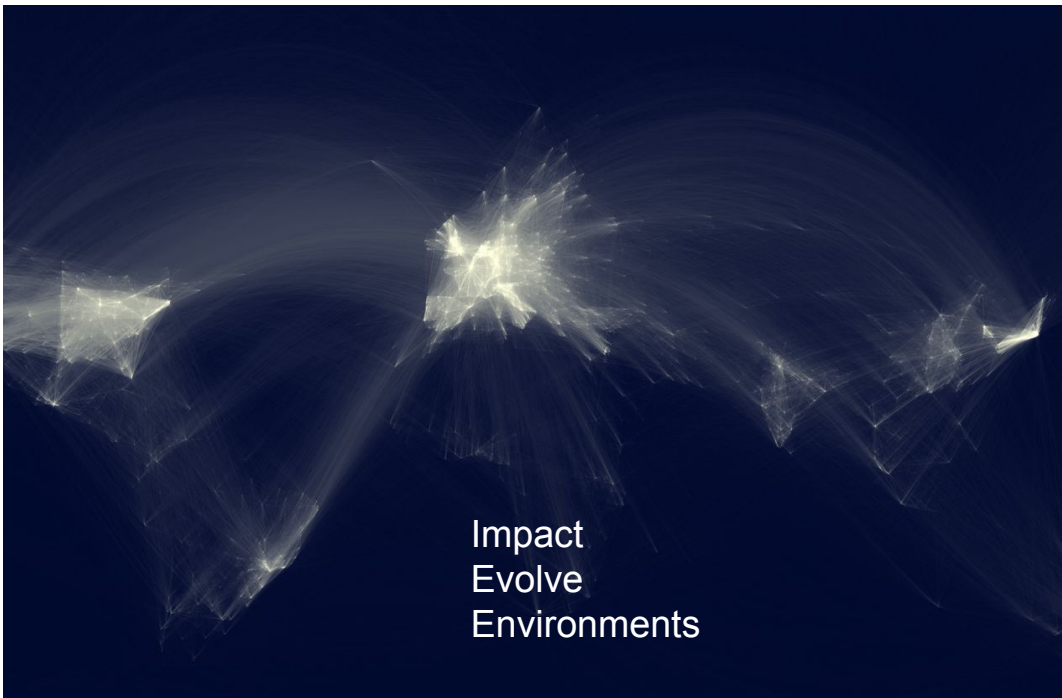




## Teaching and Learning in a Digital Age

Ann Hill Duin, Ph.D., [ahduin@umn.edu](mailto:ahduin@umn.edu)  
Professor, University of Minnesota  
23 May 2017



What impact do digital technologies have on teaching and learning?  
How does your teaching evolve with the use of online platforms?  
How might you create an active online learning environment?



# Impact

What impact do digital technologies have on teaching and learning?

How is technology changing teaching and learning?

Flexibility

Access

**Digital literacy**

Cultural awareness and globalization

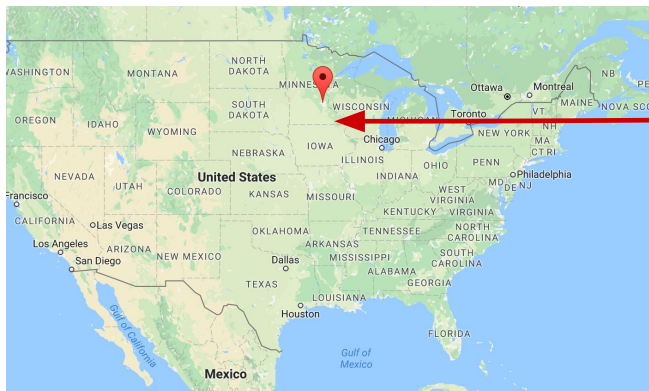
FIGURE 1. Traditional Literacy vs. Digital Literacy

| Traditional Literacy   | Digital Literacy   |
|--|--|
| Finding information  | Vetting information  |
| Reading (immersion)  | Skimming<br>(searching for solutions)  |
| Note-taking  | Curating   |
| <ul style="list-style-type: none"> <li>transcribing</li> </ul> | <ul style="list-style-type: none"> <li>linking</li> </ul>                      |
| Prose composition  | Multimodal composition   |
|  | <ul style="list-style-type: none"> <li>information design</li> </ul>           |
|  | <ul style="list-style-type: none"> <li>data visualization</li> </ul>           |
|  | <ul style="list-style-type: none"> <li>dynamic storytelling (video)</li> </ul> |
|  | <ul style="list-style-type: none"> <li>coding/programming</li> </ul>           |
| Static artifacts   | Dynamic assets<br>(multiple, diverse, reusable)                                |
| Learns from teachers   | Teaches self   |
| Permanence   | Change   |

Source: <http://www.eric.ed.gov/fulltext/ED501227.pdf>

## Our collaboration within the Trans-Atlantic Pacific Project

*Writing* \_\_\_\_\_ *Usability Testing* \_\_\_\_\_ *Translation*



# TRIESTE

## English Language and Translation, English-Italian Translation Module

UNIVERSITÀ DEGLI STUDI DI TRIESTE MOODLE FEDERATO 079SL-2 - TRADUZIONE INGLESE-ITALIANO I 2015

Dashboard » Dipartimento di Scienze Giuridiche, del Linguaggio, dell'Interpretazione e della Traduzione » Laurea triennale (DM270) » SL01 - COMUNICAZIONE IN TRADUZIONE INGLESE-ITALIANO I 2015

**NAVIGAZIONE**

Dashboard

- Home del sito
- Moodle Federato
- Corso in uso
  - 079SL-2 - TRADUZIONE INGLESE-ITALIANO I 2015
    - Partecipanti
    - Introduzione
    - TAPP Collaboration Project
      - Week 1
      - Week 2
      - Week 3
      - Week 4
      - Week 5
      - Week 6

Forum News

- Reading matter in preparation for the exam
- Student list
- Link to Puzzle It Out website - Online translation exercises
- A proposito di "I love..." documento PDF

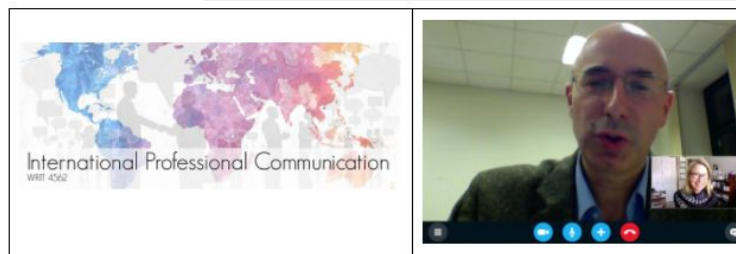
Articolo di Danilo Taino tratto da Sette, settimanale del Corriere della Sera, del 4 marzo 2016.

**TAPP Collaboration Project**

This project is conducted under the auspices of the TransAtlantic & Pacific Project and includes students re International Professional Communication<sup>1</sup> at the University of Minnesota in Minneapolis, USA, and student Trieste in Trieste, Italy, who are attending the "Lingua e Traduzione Inglese I - Traduzione EN-IT" module.

- Student translations and revisions for the TAPP project
- Template for Post-Learning Report documento Word
- Description of TAPP project 2016

## University of Minnesota: International Professional Communication (online)



### Documentation for translation project

This project is conducted under the auspices of the Trans-Atlantic & Pacific Project and includes students registered in Writ 4562: International Professional Communication at the University of Minnesota in Minneapolis, USA, and translation students from the University of Trieste in Trieste, Italy. The picture above is of Professors Palumbo and Hill Duin visiting as part of the preparation of this project.

#### Components of this assignment

- Personal Learning Network
  - 2 visualizations, one at the beginning and one at the end of the project
- First draft of Instructions
- Usability Test process and Memo
- Final draft of Instructions and Translation Brief
- Reflection Report

Giuseppe Tarantino <gius.tarantino97@gmail.com>

Feb 23

to me

Hi Sabrina,

I'm Giuseppe Tarantino and I'm going to be your partner in the TAPP project.

First, I try to introduce myself.

I'm almost 20, I come from South Italy (from Apulia, coolest part of the country) and I'm a BA student, I study interpretation and translation in Trieste.

As you can imagine from my career choice, languages and travels are my greatest passions. I'm attracted to foreign cultures and to the unknown (not in dark sense). I think travels and shared experiences and opinions massively help people's growth.

Actually, by now, I haven't a particular job or career I dream about, I only hope to learn as much as I'll can from good and bad experiences and not to have too many regrets.

If you have questions or curiosities, just ask, I'll be happy to answer. Here you can find my Facebook contact: <https://www.facebook.com/giuseppe.tarantino.142>

What about you? Why did you choose this course of study? It seems to be very interesting, I'd like to know more about it.

I'm very excited about this TAPP project and I hope we'll can collaborate good together.

Hope to hear you soon,

...

Sabrina Diaz <diazx183@umn.edu>

Feb 23

to Giuseppe

Hi Giuseppe,

Thank you for reaching out to me!

I'm Sabrina and I am currently a third year student in the School of Journalism and Mass Communication at the University of Minnesota. My focus is in the area of public relations and advertising, and I would really like to work in a Public Relations agency once I graduate!

I'm originally from Venezuela (from Caracas, also the coolest part of the country haha), and I moved to the United States two years ago. So far, it has been a great experience, except for the really cold temperatures we get here in Minnesota!

Also, being from Venezuela, I am completely fluent in Spanish (so if any time you want to practice some Spanish, let me know), I am able to understand some Italian because I find it to be somewhat similar to Spanish.

One of my passions is traveling and getting to know new people, so I'm really excited to be collaborating on this project!

I'll send you a friend request on facebook, and same as you, if you have any questions or want to know anything else about me just send me a message :)

Look forward to working together.

Best,

...

### Professional Learning Network (PLN)

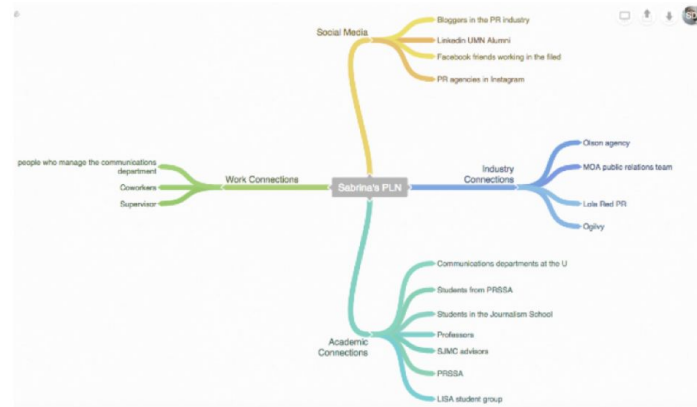
View Insert Format Tools Table Add-ons Help Last edit was on March 29

Rich text editor toolbar with options like Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, and Undo/Redo.

#### Week of February 27

- Share each other's Professional Learning Network

Sabrina Diaz : PNL



Sabrina, analyzing your map, I have to say you've more (and concrete) connections with the work world than me. I'd like to know, how did you reach your "industry connections". Did the university help you? Or did you find them by yourself?

Actually, this activity helped me realise I have few connections with people or institution involved in my professional field. I think that's because I started my studies just this year but I'd really like to extend my network and not in touch with the work world

6 DE ABRIL DE 2017 12:19

Hi Sabrina! Is everything ok for today's call?

Hi Giuseppe yes! I get out of class in ten minutes so I'll call you as soon as I get home in about 15 min. Is that okay?

Perfect! Text me 5 minutes before the call

Sure I will 😊

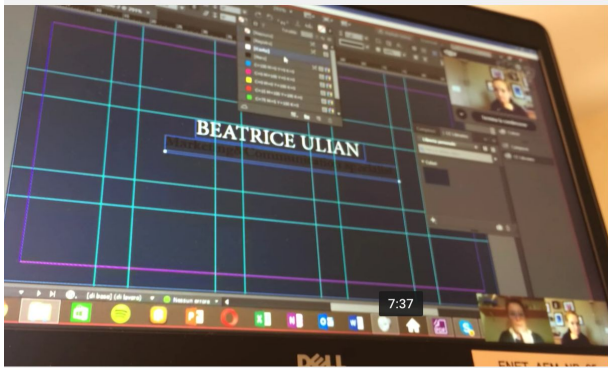
Just got home, I'll call you in 5!

Great!

I don't know why its not working becuase the facetime on my computer usually works

Hi Sabrina, how are you? Hope your spring break was great!  
About our project, I added some comments on the Google comments (actually few because it was very well written) and a friend of mine and me made the usability test. We actually just added some events on our Google calendar and made some screenshots of them in order to show we followed all your instructions (and we did it without problems).  
Is there anything in particular we have to do? O can I just send you these screenshots?





ability Test



15 views

Creating a U.S. Business Card in Adobe InDesign

Scope

A business card is a tangible object that you can provide to potential customers, partners, or employers. A standard business card includes your name, title, and contact information. It is primarily used in business networking settings. This tutorial describes how to create a business card using the desktop publishing software, Adobe InDesign. The business card will be created using standard U.S. dimensions and guidelines.



Front

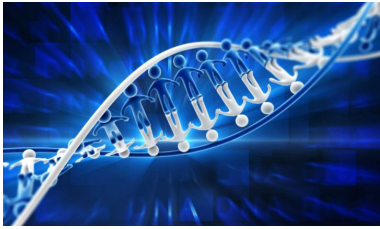


Back

[s://www.youtube.com/watch?v=n-6Y45jroww&feature=youtu.be](https://www.youtube.com/watch?v=n-6Y45jroww&feature=youtu.be)



abrina: “I have really enjoyed the opportunity to be able to learn from someone with a different cultural background. It has increased my cultural awareness, specifically looking at how other cultures work in relationship with projects... After more than 1 month communicating with each other, I am not concerned anymore of working in an international environment. I believe that if you share the same goals, and establish the way of communicating at the beginning of any project, it is easier to avoid issues with miscommunication.”



# Evolve

How does your teaching evolve with the use of online tools and platforms?

## How has your teaching evolved?

Jan Pratt (1998) studied 253 teachers of adults, across five different countries, and identified 'five qualitatively different perspectives on teaching,... presenting each perspective as a legitimate view of teaching':

- **Transmission:** effective delivery of content
- **Apprenticeship:** modelling ways of being
- **Developmental:** cultivating ways of thinking
- **Nurturing:** facilitating self-efficacy
- **Social reform:** seeking a better society





# W 4562 International Professional Communication (sec 001) Spring 2016

Home ► WRIT4562\_001S16

Turn editing on

## REGISTRATION

## ADMINISTRATION

- Course administration
  - Turn editing on
  - Hide this course
  - Edit settings
  - Course completion
    - Users
    - Filters
    - Reports
    - Grades
  - Categories and items
    - Outcomes
    - Badges
  - Backup
  - Restore
  - Import
  - Question bank
  - Course files
  - Recycle bin
- Switch role to...
- My profile settings

## EMAIL

- Compose New Email
- Signatures
- View Drafts
- View History
- Manage Emails
- Configuration



The increasingly global nature of communication presents new challenges and opportunities as communicators develop content for and work with clients and colleagues from other cultures. Professionals increasingly perform their work as part of global virtual teams using multiple synchronous and asynchronous technologies. This course includes resources and experiences designed to increase a student's skill at communicating with multicultural audiences, working as a member of international teams, and using multiple technologies as part of this work.

- Course Updates
- Comments and questions from students
- Moodle instructor manual
- Course Syllabus. 4.5.16

## Assignments

### Increasing cultural competence

In our first module, Increasing Cultural Competence, you'll work to understand diverse philosophies and cultures within and across societies, and you'll compare different cultural contexts to predict where communication breakdowns may occur and to develop strategies to overcome them.

You'll also practice examining cultural differences metaphorically as a means to dig deeper into understanding another culture.

## YOUR INSTRUCTOR

Ann Hill Duin, Ph.D.  
ahduin@umn.edu  
612-625-9529 (office)  
Google/LinkedIn/Twitter/Skype: ahduin

**Office Hours**  
By appointment

<https://av15.moodle.umn.edu/course/view.php?id=8405>

## WRIT 4562

2017 Spring

### Home

- Announcements
- Modules
- Discussions
- Assignments
- Grades
- Pages
- Syllabus
- People
- Outcomes
- Quizzes
- Files
- Collaborations
- Conferences
- Snapshot
- Settings

## WRIT 4562: International Professional Communication

Edit



The increasingly global nature of communication presents new challenges and opportunities as communicators develop content for and work with clients and colleagues from other cultures. Professionals increasingly perform their work as part of global virtual teams using multiple synchronous and asynchronous technologies. This course includes resources and experiences designed to increase a student's skill at communicating with multicultural audiences, working as a member of international teams, and using multiple technologies as part of this work.

Start here | [Course cadence and introductions](#)

1 Jan 17 - Feb 12 | [Increasing cultural competence](#)

2 Feb 13 - Mar 12 | [Drafting messages and documents](#)

3 Mar 20 - April 9 | [Working on globally networked teams](#)

4 April 10 - May 7 | [Articulating international trends](#)

[Comments and questions from students](#)

[Graduate student Course Forum site](#)



Ann Hill Duin, Ph.D.  
ahduin@umn.edu  
Phone: 612-625-9529

Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

View Course Analytics

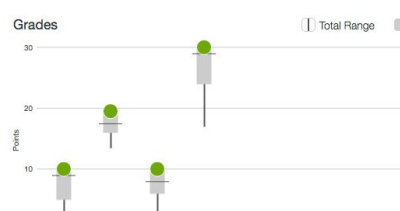
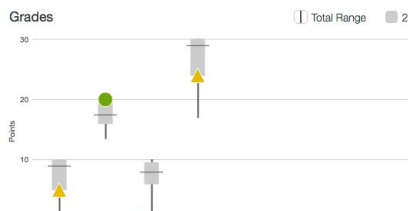
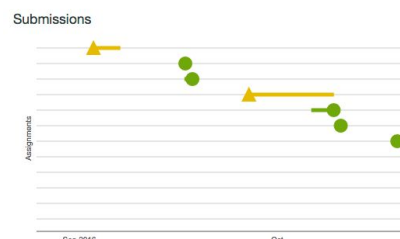
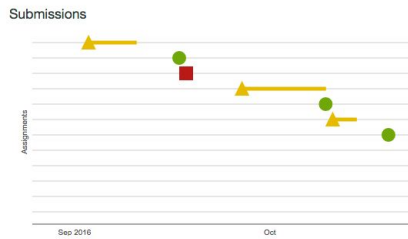
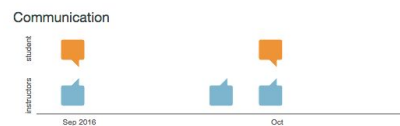
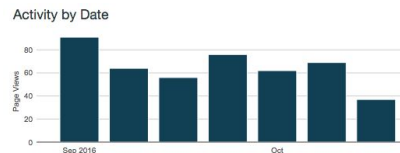
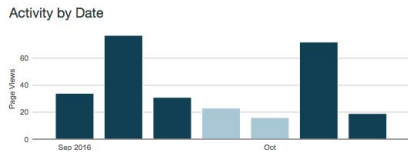
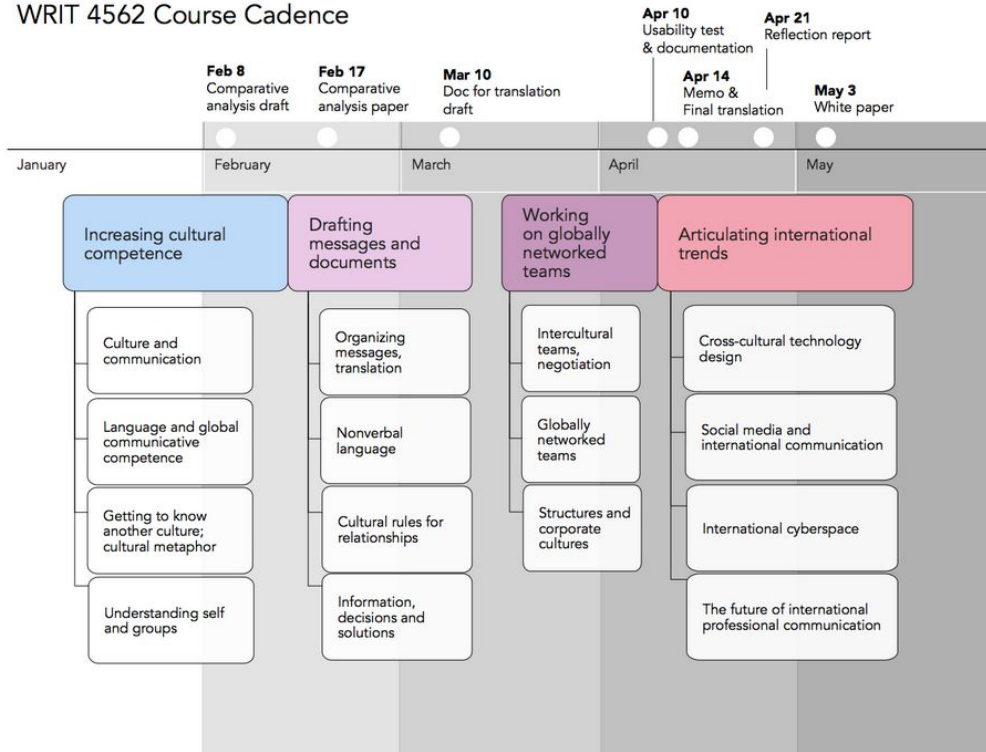
### To Do

19 Grade White paper on a communication technology  
25 points • May 3 at 11:55pm

### Coming Up

White paper on a communication technology  
25 points • May 3 at 11:55pm

# WRIT 4562 Course Cadence



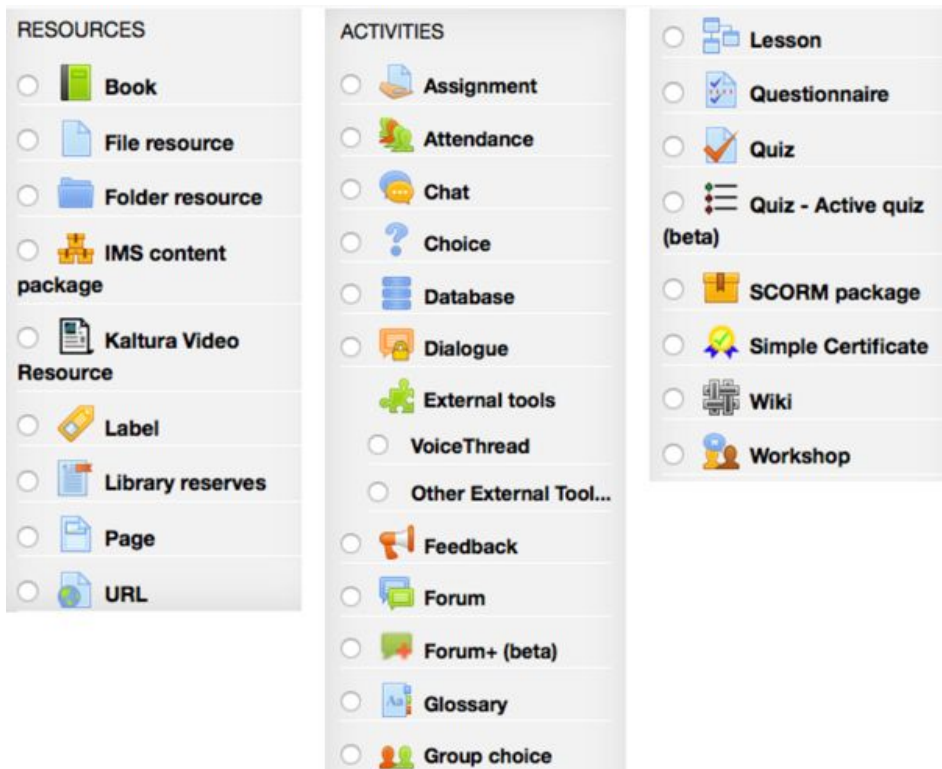


# Environments

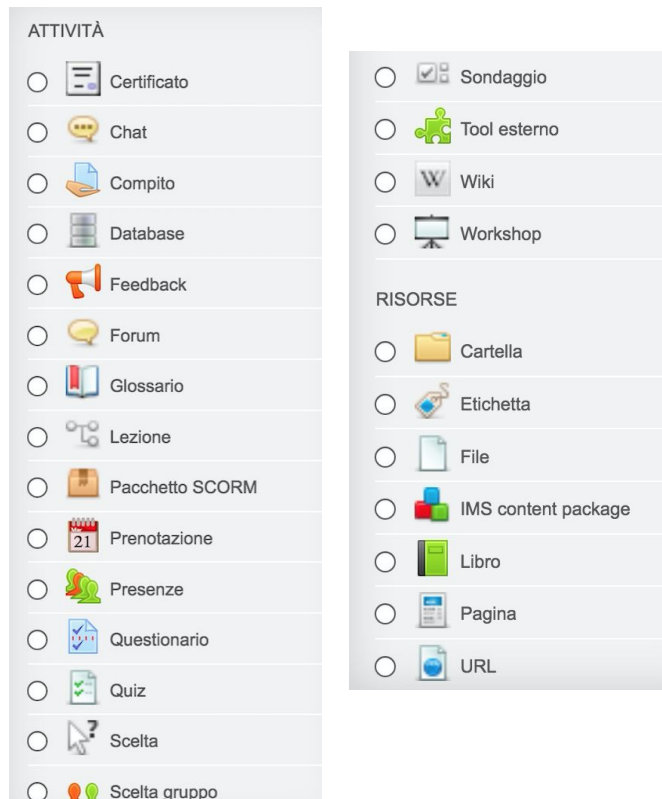
How might you create an *active* online learning environment?

## Course components (4 Cs)

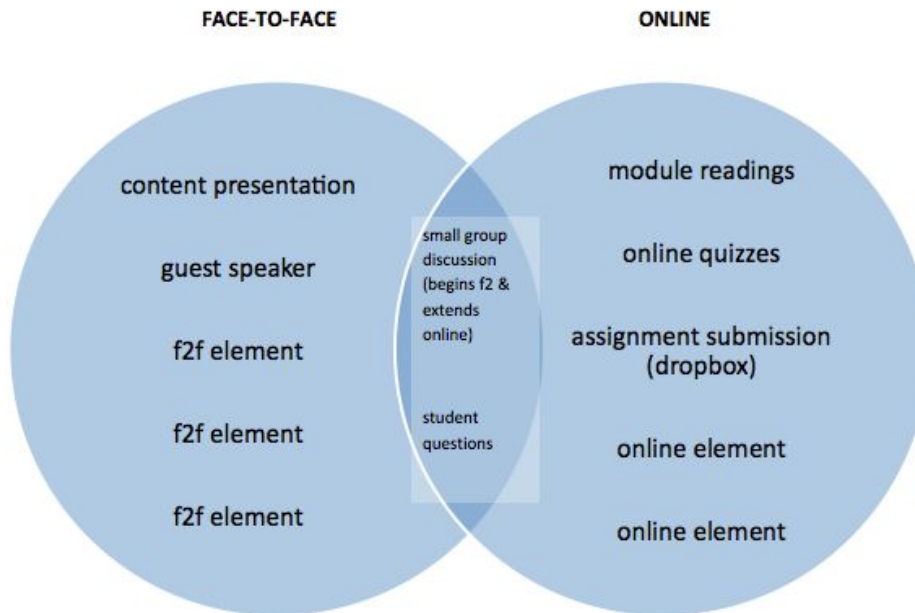
|               |   |
|---------------|---|
| Content       | Articles, texts, slide sets, videos, web sites, guest speakers, course forum discussion, wikis... |
| Conversation  | Course forum, exercises, simulations, scenarios, case studies, web sites, wikis...                |
| Collaboration | Projects, case studies, exercises, scenarios, wikis...  |
| Critique      | Peer review, quizzes / tests, instructor review and evaluation                                    |
| Technology    | Text, email, video, audio, use of Google docs, LMS, Word (track changes)...                       |



Moodle options at the University of Minnesota



Consider your teaching strategies for a module.  
What might be hybrid? What might move online?



Teaching successfully with emerging technologies requires:

- A spirit of **experimentation**
- Willingness to engage learners in the creation of learning resources (**co-creation** of content)
- Willingness to “let go” of control and content presentation approaches to teaching
- Tolerance of failure

## Week 5. Organizing Messages, Translation

Begins February 15

This week we look at the way culture affects how messages are organized, examining strategies for organizing different types of messages for other cultures. We also explore translation, considering the similarities and differences between translators and technical communicators. In preparation for the upcoming Documentation for Translation assignment, we read and discuss the links and articles on translation as well as the opening chapter of Kohl's *The global English style guide*.  
\*\*Note - For weeks 5-8 (course module 2), you'll be in a new group.\*\*

### Read/review and discuss online:

- Overview and slide set for week 5
- Varner and Beamer, Ch5
- \*\* Minacori, P. & Veisblat, L. (2010). *Translation and technical communication: Chicken or egg?* *Erudit*, 55(4), 752-768.

### Use for work on your Documentation for Translation assignment:

- Kohl, J.R. (2008). *The global English style guide: Writing clear, translatable documentation for a global market*. (Available at lib.umn.edu at link here.); See Chapter 1: Introduction to global English.

### Optional--

Walmer, D. (1999). *One company's efforts to improve translation and localization*. *Technical Communication*, 46(2), 230-  
[Are we getting closer to having a real universal translator?](#) (access to recording, 6 mins)  
[Technical translation](#)  
[Technical writing and translation; an interview](#)

### Work due:

- Post reflections on the week's resources and contribute to the online discussions.
- Submit your final draft of the *Comparative Analysis Paper*, due Feb. 19
- Prepare for the upcoming *Documentation for Translation project*: read the assignment detail; note Kohl chapter 1.



Course Forum -- Organizing Messages, Translation

Varner & Beamer - Slides for Chapter 5

Slide set (from overview) - Organizing Messages, Translation

Article -- Translation and localization

Article -- Translation and technical communication

## Weekly lesson in Moodle

Articles, readings, links to web sites

Clarification of work due

Video overview

Course Forum

## Weekly lesson in Canvas

Video overview

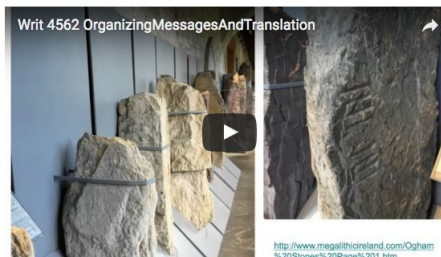
Articles, readings, links to web sites

Work due, Course Forum

## Week 5. Organizing Messages, Translation

Begins February 13, 2017

This week we look at the way culture affects how messages are organized, examining strategies for organizing different types of messages for other cultures. We also explore translation, considering the similarities and differences between translators and technical communicators. In preparation for the Documentation for Translation assignment, we read and discuss articles on translation as well as the opening chapter of Kohl's *The global English style guide*.



### Read and discuss

- Varner and Beamer, Ch5; [VarnerBeamerSlides.Ch5.pdf](#)
- Minacori, P. & Veisblat, L. (2010). *Translation and technical communication: Chicken or egg?* *Erudit*, 55(4), 752-768.
- Kohl, J.R. (2008). *The global English style guide: Writing clear, translatable documentation for a global market*. (Available at lib.umn.edu at link here.); See Chapter 1: Introduction to global English.
- Amell, M. (2016). [Writing for translation](#). Senior project for the TWC program.

### Optional--

Walmer, D. (1999). *One company's efforts to improve translation and localization*. *Technical Communication*, 46(2), 230-  
[Are we getting closer to having a real universal translator?](#) (access to recording, 6 mins)

[Technical translation](#)

[Technical writing and translation; an interview](#)

### Work due

- Post reflections on the week's resources and contribute to the [Course Forum](#).
- Submit your final draft of the *Comparative Analysis Paper*, due Feb. 17
- Prepare for the upcoming *Documentation for Translation project*: read the assignment detail; note Kohl chapter 1.

## Forum -- Organizing Messages, Translation

This week begins the second module of the course when we focus on drafting messages and documents. During this first week, we discuss the two themes: organizing messages, and translation. Use Varner and Beamer, chapter 5, for insight on drafting messages for other cultures. Use the Minacori and Veisblat article to consider the similarities and differences between translators and technical communicators. Please note the appendix in which they compare competencies for translators and for technical communicators.

Remember that the small groups change with each new module in the course. Get to know your new group members, sharing insights about organizing messages and translation.

[Add a new topic](#)

**Organizing, Messages, Translation - Perovich**  
 by Joe Perovich - Wednesday, February 17, 2016, 11:55 PM  
 In Chapter 5 of the Varner & Beamer text, I found much of the presentation construction to be an engaging and insightful breakdown of communication, specifically in the rhetorical context.  
 The three key elements were: a.) Language and word choice, b.) Ability to raise emotion, and c.) an ...  
[Read the rest of this topic \(228 words\)](#) [Edit](#) [Delete](#)  
[Discuss this topic \(6 replies so far\)](#)

**Writers must first get the assumptions right**  
 by Diana (Kuehn) Formanick - Monday, February 15, 2016, 9:49 PM  
 This phrase jumped out at me toward the beginning of the chapter. To get the assumptions right, both for the writer AND the reader is a challenging undertaking. This requires the writer, before any writing begins, to do an internal and organizational review first, about definitions for the focus ...  
[Read the rest of this topic \(500 words\)](#) [Edit](#) [Delete](#)  
[Discuss this topic \(5 replies so far\)](#)

**Random Other Note**  
 by Nat Kelley - Friday, February 19, 2016, 9:19 AM  
 I just started working more with our Belgium office at work for translation projects and I had an interesting example of message organization/creation pop up in my email this morning that I thought I would share with you. Here is the message I got from a coworker who approved the translations ...  
[Read the rest of this topic \(228 words\)](#) [Edit](#) [Delete](#)  
[Discuss this topic \(2 replies so far\)](#)

Published Edit

This is a graded discussion: 5 points possible due Feb 15

**Week 5. Translation, Organizing Messages - Course Forum discussion - Week 5 group 1**  
 Ann Duin  
 From Feb 13 at 2:48pm 45

This week begins the second module of the course when we focus on drafting messages and documents. During this first week, as part of responding to questions from your discussion leaders, April and Osha, make sure to discuss the two themes: organizing messages and translation.  
 --Use Varner and Beamer, chapter 5, for insight on drafting messages for other cultures.  
 --Use the Minacori and Veisblat article to consider the similarities and differences between translators and technical communicators. Please note the appendix in which they compare competencies for translators and for technical communicators.

Search entries or author Unread

Reply

**April Held**  
 Hi everyone! Sorry for the delay. We had some technical dif...

## Course forum conversation

Comment 1 of 3 Powered by crocodoc

**Documentation for Translation Project Reflection**  
 Caitlin Shirk

**Communication technologies**  
 February 28th

Beatrice and I first connected over email. In her initial email, Beatrice asked if she could add me on Facebook so that we could "chat easier". We shared our initial PLN's with each other using email but we connected primarily via Facebook. To begin the project, most of our conversations were centered on getting to know details about each one another.

March 7th

| Criteria   | Assessment   |
|--|--------------|
| Personal Learning Network<br><a href="#">view longer description</a>         | 5/ 5.0 pts   |
| First draft of Instructions<br><a href="#">view longer description</a>       | 10/ 10.0 pts |
| Usability process<br><a href="#">view longer description</a>                 | 10/ 10.0 pts |
| Final draft and translation brief<br><a href="#">view longer description</a> | 15/ 15.0 pts |
| Reflection report<br><a href="#">view longer description</a>                 | 11/ 15.0 pts |
| Total Points: 51 out of 55.0   |              |

**Assignment Comments**

Great documentation of this component of the assignment!

## Critique, peer review, instructor review



Visit one of these sites (or others).  
How might you use it in teaching?

<https://www.language-exchanges.org/>



<https://channel64.resonance.is/>



<http://www.rsc.org/learn-chemistry>



A screenshot of the Screencast-O-Matic website. The top navigation bar includes "Home", "Tutorials", "Support", "Login", and "Sign Up". The main heading is "Fast, free screen recording". Below this, a text block states: "Screencast-O-Matic is trusted by millions of users to create and share screen recordings." A large blue button labeled "Start Recording" is prominent. Below the button, it says "Record for FREE or Go Pro for just \$15/yr!". On the left side, there is a "Record" control panel with options for "Screen", "Webcam", and "Both", a "Max Time" of 00:15:00, "Size" of 720p, "Narration" with a volume icon, and "Computer Audio" with a volume icon. A play button icon is overlaid on the control panel. The background of the website is a colorful, abstract pattern of overlapping squares.

Go to <http://screencast-o-matic.com/>


Click on "Start Recording"

At the next screen, click "Launch Recorder" and click  
"allow" or "open link"

Record

**Translation**  
A Short Introduction

Giuseppe Palumbo  
Department of Law, Language,  
Interpreting and Translation Studies  
University of Trieste



TAPPoverview  
UNIVERSITÀ  
DEGLI STUDI DI TRIESTE





<http://international.units.it/about-university>

Instructions Video

Solve a Rubik's Cube (Easy solution)

allrecipes!




See these mediums displaying the instructions genre: YouTube, technical manuals/user's manuals, recipe products, board games, pamphlets, booklets, posters, and websites.


Usability Usability Testing

"One method that involves the observation of representative users completing real tasks." (Dr. Lee-Ann Kastman Bruech)

"[An]activity that focuses on observing users working with a product, performing tasks that are real and meaningful to them" (Barnum p. 13)



<https://www.youtube.com/watch?v=dYN4icj3CCY>  
<https://www.youtube.com/watch?v=ChhIIB-Rhms>




The Daily 360

'Democratic Spaces' in La Paz Street Parades

By KASSIE BRACKEN and KAITLYN MULLIN

LA PAZ, BOLIVIA





I think that one of the main things that Cardboard can do that helps us beyond just memorizing cultural dos and don'ts is allowing us to immerse ourselves in a culture and observe behavior without being rude.

Using Cardboard, **I can see how people interact without having to be a creeper in the background staring at them.** This immersion can give us a better understanding of how these dos and don'ts actually function within a culture.

student, Spring 2017

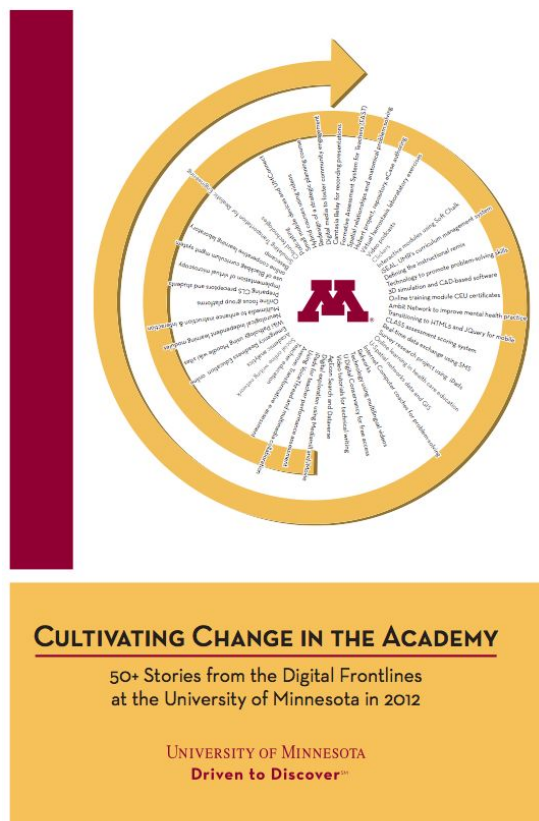
**By being “in that culture,” even in a VR setting, I can *become* someone there and experience firsthand the interactions of others from that culture...** by experiencing cultures nonverbally (or verbally) in a “safe space,” we can learn the mistakes *before* they even occur, and go into the culture more deeply informed.

student, Spring 2017



<http://wrcollab.umn.edu/>

## Resources



## Web-based problem-solving coaches for physics students

### Web-based Problem-solving Coaches for Physics Students

Leon Hsu  
Ken Heller  
Qing Xu  
Bijaya Aryal

<http://groups.physics.umn.edu/physed/pscoaches.html>

#### Introduction

The ability to solve problems in a variety of contexts is an essential skill for all citizens of a modern society and is a major goal of education. Problem-solving skills are particularly important to scientists and engineers and because introductory physics is a gateway course for study in nearly all science, technology, engineering, and mathematics (STEM) fields at the postsecondary level, it is an ideal venue for teaching problem solving. However, although most introductory physics courses have the appearance of emphasizing problem solving, studies have shown that the majority of their students make little progress towards developing good problem-solving skills (Reif, 1995).

Researchers have shown that it is possible, through targeted efforts, to improve students' problem-solving skills (see Maloney (1994) and Hsu, Brewster, Foster & Harper (2004) for overviews). The common thread running through these efforts is that they are all explicitly or implicitly based on the cognitive apprenticeship model (Collins, Brown & Newman, 1989). Two key features of this approach are that the cognitive processes

<https://cultivatingchangeseries.com/category/changing-pedagogies/>  
<https://cultivatingchangeseries.com/web-based-problem-solving/>

# Internet Computer Coaches For Introductory Physics Problem Solving

## Kinematics

[Dropped bottle \(type 1\)](#)

[Softball Catch \(type 1\)](#)

[Car off cliff \(type 2\)](#)

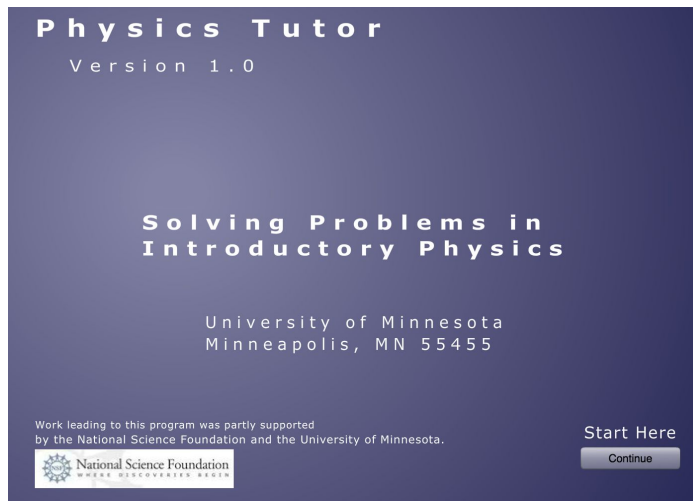
[Train catch \(type 3\)](#)

[Archery \(type 3\)](#)

[Robbery Investigation \(type 2\)](#)

## Dynamics

[Elevator lamp \(type 1\)](#)



<http://groups.physics.umn.edu/physed/pscoaches.html>

## Teaching in a Digital Age

A.W. (Tony) Bates

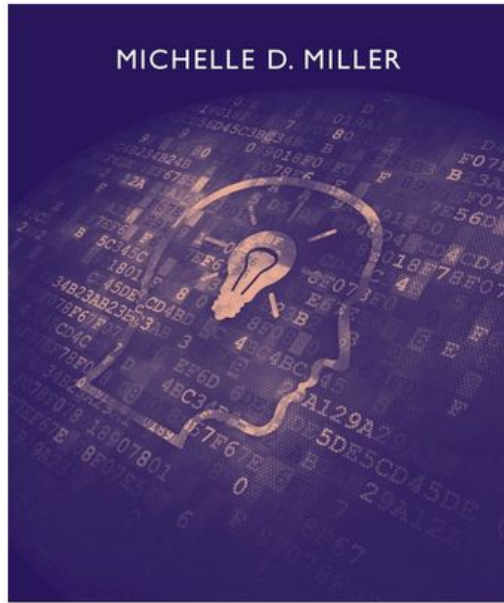
### Guidelines for designing teaching and learning for a digital age



The book examines the underlying principles that guide effective teaching in an age when everyone, and in particular the students we are teaching, are using technology. A framework for making decisions about your teaching is provided, while understanding that every subject is different, and every instructor has something unique and special to bring to their teaching. The book enables teachers and instructors to help students develop the knowledge and skills they will need in a digital age: not so much the IT skills, but the thinking and attitudes to learning that will bring them success.

READ

<http://oer.library.utoronto.ca/teaching-in-a-digital-age/>



# Minds Online

Teaching Effectively with Technology

<http://www.hup.harvard.edu/catalog.php?isbn=9780674368248>



Let's stay connected!

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23 May 2017