



Student-generated ideas for using current technology in the classroom

Jeff Lederer: jlederer@spalding.edu

Auerbach School of Occupational Therapy

Louisville, KY 40201

- **Applications**

- General
 - Adobe Reader
 - Dictionary.com
 - Exitticket
 - iTunes U
 - NY Times
 - TED Talks
- Anatomy
 - Anatomy & Physiology I and II
 - Anatomy Lab
 - Anatomy Muscle & Bone: Visual Game & Dictionary
 - Anatomy Quiz Pro
 - Enjoy Learning Anatomy Model Puzzle
 - Essential Anatomy 2
 - Human Anatomy Atlas
 - Human Anatomy Game
 - Learn Muscles: Anatomy
 - Muscle System Pro III
 - Muscular Anatomy Game Lite
 - Musculoskeletal System
 - Skeletal Anatomy 3D
 - Skeletal Anatomy Game Lite
 - The Human Body by Tinybop
 - Ultimate Anatomy
 - Visual Anatomy
- Cognition
 - Lumosity Mobile
 - Unblock Me
- English Language Skills
 - IELTS Writing Model and Sample
- Foreign Language Skills
 - Duolingo

- Specific to Occupational Therapy
 - Occupational Spanish Guide
 - Occupational Therapy Equipment Library
- Organization/Schedules
 - inClass
 - iStudiez
 - myHomework

Text Message Alert/Group Reminders

- *Purpose*
 - Adding events to calendar; Use phone as planner
 - Facebook (Share group info, conversations, etc.)
 - Message a group of people
 - Emergency weather alert
 - After school activities
 - Safety
- *Applications*
 - ClassDojo
 - Edmodo
 - GroupMe
 - PowerSchool
 - Remind101

Flashcards

- *Applications*
 - Essential Anatomy 2
 - Flashcard X
 - Flashcards + Brainscape
 - Flashcards Deluxe
 - Flashcards*
 - Flashcards+
 - Human Anatomy Atlas
 - StudyBlue
 - Visual Anatomy Lite
- *Educational Websites*
 - www.cram.com
 - www.studycell.com

Using Phones Instead of Clickers

- *Purpose*
 - Replace expensive alternatives like iClicker
 - Save answers to study for a test
 - Teachers can give quizzes for test review
- *Applications*
 - Clicker School Virtual Clicker
 - Student Clicker - Socrative
- *Personal Accounts*
 - *“I have had friends use the clicker app on their iPhone, and they loved it. In undergrad, I had to use clickers in my science classes. The professors used it as a way to take attendance, warm-up activity, and quick quizzes. I searched the iTunes store and found the Socrative app. It works by entering the room number you are in so it can find the program the professor is using. The great part about the app is it is free. I had to buy three different clickers in undergrad that were about forty to fifty dollars each.”*
Occupational Therapy Student

Message Board

- *Applications*
 - Blackboard Mobile Learn

Use for Video

- *Applications*
 - Buzzwire
 - Eyespot Mobile Cast
 - iMovie

Apps to Buy Textbooks

- *Purpose*
 - Students can download textbooks/articles or buy textbooks and read them in their cell phones
- *Applications*
 - Amazon
 - Chegg
 - FreeTextbooks.com
 - TextbookMe

Use for Brainstorming and Research on the Web

- *Applications*
 - iThoughts (mindmapping)

Use to Record Lectures

- *Applications*
 - Audio Class Notes
 - Cinixsoft
 - Qlipboard
 - Smart Voice Recorder
 - Super Note
 - Evernote

Take Pictures of Material

- *Purpose*
 - Take pictures of assignment
 - Learn students names and faces
 - Screenshot useful webpages/information
- *Personal Accounts*
 - “When I took anatomy, I took pictures of the microscope slides with my iPhone. I also took pictures of the models. When I go home, I plugged my iPhone into the computer and uploaded the pictures. I used the software Adobe and edited the pictures, then printed them out, and I could then label the parts to study from.” – Occupational Therapy Student

Digital Textbooks

- *Purpose*
 - Cost-effective for students; digital editions are cheaper than print
 - Instant access to materials; no shipping time

Text Questions to Professor

- *Purpose*
 - Text if a student has questions about an assignment, quiz, or exam
 - Text to let the professor know the student will be absent
 - Text questions during office hours if the student cannot see the professor in person

Photo Essays

- *Purpose*
 - To demonstrate a good essay solely through collecting images; promotes creativity
 - Import Photos to PowerPoint
- *Applications*
 - Instagram

Distance Learning

- *Purpose*
 - The phone can be a good format for communicating for students in an online class
- *Applications*
 - Skype

Pinterest: Ideas for OT Interventions

- *Purpose*
 - Look up crafts, art projects, and recipes and save by category
 - Allows friends to follow each other
 - Students can create boards based on materials/subjects being discussed in class
 - Have a class combined Pinterest for all students in the class to use together

Notecards on Phones to Share with Others and to Review

- *Purpose*
 - Practice for exams
 - Create class specific notecards for study groups

Podcasts

- *Purpose*
 - Professors can provide additional lectures/information to supplement in-class lectures
 - Professors can record lectures and post them as podcasts for students to review

Quizlet

- *Purpose*
 - Allows students to practice and review material

QR Codes (QRC)

- *Purpose*
 - To disseminate information and help keep students engaged. Codes can be programmed to share just about anything (general text, website links, contact information and many other types of data). QR codes can be used on most popular smart phones and other smart devices. Apps like Red Laser and QR Reader are some of the more popular yet free apps available in both the iTunes store and the Android marketplace.
- Link students to YouTube videos to do case study group work.
- Link students to unpublished sections of PowerPoints that you don't wish or them to access/download until you've reached that point in the lecture.
- Link to Moodle pages
- Give answers directly to the phone with the definition without having to waste PowerPoint space and time.
- Link to a websites set up for students to answer questions and provide feedback much like the "clicker" program at U of L.
- Contain addresses with information for off-site visits or volunteer opportunities.
- If students have digital text books, QR Codes could direct students to an exact page or they can scan the code on the PowerPoint that has the reference information.
- See attached sheet for examples

Sample OT Case Study

Charisse

- › 18 year old female with Cerebral Palsy



› Thoughts?

Sample OT Case Study

Scott

- › 30 year old male with Cerebral Palsy



› Thoughts?

Types and Forms of Cerebral Palsy



For more information:



Question and Answer

- › What are the terms used to describe muscle tone?



Question and Answer

- › Multiple Choice:



› Submit when done

Cardinal Hill Rehabilitation Hospital

- › Volunteer Opportunity



- › When you arrive, scan QR code on-site at front desk to check in and out.
- › Scan in with each volunteer coordinator.

QR Code Generator Sign In () Generate (/)

What's a QR Code? (/whats-a-qr-code) PDF Mergy (http://pdfmerge.w69b.com)

vGet (https://play.google.com/store/apps/details?id=mb.videoget&referrer=utm_source%3Dwebsites%26utm_campaign%3Dgenerator)

Imprint (/impressum)

TYPE

Free Text

URL

Contact

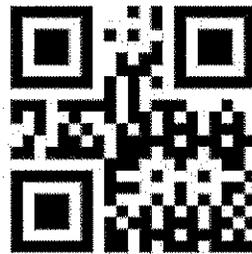
Phone Number

SMS

Enter text to share here.

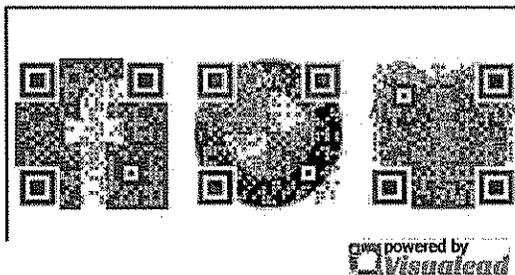
QR Code

Save Share Options



Make a visual QR Code in 60 seconds

Create yours!



- ✓ Double your scans
- ✓ [Many More QR Code types](#)
- ✓ [Dynamic Code editing](#)
- ✓ Track the number of scans
- ✓ Instantly turn any image into a QR Code
- ✓ Patent pending Visual QR Code technology
- ✓ Free for personal and commercial use

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Like

Send

16,723 people like this. Be the first of your friends.

Share (http://www.addthis.com/bookmark.php?v=250&pubid=ra-4dff750f2b135268)



Student perceptions of valued and engaging learning methods throughout the curriculum

Jeffrey M. Lederer, PhD, OTR/L
Professor

Auerbach School of Occupational Therapy
Spalding University, Louisville, KY

INTRODUCTION

The AOTA Centennial Vision states that future practitioners will be required to be active in policymaking; be familiar with current technology and assume leadership roles. To participate fully in these areas, students must obtain strong educational backgrounds facilitated by educators aware of current evidence-based instructional practices. Research indicates that to maximize the potential for learning, students must be engaged in their academic work inside and out of the classroom. The purpose of this study is to examine: (a) the value that students place on traditional learning methods (b) traditional methods that are viewed as engaging by students and (b) instructor characteristics tending to promote or impede engagement in learning.

ABSTRACT

Results of a survey completed by 190 students in an occupational therapy program found that students placed high values on instructional methods incorporating active learning such as class discussions and visits to off-campus settings. Lower values were placed on more passive methods such as writing papers, reading the textbook and having other students teach. Methods related to active learning were also viewed as more engaging to students than generally passive methods. Instructor enthusiasm and variety in teaching methods were identified as promoting student engagement.



METHOD

Students from six cohorts at various levels of an OT program at a small private university were asked to indicate the importance of 19 common instructional methods as well as the extent to which they believed these methods promoted their engagement in learning. Four age ranges were surveyed: 20-23 years; 24-27 years; 28-31 years and 32 and older. The number of classes completed ranged from 4/25 classes to 19/25 classes. Students also described the faculty characteristics and behaviors facilitating or impeding engagement in learning. A quantitative analysis was used to analyze the surveys and faculty characteristics were analyzed qualitatively.

RESULTS

Highest ranked valued methods (max = 3.00) N=190	Lowest ranked valued methods	Highest ranked methods promoting engagement (max = 5.00)	Lowest ranked methods promoting engagement
<ul style="list-style-type: none"> ➤ Class discussion of content (2.92) ➤ Participating in active learning (2.84) ➤ Listening to a lecture with accompanying visuals (2.83) ➤ Following a study guide for a unit (2.78) ➤ Visiting an off-campus setting related to class (2.75) 	<ul style="list-style-type: none"> ➤ Writing an assigned paper (2.26) ➤ Having other students teach (1.98) ➤ Listening to a lecture without visuals (1.96) ➤ Writing a reflection paper on a topic (1.92) ➤ Participating in an online discussion board (1.59) 	<ul style="list-style-type: none"> ➤ Participating in active learning (4.60) ➤ Class discussion of content (4.52) ➤ Visiting an off-campus setting related to class (4.47) ➤ Following a study guide (4.39) ➤ Lecture with accompanying visuals (4.37) 	<ul style="list-style-type: none"> ➤ Reading an assigned chapter or article (3.56) ➤ Writing a reflection paper (3.41) ➤ Having other students teach (2.99) ➤ Lecture w/o accompanying visuals (2.92) ➤ Participating in an online discussion board (2.81)

There were no statistical effects of length of time in the program or student age upon student perceptions of valued or engaging methods. The highest ranked characteristics or behaviors that promoted engagement were: (a) enthusiasm/passion; (b) using examples to clarify content; (c) humor and (d) variety in teaching methods. Lowest ranked characteristics/behaviors were: (a) lecture without discussion or application; (b) disorganization and (c) lack of interest or respect for students.

DISCUSSION

To maximize learning potential, instructors must be able to facilitate engagement in learning. The results of this study indicate that engagement is the result of the interplay of many factors, just as engagement of our clients in OT depends on many variables. In both cases, engagement depends on the personal characteristics that teachers bring to the classroom including enthusiasm, knowledge of what is being communicated and using examples. It also depends on knowing the tendencies of students to value opportunities to "digest" information through hands-on application, discussion or usually, both. Finally, engagement in the classroom (and the clinic) is linked to what Medina (2008) refers to as "Theory of Mind" or the ability of teachers to evaluate when students are confused or engaged and change instructional methods or the conditions of instruction if necessary. This study focused primarily on traditional learning methods. In addition to these, future studies will examine the relation of technology (such as learning apps) to student engagement.

REFERENCES

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- Weimer, M. (2002). *Learner centered teaching: Five key changes to practice*. San Francisco: Jossey-Bass.