Expectations for the Use of Technology in Teaching

Expectations for the use of technology in teaching should be understood in the context of student needs as well as student expectations. What technology is needed to educate students in an effective manner? Minimally, those that help students locate, understand, and retain information, those that develop essential skills, and those that help students acquire, demonstrate, and apply knowledge. What technology do students entering college expect instructors to use? As technology changes, answers to this question will similarly change. Many lessons can be conducted successfully without the use of modern technologies. However, the technological savvy of high school graduates is undeniable. Students now arrive at college with life-long exposure to the Internet, interactive video games, smart phones, and streaming services, and they also arrive at college with educational experiences that have included smartboards, presentation software, videoconferencing, learning management systems, cloud computing, in-class polling and response systems, study and note-taking apps, open content (e-textbooks, for example), and virtual laboratories. Towards effectively teaching students, instructors should be adept at using a wide range of educational technologies, many of which will be informed by the specific teaching and learning goals in individual courses and disciplines. Broadly, faculty determine what technology best suits their pedagogy and course content, though all faculty should possess and demonstrate basic technological proficiency in areas that ensure adequate respond to the basic needs and expectations of modern students and that are fundamental to effective teaching in a digital age. Elaborations follow.

Expectations for teaching faculty at King's College include the following:

1. Maintain a page on the College's learning management system (currently Moodle) for all courses taught in a semester. Each page must include the syllabus and might also serve as both a source of supplemental educational materials (websites links, videos, audio tracks, additional readings, and so on), and an electronic storehouse for course-related documents and presentations (lectures, slides, reading and writing assignments, and so on). The page should be well organized and easy to navigate.

2. Maintain a secure manner of electronically posting grades so that students can track their progress throughout the semester. Moodle Gradebook is one, and perhaps the best, method for posting grades. Whatever method an instructor uses, grades should be posted regularly and should be easily accessible so that students can determine their standing in a course at any point in the semester.

3. Provide for routine, timely communication with students, using whatever means is most convenient for the instructor and students: email, videoconferencing, Moodle Forums, instant messaging or digital distribution platforms, and so on. Instructors might choose also to provide a means for students to communicate with one another. Whatever the means, instructors should ordinarily respond to student inquiries within 48 hours during the semester.

4. Use the College's online academic management system (currently Self-Service) to access class schedules and rosters, record mid-term and final grades as policy dictates, and submit retention documents when warranted.

5. When using technological strategies, do so an intentional and professional manner that contributes in definable ways to student learning. Slide presentations, for example, should be clear and understandable and should serve to complement and reinforce spoken lectures. Instructors should be able to demonstrate how chosen technologies improve pedagogy and enhance student learning.

Ideally, faculty at King's College should be familiar with the variety of technological strategies and instructional materials made available at the College through IITS and elsewhere (Microsoft Teams, Office 365 applications, OneDrive, Hoonuit, Mahara, Panopto, Poll Everywhere, Turnitin, Zoom Web Conferencing, WordPress, library databases, wireless presentation software, Windows Virtual Desktop applications, and so on).