WOW
SPECTACULAR!

ITMagazine

NEWS

5 July 2019

OMNIBUS#2
TEACHING WITH TECHNOLOGY

TESTIMONIALS

CONTENT

TEACHING WITH TECHNOLOGY

Meet: Mr Tshepang Bright Molale

COMS 121
Introduction to journalism

COMS 123
Introduction to development communication

COMS 224
Television broadcasting

COMS 215
Radio Broadcasting

LECTURER

Broadcasting Journalism

"I guess what motivates me, is knowing that I am contributing to the advancement of another person"

Using Technology

When did it all start?

"I think I have started in 2016, I have only used eFundi, and functionalities like resources to upload study materials and Test and Quizzes. I wasn't using it extensively. At the end of 2017 more into 2018, after the workshops that I were attending, I have decided to make use of the chat room function, building up lessons, and also use podcast more extensively. This comes in handy, seeing that I also have the 'Lunch Byte Podcasts' or so I called it...

During the 'lunch time podcasts' I will have my students review the news. On a given day we will use different media platforms, we will record our reportings, upload it to eFundi as a practice session for my students. During this sessions they will record in different languages. We had recordings previously in Afrikaans, Setswana and Sepedi... The reason being to indicate that language can be a powerful tool on its own."

The devices I use...

"On my Ipad I have two different types of recording programs, which I include in my class. These are being used to create podcasts, and seeing that I am training journalists, we try by all means to keep it practical. There are a lot of theory that we cover, the most important for me is to have practical implementation of theory.

For instance, there are situations where I will have students simulate an interview discussion between, let's say... Minister of Health and a journalist. Using the Ipad, we will record the conversation, then upload the podcast to eFundi, to ensure availability to all our students."

Wi-Fi in class setup

"I use wifi a lot!!!! In class I tend to use YouTube videos, which serves as examples, relating to the module... Technology plays a huge role in class delivery." informs Bright. He also states that there is a sort of a ritual in his journalism class, that takes the following form: "every day in class, for the first 5 to 8 minutes, the class captures the news events as it happened world wide during the past 48 hours. They will also visit relevant websites and share in addition, the stories read over the weekend, or the past days..."

EDITING SOFTWARE

"We use the Imac lab extensively– in fact we do all of our software editing in this lab."

ADOBE AUDITION

Au

Audio editing software for radio

AUDACITY

Audio editing software for radio

FINAL CUT PRO

Video editing software for television

NWU applauds best-of-the-best lecturers

Emerging Teaching Excellence Awards

Mr Tshepang Bright Molale

Using Technology in class
is it beneficial for the students?

"Definitely, there is now a trend, called mobile journalism you will find as a student or a journalist... gone are the days when you had to drive to the field, record and write down and then drive back to the office to report your story, lately with your smartphone, you are a mobile journalist of note, you will be able to record and edit stuff, and report live while you are at the scene.... Lately with just your Smartphone, you are a mobile journalist of note, you will be able to record and edit stuff while you are at the scene, my use of the ipad is influenced by the latter. It is safe to say with your smartphone there is a lot that you can do."

"On the other hand..." Mr Molale replied: "I had one student in my class who was interested in becoming a videographer *(we use cutting-edge video-cameras with stronger image quality).*" – One of the students replied in amazement: 'you cannot erase this form of technology - you can't top the pixels quality...'

"It is very true, but still there is a lot that you can do with software from google play, to enhance your video quality, if you were to use a smartphone."

"The late Dr Annelize Cronje (Senior academic development advisor at North-West University Mafikeng Campus) played a big role. She was the proverbial go-to person' She came up with a template for my portfolio of evidence and, planned the contact sessions, she really helped a lot."

Word of advice

• Familiarise yourself with the eFundi tools
"If you are going to schedule a quiz, reflect beforehand on the type of answers you are going to provide, so that the students will have proper answers to choose from."

• Familiarise yourself with Turnitin
"You have to be aware of the Turnitin functionality. In other words, if the report says 70% similarity – be clear on what it means."

• Familiarize yourself with the technology you want to utilise
"If you are going to use recording software, be sure to know your basic functionalities; how to trim, fade away, fade in, maximize sound, or to clean the background noises etc."

TEACHING WITH TECHNOLOGY

01 Who is prof Alfred Henrico? I am an associate professor in Business Management and the program leader for the BCom Business Management degree. I also lecture entrepreneurship, advanced entrepreneurship and strategic management to undergraduate and post graduate students.

02 What motivates you to come to work every day and make a difference? I enjoy my work, the positive working environment in school, and the opportunities to excel. It is also satisfying to contribute to the development of the students and to experience their appreciation for inputs made in their lives.

03 Why do you want to make a difference? I think it is everyone's responsibility to contribute to making life better for everyone, and in my context, when I experience the value of my contribution, it really motivates me to do even more.

04 What is important to you in life? Fairness and honesty.

Word of advice

"Challenge the students to contribute, for instance, instead of a paper based assignment, rather request feedback in video format which should be uploaded onto YouTube. Then give them one week to promote their videos and at the end of the week the student or group of students with the most likes receives a prize. Therefore – be innovative, and create a challenging, but enjoyable learning environment."

KEEP IN MIND

> "If you want to use technology in your teaching, start small, maybe with just a video..."

"IN REALITY ...IT SHOWS..."

"I am always revising my teaching methods and try new approaches. I already started improving on my teaching by moving away from a simulated business experience to the creation of a real-life business experience where students create real businesses, produce products and sell these products."

MORE ABOUT THE TECHNOLOGY

- The technology I use (videos, eFundi, google forms, YouTube, voice programs, etc.) are carefully chosen to support the students' learning process and my teaching task.

- The main reason for my use of technology was to get and keep students in the classroom with innovative, exciting and contemporary technology. As time went on, and I enhanced my own skills, technology became an add-in rather than an add-on in my teaching approach.

- I am extensively incorporating various types of technology in my teaching since 2011. In all interfaces applicable to the learning environment I create inside and outside the classroom.

- It is beneficial to them in many ways, but the most important I think would be the practicality it creates in terms of creating a simulated business experience.

MEET DR CLARISE MOSTERT

Senior Lecturer
School of Management Sciences
Modules: Managerial Skills (2nd Years),
Managerial Opportunities (2nd Years)
and Integrated Management Application (Hons)

What is important to you in life?

For me, the metaphor of shoes made a big difference not only in how I viewed my students and the relationships that I wanted to build with them, but ultimately it transformed my teaching and learning approach. A few years ago I realised that I don't even know how to talk to, or identify with my students anymore. When I started thinking about it more, I realised how important it is (or how important it will be in a specific instance) to understand the verbal and non-verbal language and communications that my students would prefer. I had to stand in their shoes for once in order to provide a teaching and learning experience that they would understand, prefer, and most importantly, enjoy. I had to realise that, at some point there would be as many as 180 different "shoes" sitting in front of me at once, relying on me to provide them with a teaching and learning experience that will (hopefully) contribute to changing their lives, just as a simple glass slipper changed Cinderella's life.

As a lecturer I strive to facilitate the teaching and learning experience of students trusted under my expertise in a way that will motivate them to become self-directed, autonomous scholars who realise the importance of taking responsibility for their own learning experience. I also feel that as a lecturer, it is my main responsibility to create and offer learning opportunities where students will feel comfortable to consider new ideas, and that will enable students to become active participants in their learning process

What motivates you to make a difference?

I really have a passion for teaching. It is extremely satisfying seeing students in front of you develop and master skills every semester. I am motivated by their interaction and their willingness to learn and discover new knowledge

The saying "put yourself in someone else's shoes" prove to be significant on many levels...

More about the technology you use...

As I mentioned, a few years ago I realised that I cannot identify with the students sitting in front of me anymore. I did not know what they like, how they speak or how they learn. I then realised that I should do some research on this new generation of students in order for me to provide them with valuable learning experiences that they will enjoy. Getting to know this new generation of students, I realised that these students prefer to collaborate with their peers, prefer the use of technology as they feel confident in their ability to use technology and they spend more than 10 hours a day using technology. I found myself in a position where I was nowhere near providing them with an experience that they prefer.

Who was involved in the project?

This project initially started out as a small "experiment" where I had to reflect and adapt constantly throughout the semester. It involved the 2nd year students on the NWU Vaal campus who were registered for the Managerial Skills module in the first semester. This was a fairly small group of students (55 students in total). After a very successful first semester I then decided to test the use of this technology on a larger group of students in the 2nd semester. This was also very successful in the group of 180 students who were registered for the Managerial Opportunities module in the 2nd semester.

WHY THIS DECISION?

"...CREATING OPPORTUNITIES

for my students to interact with one another, become co-creators of knowledge and to take responsibility (to a certain extent) for their own learning experience. However, I had to find a way to do this that they find interesting and enjoyable and develop a learning experience that they would prefer. I then came across Padlet. With some creative thinking, a lot of preparation and planning, and constant reflection I managed to redesign my own teaching and learning process in order to provide an innovative and enjoyable learning experience."

" I USED OF PADLET WITH EFUNDI AND REALISED THAT THE 2 TECHNOLOGIES ARE A WINNING COMBINATION."

1
The use of Padlet was first integrated in the 1st semester of 2018. I used it as a separate tool which was integrated during contact session and as a tool that will be used for assignments.

2
At this stage where we are now in 2019 I have used Padlet in combination with eFundi for every contact session as part of class discussions and team activities during contact sessions.

3
This technology can either be used during class or outside of the class room. You can embed it in eFundi to ensure that it is easily accessible to students, and you as the lecturer can also download the

4
App on your own smart device. This will enable you to access whatever the students were supposed to upload at any time and also provide immediate feedback without having to sit in front of your computer. As I mentioned I am now using this in class, outside of class and by embedding it in eFundi.

"In the beginning of the semester students are made aware of the fact that the use of technology will be integrated in the teaching and learning experience..."

Benefit for the student?

These are the main benefits that the students pointed out after a whole semester of using the technology:

"I then motivated them to bring their own smart devices (if they have one) to class and connect to the NWU Wi-Fi."

Firstly it provides them with the opportunity to communicate with students who they would not normally have communicated with in the class room

It provides increased interaction with the lecturer and their peers

It helps them to share information and provide/receive feedback immediately. This ultimately enables them to become co-creators of knowledge of the theoretical content

The students also indicated that the use of this technology enabled them to improve their comprehension of the theoretical content and to learn from their peers

I also book iPads from the Centre for Teaching & Learning just to ensure that the students who do not have a device, or who's device is not charged will have the opportunity to engage and participate. This is the case for when it is used during contact sessions.

PLAN B

"The issues that I had up until now were minimal and so small that it was possible to sort out in class and students could participate interactively. Sometimes the wifi can be a bit difficult and that is why it is important to have a plan B for in case the wifi does not want to work. It is the same as with PowerPoint presentations... you have to have a plan B for when the system does not want to start up."

CONSIDER THE FOLLOWING

1. It takes a lot of planning and preparation, but once you planned and prepared you can implement and sort out the issues or challenges as you go along.
2. It might not work out perfectly the first time you use it. But it is extremely important not to chuck it out the window and decide to never use it again. Reflect on what the issues or challenges were and find a way to rectify it.
3. Start small. Do not integrate the use of too many tools all at once.
4. Have a very clear goal in mind for what you want to achieve. Know what it is that you want the outcome to be and find ways to reach that outcome/goal.
5. Also, provide a very clear link between the use of the technology and the reason for using it to students so that they can understand why you are doing it. Communicate with them continuously and make sure you assist them with their issues or challenges regarding the use of the technology.

Lastly, the students also indicated that the use of this technology helped them to develop and enhance their technological skills..."

Have fun, experiment and grow!