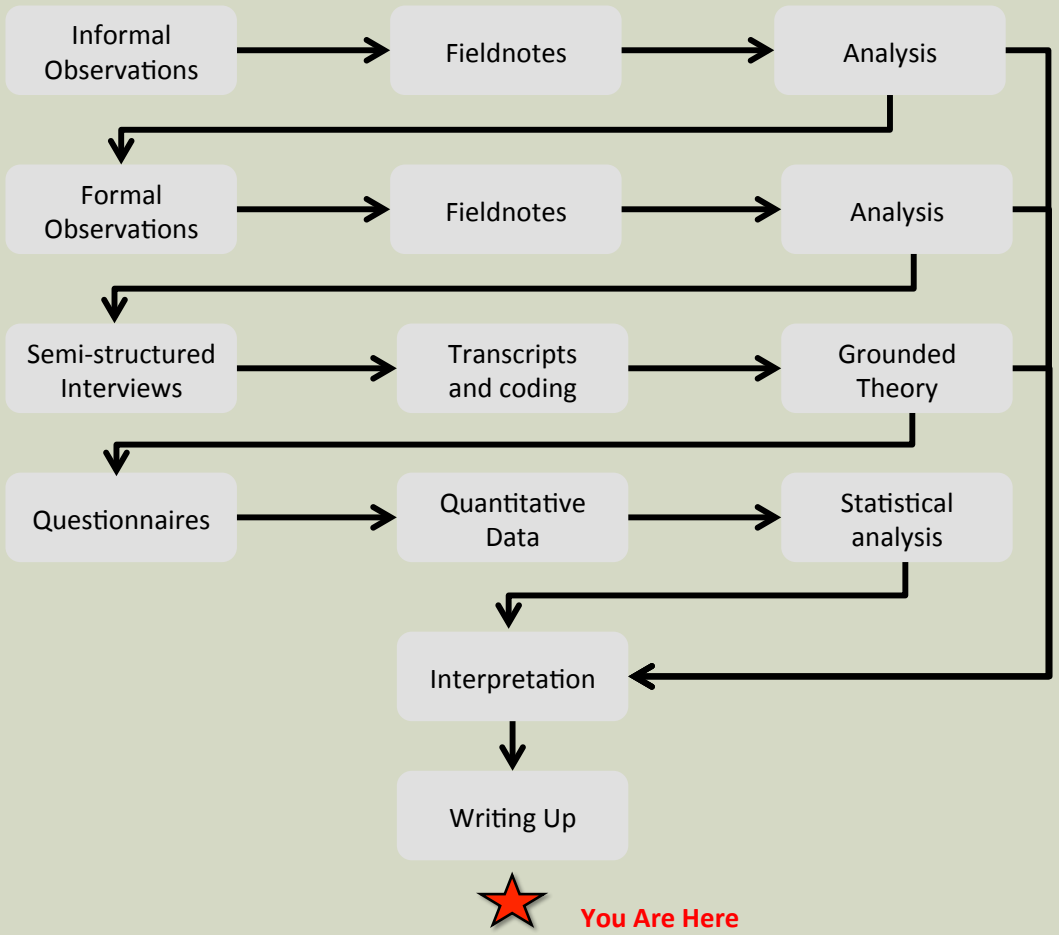
- To what extent does students' use of mobile technology in the classroom interfere with their learning?

COLLABORATIVE COURSE PROJECT





AN ETHNOGRAPHIC APPROACH



- IRA approach
  - Iterative
  - Recursive
  - Abductive
- Considering meaning and context questions
  - POV1 → POV2
- Observations of students/instructors in natural settings
- Increase understanding and narrow focus using grounded theory

Agar, Michael. (2006). An Ethnography By Any Other Name. Forum: Qualitative Social Research.

CONCEPTUAL FRAMEWORK

Three levels of analysis in ecocultural framework:

1. Ecocultural context (e.g., large university, technology is ubiquitous, commercial pressures)
2. Cultural models (e.g., student and instructor perceptions of learning and technology, goals and values)
3. Direct focus on activity settings (e.g., everyday routines in the classroom, participants, formal and informal rules).

FINDINGS

STUDENTS' USE OF TECHNOLOGY

- 98% own a laptop
- 90% are on Facebook
- 72% check phone in class
- Multitasking is common

Picture from OSU Digital First

CLASSROOM DYNAMICS

- The ubiquity of technology is fundamentally changing the way students and instructors experience and negotiate the social dynamics of the classroom.

Picture from OSU Digital First

CLASSROOM OBSERVATIONS

A link to a you tube video is embedded into the PowerPoint. She clicks on the link, it opens in the browser and the movie attempts to load. As the movie is loading students begin to look up from their notes, laptops, and phones. I hear one student ask "Who is Kohlberg?", the topic that was just covered in the lecture and who the video is about (fieldnotes).

CLASSROOM OBSERVATIONS

After a minute or so an error message appears on the screen. The video does not load and the instructor immediately moves on without hesitation stating that “I will try again next class”. Students begin to look down unengaged again (fieldnotes).

RED HERRING HYPOTHESIS

- Most instructors have rules about technology use in the classroom, especially texting.
- Most students have used cell phone when it was banned by instructor.
- Both talk about mobile technology use in terms of respect and rudeness.

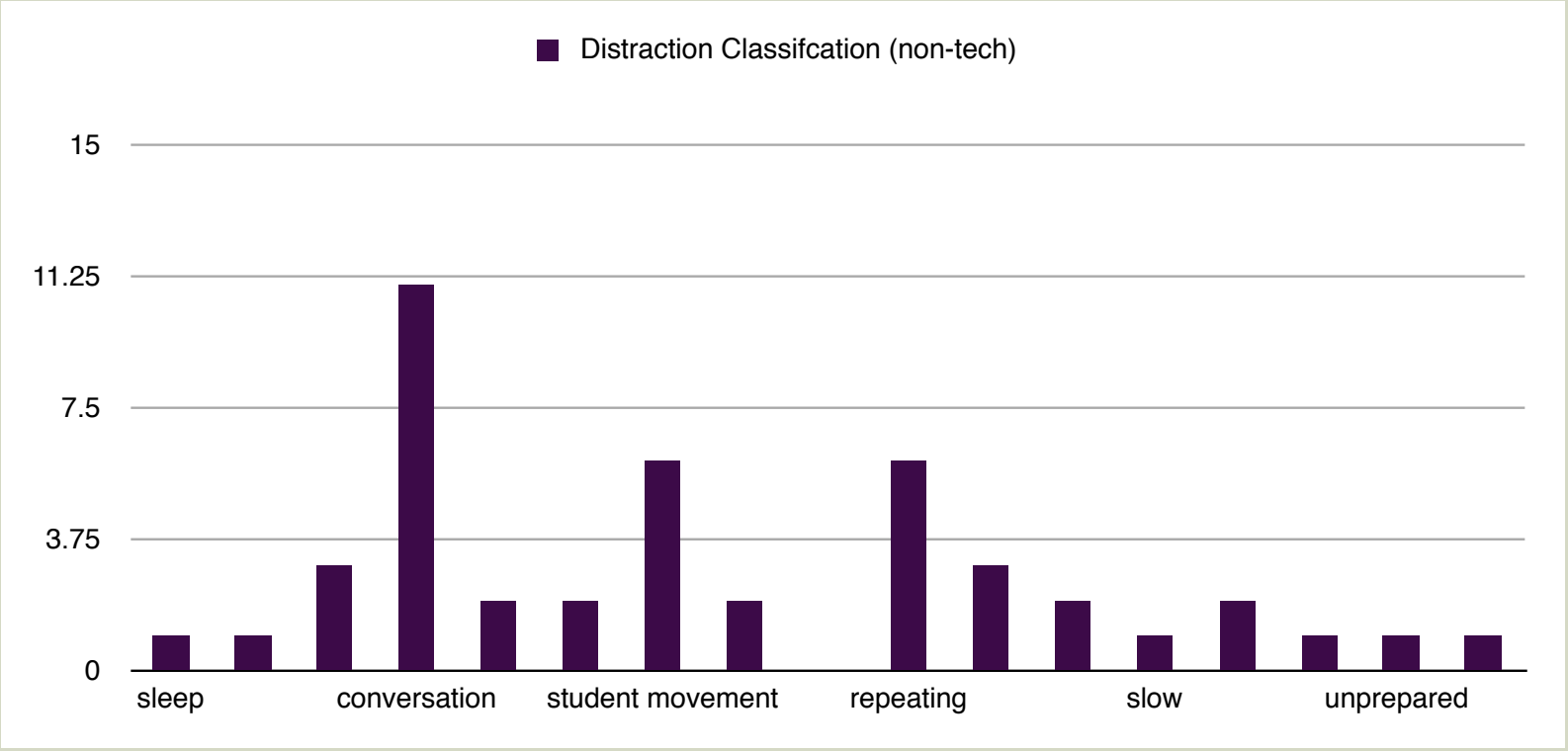
- Are the rules and the enforcement of the rules more distracting than the use of mobile technology?

EMERGENT RESEARCH QUESTIONS

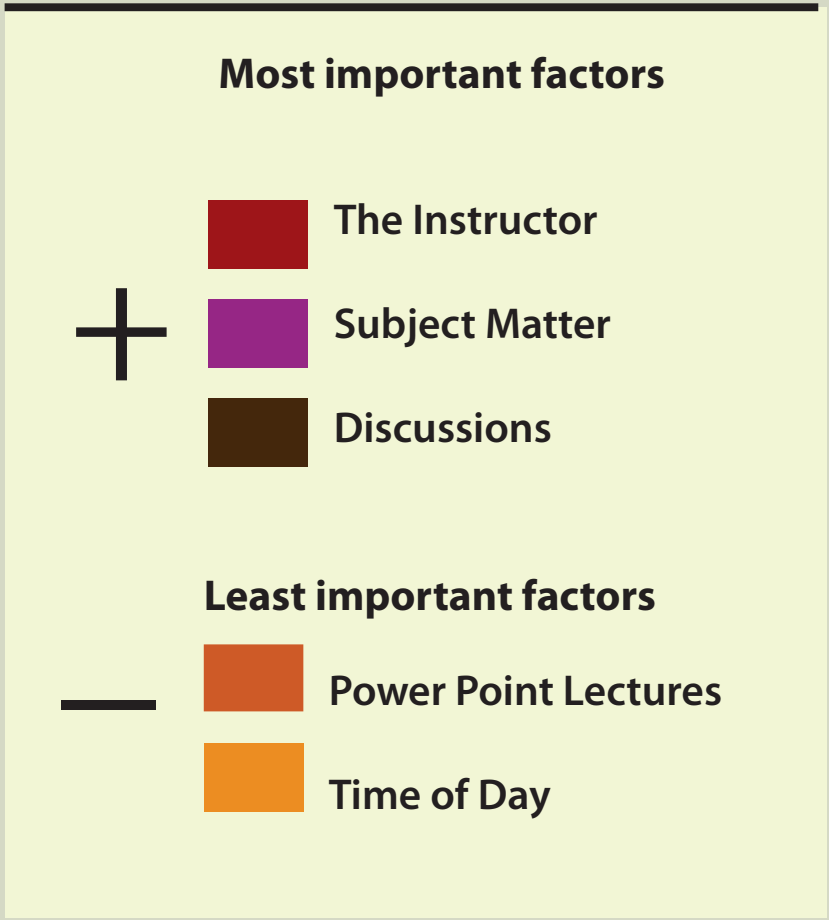
- Is mobile technology any different from other distractions?
- When are students most distracted? When are they most engaged?
- Do students prefer classes where mobile technology is banned?
- Do students think that a technology ban improves learning?

DISTRACTIONS IN THE CLASSROOM

- Students say they are bored, tired or hungry when distracted.
- Mobile technology is not the only source of distraction.
- Talking students, phone and laptop are the greatest distractions.



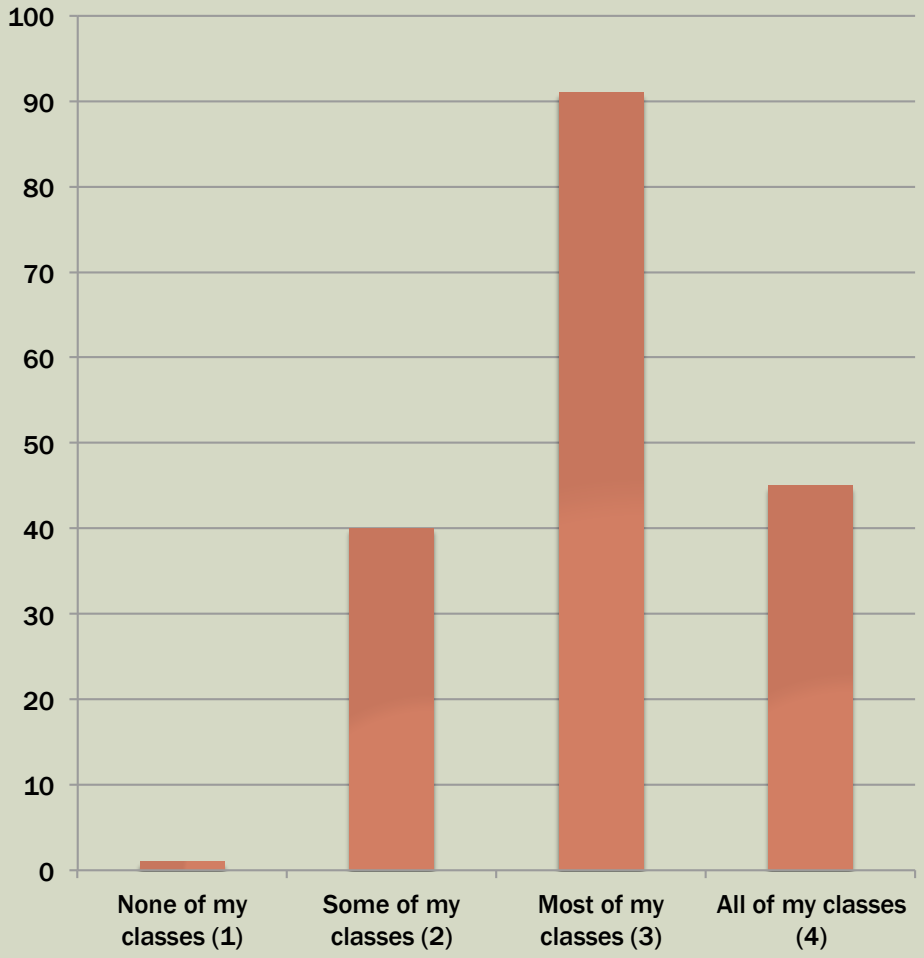
WHEN ARE STUDENTS ENGAGED?



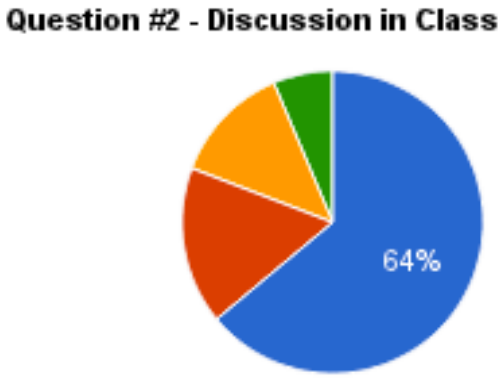
- Q: Think of the classes you've most enjoyed while in college. Rate the features of those classes according to how much they contributed to your interest.

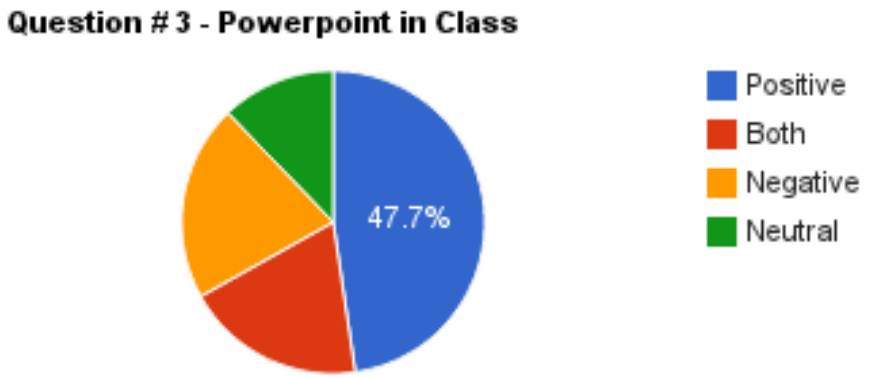
POWERPOINT IN THE CLASSROOM

- PowerPoint is ubiquitous.
- It is boring and useful.



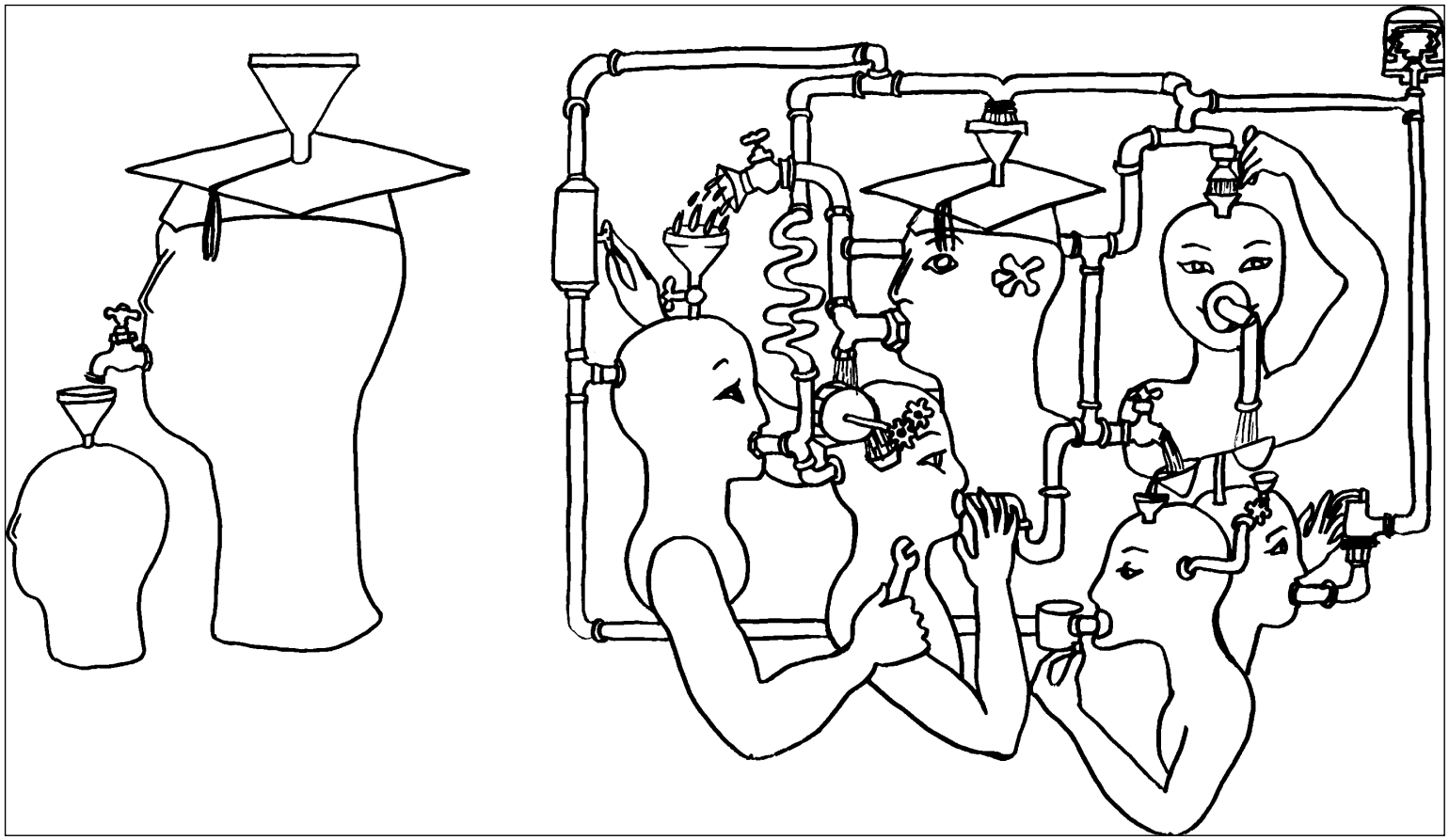
THE ROLE OF COURSE STRUCTURE





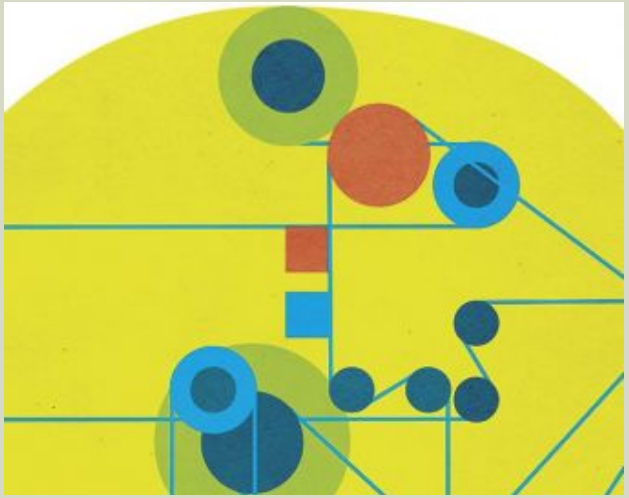
- “Amazing, helpful, and guiding.”
- “It is boring and it sucks.”
- “A waste of time”
- “Engaging, interesting, learning”

DIFFERENT USES OF POWERPOINT



Smith, K. A., S. D. Sheppard, D. W. Johnson, and R. T. Johnson. 2005. Pedagogies of Engagement: Classroom-Based Practices. Journal of Engineering Education:1-15.

CONCLUSION



Brannock Cox, J. 2012. Reclaiming the Classroom With Old-Fashioned Teaching, in The Chronicle of Higher Education.

- Mobile technology and PowerPoint are ubiquitous in the classroom.
- Mobile technology does not distract much more than other distractions.
- PowerPoint can be disengaging if instructor reads line-by-line.
- PowerPoint can also be used to actively engage students.

THEORETICAL IMPLICATIONS

1. To better understand the role of technology in the classroom we need to study classrooms holistically as complex systems in which one cannot separate humans and technology.
   - It is the way humans use technology
2. It also requires a theory of human behavior that takes into account the habits, constraints, and dynamics that shape how instructors and students interact in the classroom.
   - Why do most instructors use PowerPoint? It is a cultural practice.
   - Why are instructors upset about technology use? It is social situation.

PRACTICAL IMPLICATIONS

1. Use students' mobile technology in the classroom to create more interactive classrooms that offer opportunities for students to participate.
2. Train instructors to use PowerPoint and other forms of technology more effectively to create more interactive classrooms.
3. Integrate training in learning technology with training in teaching and learning (DU + UCAT → DUCAT).

QUESTIONS

Thanks