

Attending to our Students' Technological Experiences.



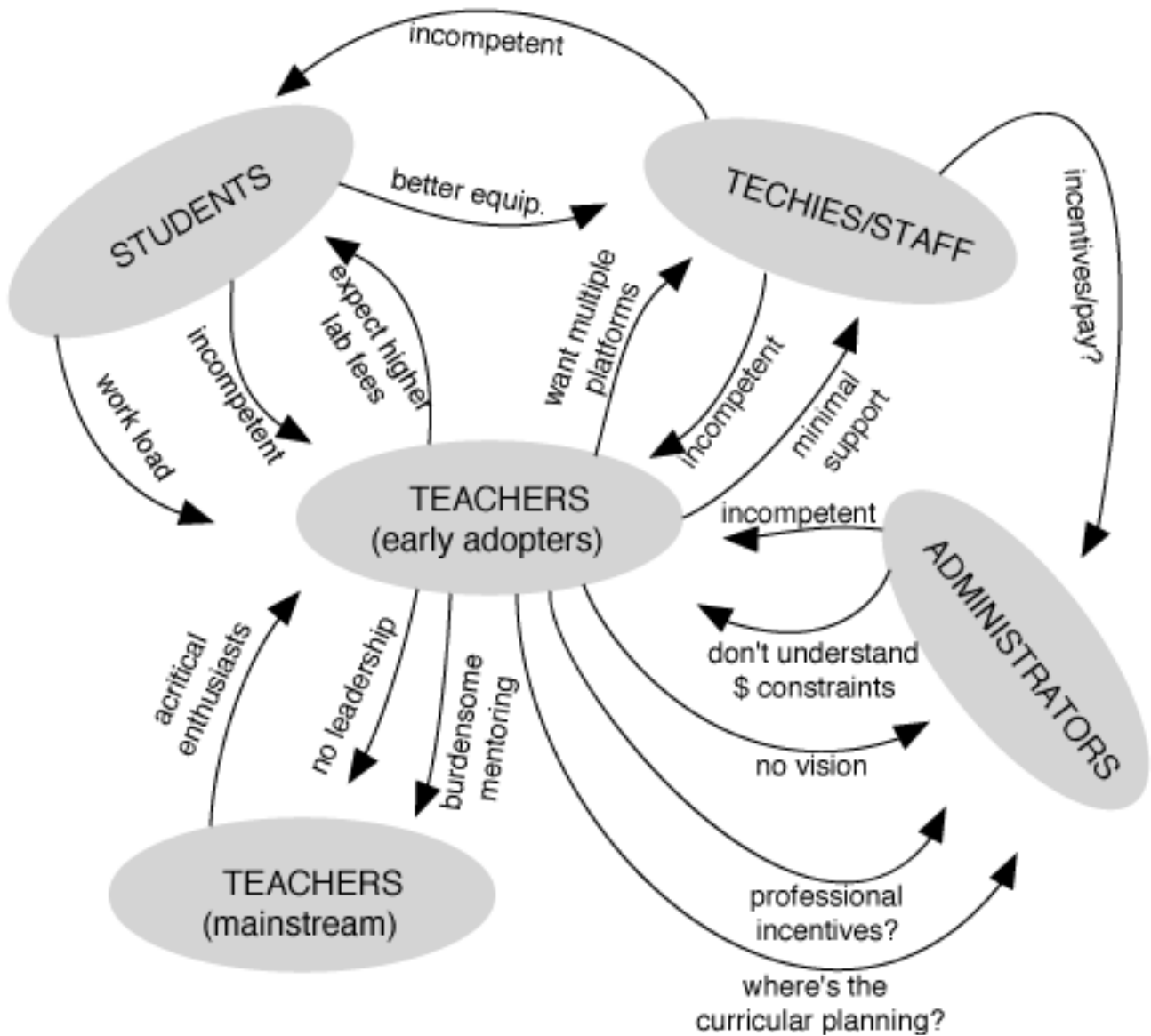
Assumptions:

- **College folks must attend to the needs of students and to the teaching of the current population of students in our schools. (60-75% “nontraditional”)**

- **Communication technologies are becoming an important part of students' and teachers' working and private lives:**
 - * **email**
 - * **listservs**
 - * **the WWW**
 - * **chat rooms**
 - * **MOOs and MUDs**
 - * **virtual reality**
 - * **animations and multimedia**
 - * **digital libraries**
 - * **disciplinary databases**
 - * **online classes**

- **. . . all being delivered via modems, satellite broadcasts, fiber optic backbones, web TVs, interactive video links,**

Avoiding the Dynamic of Blame



Teachers need support as



- they learn new technologies
- they plan how to integrate these technology into their classes
- they implement these technological innovations in technology-rich facilities or online environments

A Culture of Support:



Day-to-day Efforts

Faculty machines and upgrades, support staff online, faculty support person, student support person, system administrator, school business over the net, college & department chairs on email, travel and professional development \$

Faculty Technology Experiences

- 1) Weekly meetings**
- 2) Quarterly multiple-day workshops**
- 3) A yearly, intensive workshops**

Institutional Involvement

Representation on technology committees, attending to institutional initiatives, applying for local grant efforts, setting up student teaching assistant program

Extra-Institutional Involvement:

AAHE's Teaching, Learning, & Technology Roundtable

(www.tltgroup.org)

Epiphany Institute

(mason.gmu.edu/~epiphany)

'98 Epiphany institute

(www.richmond.edu/~writing/junebug)