



## Teaching 2.0 Symposium: Using Collaborative Tools in the Classroom

Friday, December 5, 2008  
The Ohio State University Libraries  
070/090 Science/Engineering Library

### Agenda:

- 8:30-8:45 am Refreshments
- 8:45-9:00 am Introduction of speakers
- 9:00-9:40 am Kathryn Plank, *The Pedagogy of Cooperative/Collaborative Learning*
- 9:45-10:15 am Case Study 1: D'Arcy John Oaks, *Technology-Enhanced Learning Strategies*
- 10:15-10:30 am Break
- 10:30-11:00 am Case Study 2: Leslie Moore, *Following the Spirit of 2.0*
- 11:00-11:30 am Case Study 3: Mark Moritz, *Integrating Wikis in Anthropology Courses*
- 11:30-11:45 am Wrap up and questions

### Descriptions:

#### *The Pedagogy of Cooperative/Collaborative Learning*

Collaborative learning is an old teaching method that seems to be rediscovered and reinvented by every new generation of teachers. In this session, we will explore some of the scholarship on collaborative learning to discover what make it so effective and why it adapts so well to new contexts and technologies.

#### *Technology-Enhanced Learning Strategies*

Teaching students how to collaborate online is both challenging and rewarding. My dissertation research and recent experiences with teaching a 300-level Education Policy and Leadership class about Technology-Enhanced Learning Strategies have informed how I now conceptualize classroom collaboration. Tensions between face-to-face and computer-mediated communication, social and deliberative communication, and authority/expert feedback and peer-group feedback will be discussed.

#### *Following the Spirit of 2.0*

The modifier 2.0 implies greater user participation and autonomy. These 2 principles guided my efforts to integrate Web 2.0 and Library 2.0 tools into my course, EDU T&L 665. They also guided my decisions to reduce or eliminate the use of some 2.0 tools as the course progressed. My goal was to help my students (mostly pre- and in-service teachers) become more active, critical, and knowledgeable consumers of information relevant to language and literacy education. Some course activities were successful (website evaluations, use of library databases), some required modification (online discussions), and others failed (the course wiki). From my successes, adjustments, and failures I learned valuable lessons about keeping my focus not on the technology, but rather on the learners, their tasks, and our goals.

## *Integrating Wikis in Anthropology Courses:*

In autumn 2007 students in my course Anthropology 620.01 Hunter-Gatherers collaboratively made a wiki dedicated to foragers (<http://foragers.wikidot.com/>). The intended audience was anthropology majors at universities in the US and abroad. The main goal was for students to gain a deeper understanding of the course material by synthesizing scientific research and ethnographic descriptions of forager societies for the wiki, while avoiding stereotypes. The final result is a rich anthropological wiki with a diversity of materials and perspectives. It integrates humanistic, scientific and activist approaches to the study of forager societies, covers different theoretical perspectives, examines a wide range of diverse populations, and includes discussions of scientific debates. In my presentation I will discuss how the integration of the wiki in the course supported my pedagogical goals.

### **Speakers:**

#### **Kathryn Plank**

Kathryn M. Plank is the Associate Director of Faculty & TA Development at Ohio State and an adjunct Assistant Professor in the School of Education Policy and Leadership. Her PhD is in English, and she has taught courses in both English and education. Her academic interests include program assessment, instructional technology, and inclusive teaching.

**D'Arcy John Oaks** holds a Ph.D. in Communication from Ohio State. His teaching and research focus on the linkages between learning, communication, and technology. His academic interests span political blogs, technology-enhanced instructional design, implementing web course tools into the curriculum, the role of community in web-enhanced and on-line learning, differences between computer-mediated and face-to-face communication, and the impact of web use on foreign country knowledge. D'Arcy has a joint appointment in Academic Affairs (as the Instructional Systems Designer of the Walter E. Dennis Learning Center) and Student Life (as the Learning Systems Design Coordinator of Student Life Learner Initiatives).

**Leslie Moore** is assistant professor in the School of Teaching & Learning. An applied linguist/linguistic anthropologist who studies variation and change over time in the ways communities organize teaching-and-learning interactions, she is particularly interested in communities whose members use multiple languages and participate in multiple learning traditions. She has worked in northern Cameroon since 1992 and has begun work with the Somali community here in Columbus.

**Mark Moritz** is an assistant professor in anthropology at the Ohio State University. Some of his teaching strategies have been published in the third and fourth edition of *Strategies in Teaching Anthropology* edited by Patricia Rice and David McCurdy. His current research project examines pastoralists' management of open access in the Logone floodplain, Cameroon and is funded by the National Geographic Society and a Faculty Early Career Development (CAREER) award from the National Science Foundation.

Register for this event at: <http://liblearn.osu.edu/events/>

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