



Washington University in St. Louis
ARTS & SCIENCES

TEACHING with TECHNOLOGY in Arts & Sciences NEWSLETTER

SPRING 2002

Welcome

This newsletter was developed as a follow-up to the I Teach Symposium held on January 3-4, 2002 which attracted an audience of over 170 faculty members. Its goals are twofold:

- To continue the exchange of ideas about effective teaching
- To provide technology information, resources and tips that you can use in your own teaching

The newsletter will be published twice each year, in the Fall and Spring semesters. It is also available in webpage form at <http://artsci.wustl.edu/~iteach/newsletter>. Please send comments and suggestions for future stories to iteach@artsci.wustl.edu.



Are you comfortable handling attachments to Email messages? If the answer is “yes,” and you have students’ draft papers to grade, try using Email along with MS Word’s **comment** feature to provide your feedback.

Students like this kind of feedback since it is legible. Instructors like the results because students are likely to pay more attention to their comments. This technique helps to solve a teaching challenge with a tool you already have on hand and know how to use; one that requires little extra effort; and one that doesn’t take much investment of your time. Here’s how:

MS Word 97 or later version must

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PowerPoint: popular with students, easy to learn

Students in Arts & Sciences like PowerPoint presentations. At least, that’s what more than 100 undergraduate students in **Mitch Sommers’** Psych 100 class said the last time he asked them. Sommers, Associate Professor of Psychology, routinely asks his class for feedback on his teaching style and his PowerPoint slides are always well received.

Sommers says anyone can learn PowerPoint basics in about an hour. And most professors can prepare and use PP slides effectively if they follow some simple guidelines. Give yourself about three to four hours to prepare one hour of new lectures (a little less if you are converting old lectures). Remember the KISS principle—keep it simple and limit the number of words per slide and the amount of information per lecture to what actually fits the slide and class time. Keep in mind that discussion-based classes don’t lend themselves as well to PP slides as does lecture format, and that following a strictly prepared script limits some flexibility in class.

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How well do our students “speak” technology?

When referring to undergraduate university students, it’s common to assume that they are at ease in today’s technological world, replete with appropriate skills and knowledge, possessing the ability to gain others “on the fly.” Results of a survey of junior-level History majors taken in a Spring 2002 A&S course may surprise you:

- 91% report little or no experience using PowerPoint
- 82% report little or no experience using Excel
- 73% report no experience publishing web pages

At least one third of this sample of Humanities students report being “very interested” in learning each of these tools and skills.

Source: survey of 12 junior-level History majors in the course *Historical Research and Information Technology: Magic and Witchcraft in the Medieval and Early Modern World*, taught by Mark Pegg, Assistant Professor of History and Gavin Foster, Instructional Technologist, The Teaching Lab in A&S.



PowerPoint

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But the real advantage to PowerPoint is that it allows easy integration of almost any media into a presentation. Pictures, sound, video, animation and links to web pages may be included. Sommers uses all five in most of his lectures. For instance, he can click on one of his slides and let students experience what it is like to suffer from hearing loss. Or he can show a video clip of a classic psychology experiment, which helps orient students to the culture of the 1950s and obedience to authority.

As soon as Sommers finishes a class, his PowerPoint slides are made available on the web for students to review. But this doesn't mean students can miss class, since the PowerPoint slides are only an outline. The real meat is delivered in class. But Sommers' PP slides help students understand the lecture's organization as well as highlighting important points. In larger classrooms, students find that PP slides are more legible than handwriting or overhead transparencies. For Mitch Sommers, they also help to integrate web and multimedia information into class, and keep his media savvy students' attention.

Workshops offered in PowerPoint are listed on the calendar at the top right. You are also invited to observe a PowerPoint lecture by Sommers during regular classtime; please contact iteach@artsci.wustl.edu to schedule an appointment.

by Liz Peterson-Schmidt, The Teaching Center

Where to find help

integrating technology into your teaching

Session handouts from ITeach symposium:

The Teaching Center:

<http://artsci.wustl.edu/~teachcen>, or call 5-4513

The Teaching Lab in A&S:

<http://artsci.wustl.edu/ASCC/facilities/tl>
or call 5-6692

Washington University Libraries:

<http://library.wustl.edu>

ERes, Library online reserves system:

<http://eres.wustl.edu>, or call 5-5451

Workshops for faculty

hosted by the Teaching Center

Virus, April 29, 10AM-noon

Beginning PowerPoint: Adding visual structure to your presentations, May 20, 2-4PM

Intermediate PowerPoint: Adding multimedia elements to your presentations, May 22, 2-4PM

Dreamweaver, May 20-21 and April 13 and 23, 10AM-12:30PM

For more information or to register, please see:

<http://artsci.wustl.edu/~teachcen/summer2002.html>



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be installed on both student's and instructor's computer. The same MS Word version in both computers is *not* required.

- Ask students to send their drafts in MS Word format to your Email address as an attachment
- Open the attachment in Word
- Under the "View" menu, click on "Toolbars" and then on "Reviewing"
- The Reviewing toolbar appears. It has a Post-It yellow note symbol for "Insert Comment"
- Highlight text to comment on and click the "Insert Comment" icon
- Type your comment and as many others as you wish by highlighting and adding comment text
- Save the document under an easy to remember name such as SJohnson_comments for Susan Johnson's draft with comments
- Send the draft back to the student via Email attachment
- To read comments, the student can open the file in Word and then mouse over the highlighted text