

***The Higher Education Quality Council of Ontario (HEQCO) presents***  
**Rethinking higher ed: Beyond {the buzzwords}**  
**November 7-8, 2013**  
**Sheraton Centre Toronto**

**Day Two**  
**November 8, 2013**

**Session 5B | Add tech, shake well**

*Using technology to support success in the classroom*

*Facilitator: Louise Brown, Toronto Star*

*Michael J. Armstrong, Brock University*

*Joe Kim, Psychology Neuroscience and Behaviour, McMaster University*

*Andrew Ainsworth, Humber College*

*Michael J. Armstrong, Brock University*

Most students tend to over-estimate their own abilities. In a climate of self-regulated learning, they respond well to feedback. Armstrong created a predictive model that uses data from courses in previous years to create a formula. When students input their quiz marks from early in the term into a spreadsheet, the formula predicts their final course mark.

More than half of students felt motivated to work harder, a little less than half increased the time they spent studying and about three quarters said they enjoyed the activity. The technique can work for any course with multiple assessments, but may not work well for courses where the bulk of the mark comes from a single assessment like a major term paper.

*Joe Kim, Psychology Neuroscience and Behaviour, McMaster University*

The way instructors teach is driven by the way they were taught themselves. Lectures are usually designed to deliver primary course content, but it's time to change the method of delivery. It's tempting to think technology is always the right answer, but it must be thoughtfully integrated.

TED Talks inspired Kim's web modules, building upon the tactic of taking big ideas and thinking about how to apply their concepts. Kim focuses lectures around an interesting case study or problem to challenge students, then collects student feedback. Instructors have to be open to new ideas in a changing postsecondary landscape, but courses must be designed from evidence-based practice.

*Andrew Ainsworth, Humber College*

Ainsworth, who has a background in film editing and directing, noted that the likes and comments that come from a real-life experience posted to social media are very important. Young men aged 18-19 spend 40% of their free time watching YouTube, including rants directed at the camera. Instructors must interact with students in the digital stream, or risk coming across as outsiders.

A great series of web tutorials has the potential to get thousands of hits outside of students in class. To achieve this level of popularity it's important to create a brand, and produce videos of good technical quality with decent audio and features like a transcript that students can click on or off.