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Joanne worked as a classroom teacher for the Memphis City Schools for four years where she designed instructional plans using computer technology. She joined the University of Memphis in January 2000 as an Instructional Designer/Trainer in the Human Resources Department. While there

Joanne facilitated training sessions for faculty and staff on such skills as leadership, productivity and customer service. She was also responsible for designing and developing instructional materials according to departmental needs and designing web-based training modules. She also has experience as an adjunct faculty member in the College of Education where she has taught both graduate and undergraduate pre service teachers how to utilize technology as a tool into their classroom curriculums. Currently, Joanne plays a significant role in promoting technology fluency throughout the University of Memphis community and is responsible for designing and facilitating training sessions as it relates to technology integration for faculty, staff and students. She was also involved in the implementation of the Center for Multimedia Arts at the FedEx Institute, which encourages the use of multimedia in instruction.

A native Memphian, Joanne received her BS in Education as well as her MS in Instruction and Curriculum (with an emphasis in Instructional Design & Technology) from the University of Memphis.



Corey Ray Local Technical Support Provider
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Corey joined the University of Memphis staff in July 2002. He has worked at four universities being involved in archaeological field and lab research, computer-based course development, webpage development, marketing of programs, and lecturing. At Stellenbosch University (South Africa), he

was part of a team that developed the first fully online course on the Ancient Near East. He has also taught as an Adjunct Lecturer at Rhodes College as well as Hutchison School in Memphis. His major area of interest is balancing technology with teaching in a manner which is both efficient and productive. Corey's primary role within the Advanced Learning Center is technical support, research and development in innovative uses of technology in the classroom, and maintenance/troubleshooting of online course management systems (WebCT).

Corey received his BA from Mississippi State University in History (with a minor in Anthropology/Archaeology) and completed a HBA and MA in Ancient Near Eastern Studies (emphasis on Egypt) from Stellenbosch University (Stellenbosch, South Africa).

Input . . . Outcome

Using Technology in the Learning Environment

A Practical Guide



The University of Memphis
Advanced Learning Center
at the FedEx Institute of Technology

<http://alc.memphis.edu>

Joanne Gikas
and
Corey Ray

Opportunities to enhance the learning experience . . .

Using technology to enhance and improve the learning experience is a difficult task. As a way of assisting those interested in integrating technology into the learning experience, we have provided the following guide.



We have identified three distinct phases of using technology in the learning environment:

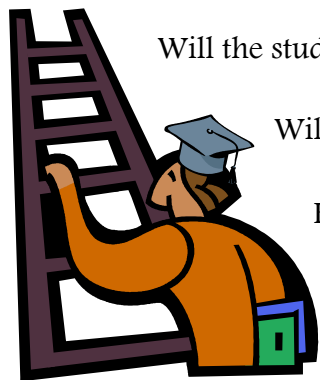
1. Identifying learning goals
2. Understanding the technical requirements and availability
3. Integrating and evaluating the technology

Identifying Learning Goals

The process of identifying learning goals is not only important in the preparation for traditionally delivered courses, but also in the preparation for technology integrated courses. It is important that we not let the technology lead the way to our learning goals, but merely assist us in getting there.

Could using technology for this course help?

What activities can encourage exploration?



Will the students be engaged in these activities?

Will the learning experience be enhanced?

How will the learning experience be enhanced?

Understanding the Technical Requirements and Availability

Understanding the technical requirements for classroom technologies are perhaps one of the most common oversights. Often, when we get excited about something new we tend to overlook many things. By working with and consulting with technical staff at your institution you can improve your students' experience by avoiding or minimizing many technical glitches.



What technology are you interested in using? Is it available?

What technology support services are available at your institution?

Are there specific individuals who can assist you?

What, if any, additional technical skills will you or your students need?

Integrating and Evaluating the Technology

Sometimes we make mistakes. Therefore, it is important that we should be able to honestly evaluate how we used the technology. Survey your students anonymously asking for comments and suggestions.



Was the right technology used?

Should technology have been used?

Will using the same technology differently improve the learning experience?

Was knowledge on the subject improved?

Could students synthesize and apply what was learned?

Were the students engaged as Passive Participants or Active Contributors?