

Technology-Enhanced Active Learning Strategies: What Can E- Leaders Do?

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Strategies

Problem-based learning

Inquiry-based learning

Project-based learning

Experiential learning

Authentic learning

ive learning strategies in their instruction?

Faculty members view their role as experts/information providers, not teachers designing experiential education. Incorporating technology will detract/distract from their lectures (technology will become an end in itself rather than being a means to educational ends). Face-to-face classroom instruction is the best instruction. Learning technology takes too much time (to learn, to set up, to implement). They see no reason to expend time and energy on learning technology or new pedagogies.

Perception of a lack of cultural support from peers

Perception of a lack of institutional support/rewards (little technological or pedagogical resources; no incentives or recognition for using technology)

Fear of using technology, which may not work

Perception that developing online courses owned by the institution threatens

Perception that technology is not relevant/helpful to teaching in their subject

At least consider using technology-enhanced active learning strategies?

Form 4-6 person groups by bringing your chairs together.

Introduce yourselves.

Select a chair and a recorder.

Take 15 minutes to respond to the question.

Use the nominal group technique (write down your individual responses, then, using a round-robin

Summary

an example of authentic learning see Correia, A. 2000
moving from theory to real-world experiences in an e-lea
community. *Innovate* 4 (4). <http://tinyurl.com/y9a8fzd>

an example of a futures approach to organizational
development see <http://tinyurl.com/6nmm3b>

the notes from our responses to the last question will be
available at <http://tinyurl.com/yehawyv> by January 8.

order: please email your group's response to