

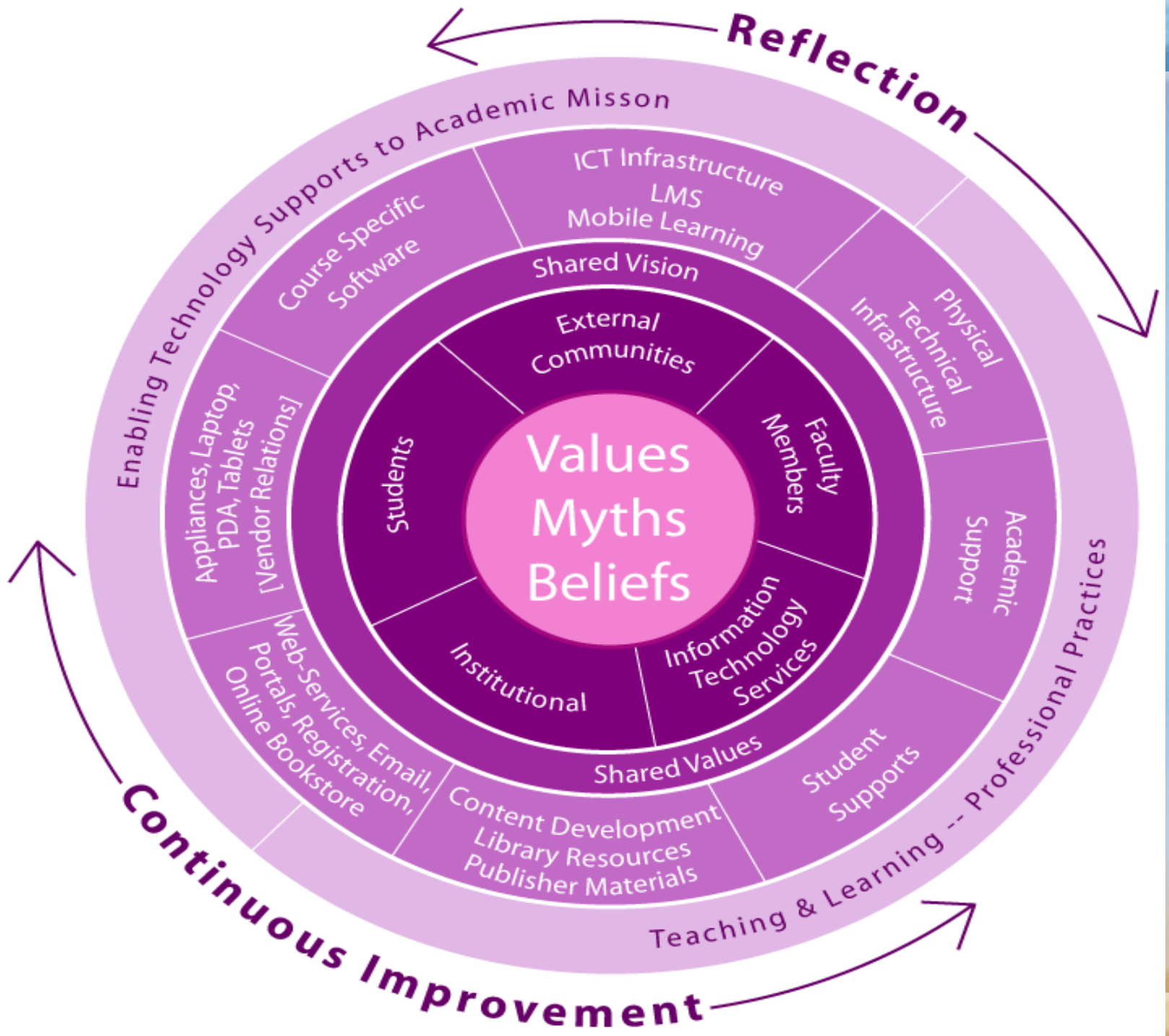
How has UOIT planned for  
information and  
communication technology  
to support enhanced  
learning outcomes?  
(The Faculty and Student  
Story)

York University  
January 25, 2005

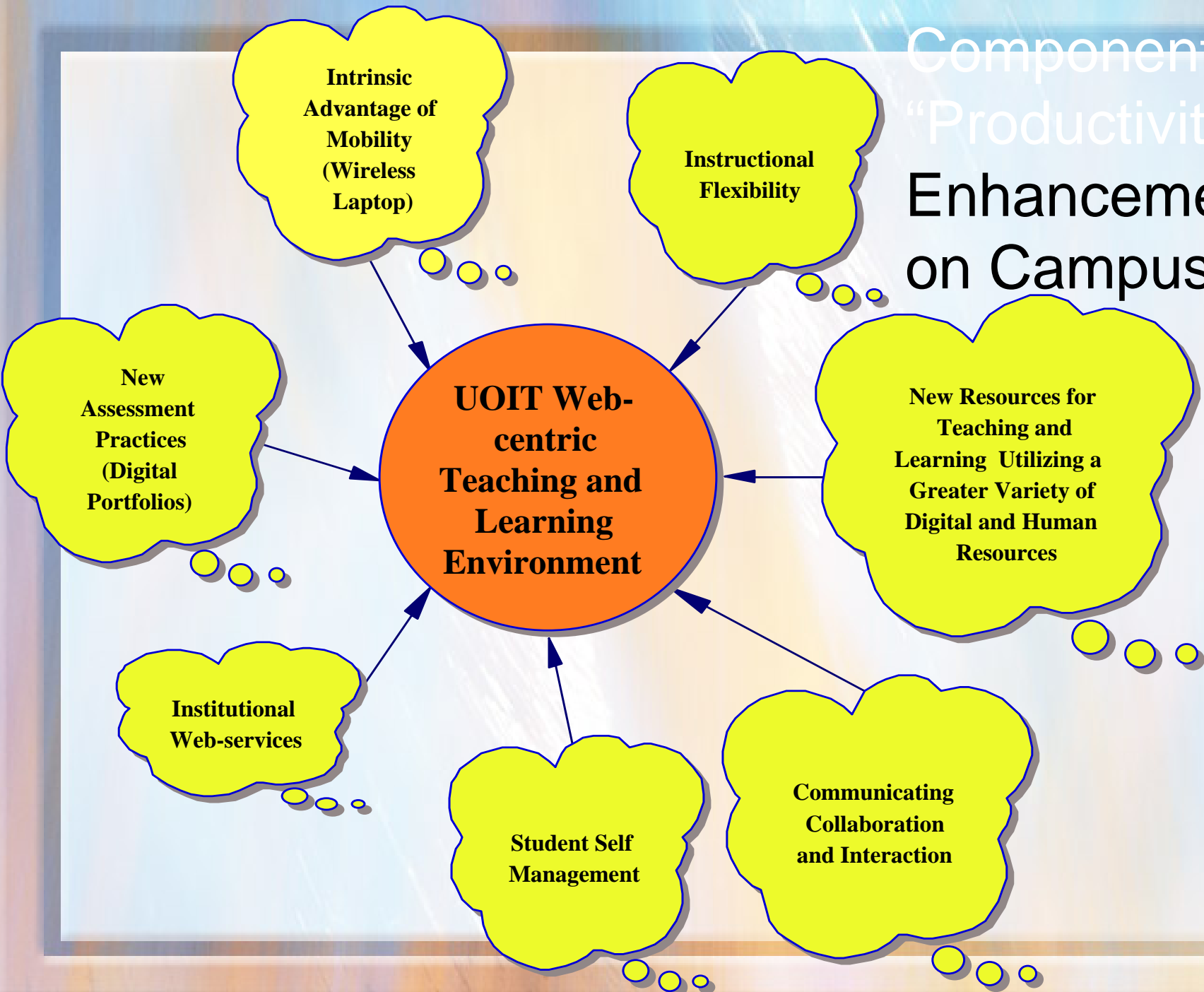
# Who we are

- **Ontario's newest university**
- **Career-focused degree programs**
- **A unique combination of academic knowledge, hands-on skills, leading-edge research and a vibrant student life**
- **Located in Oshawa, Ontario**
- **Shares selected facilities and services with Durham College**
- **First class September 2003 with 1900 current students**

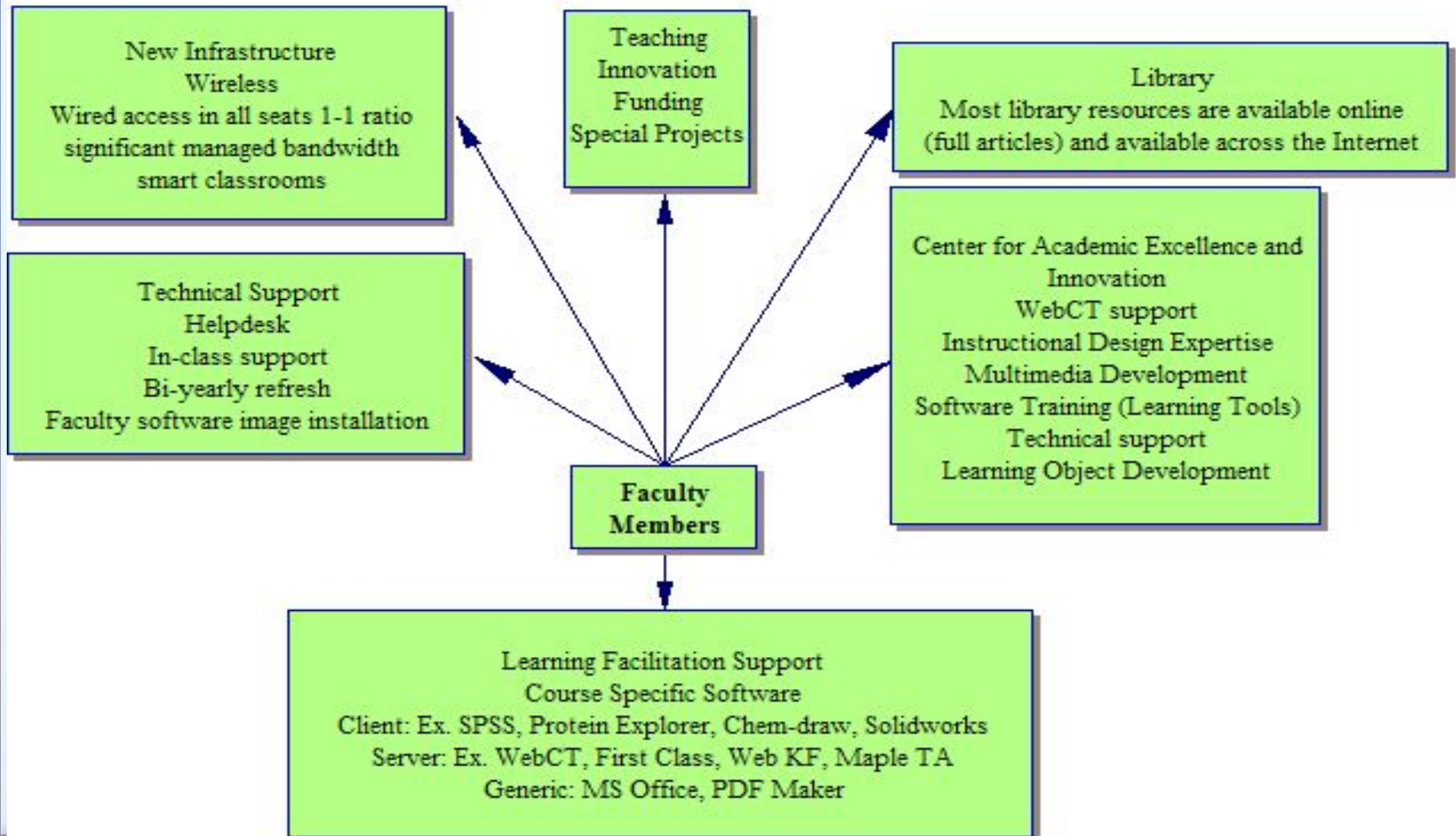




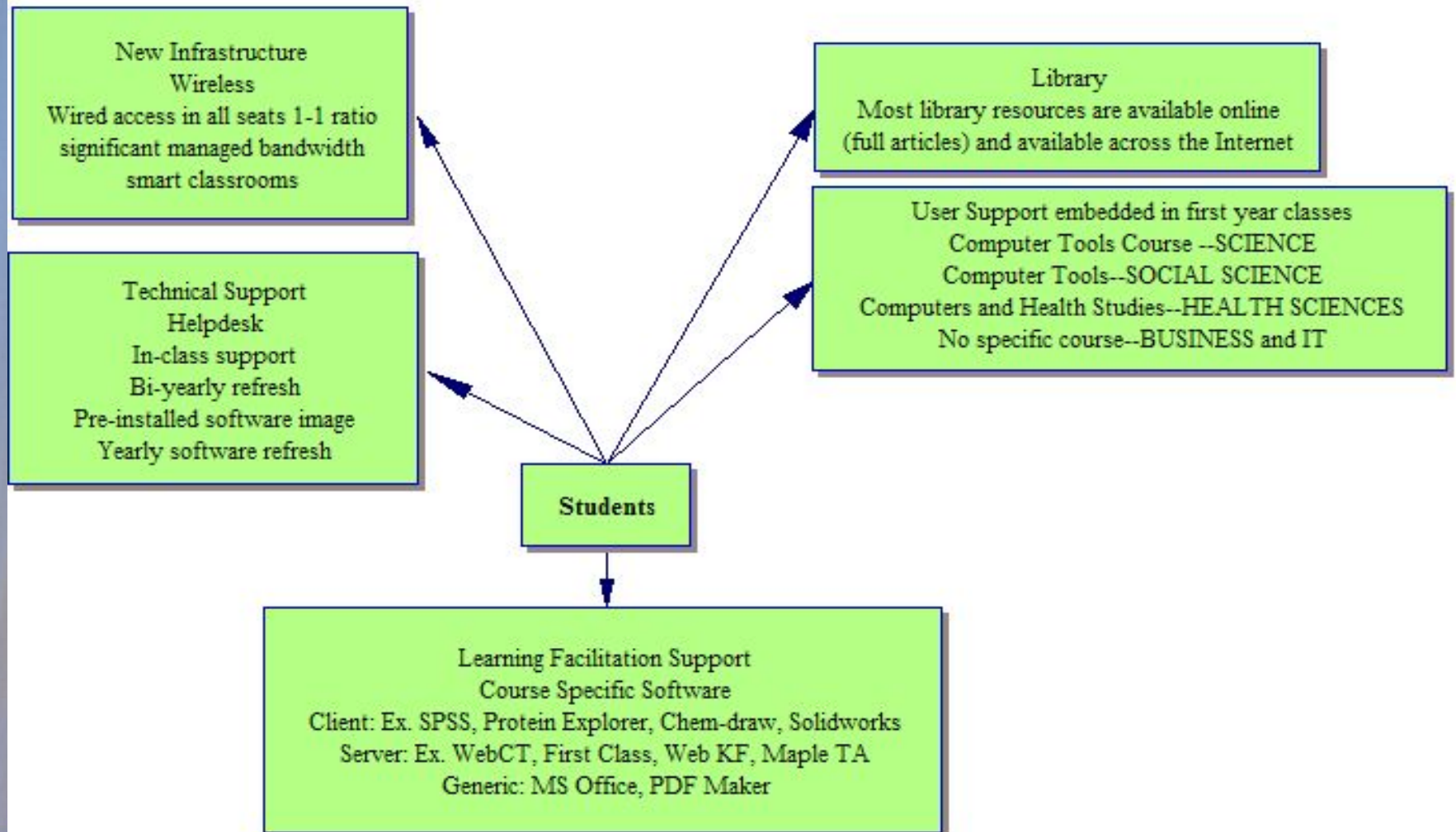
# Components of “Productivity Enhancement” on Campus



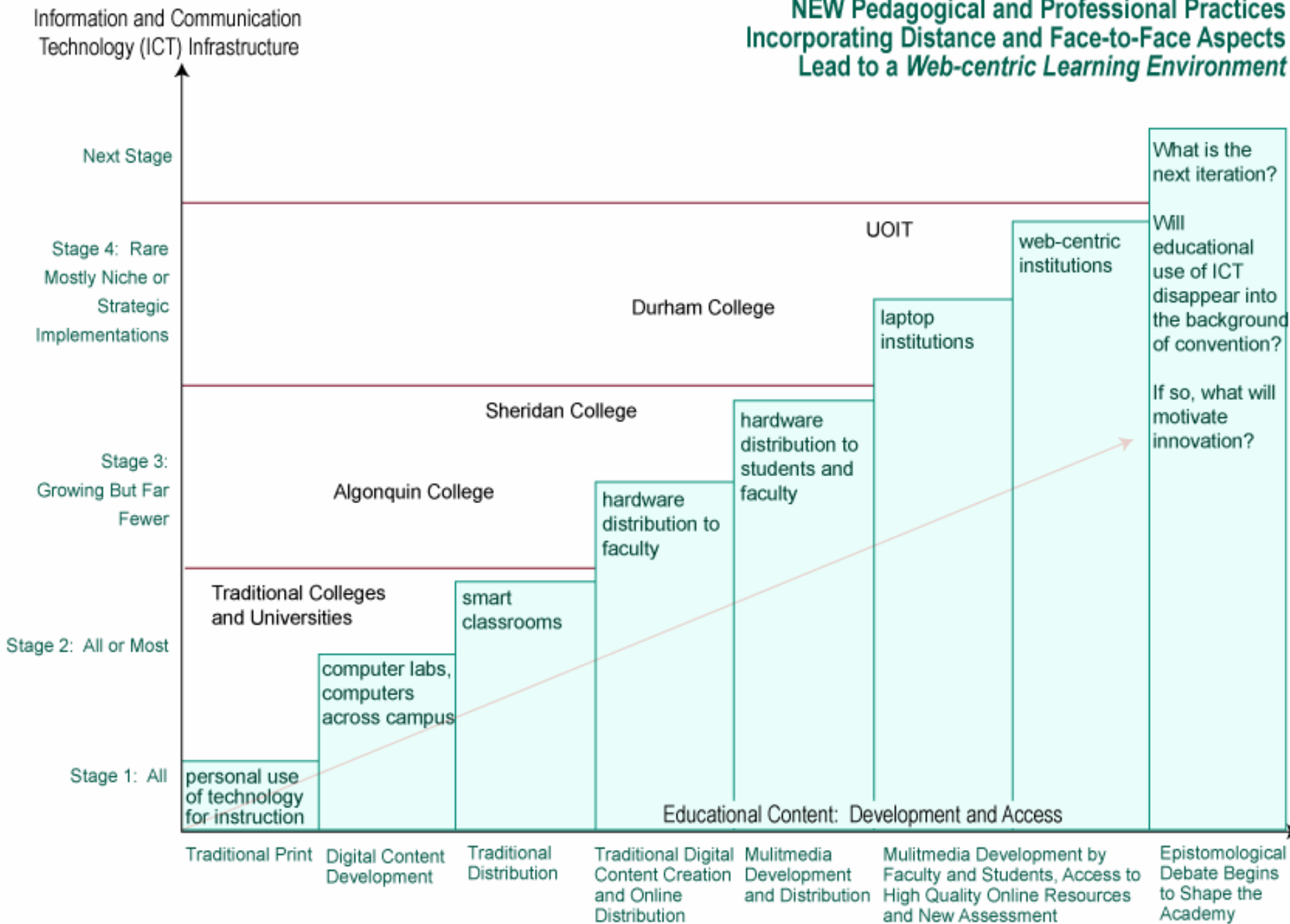
# UOIT Faculty Support



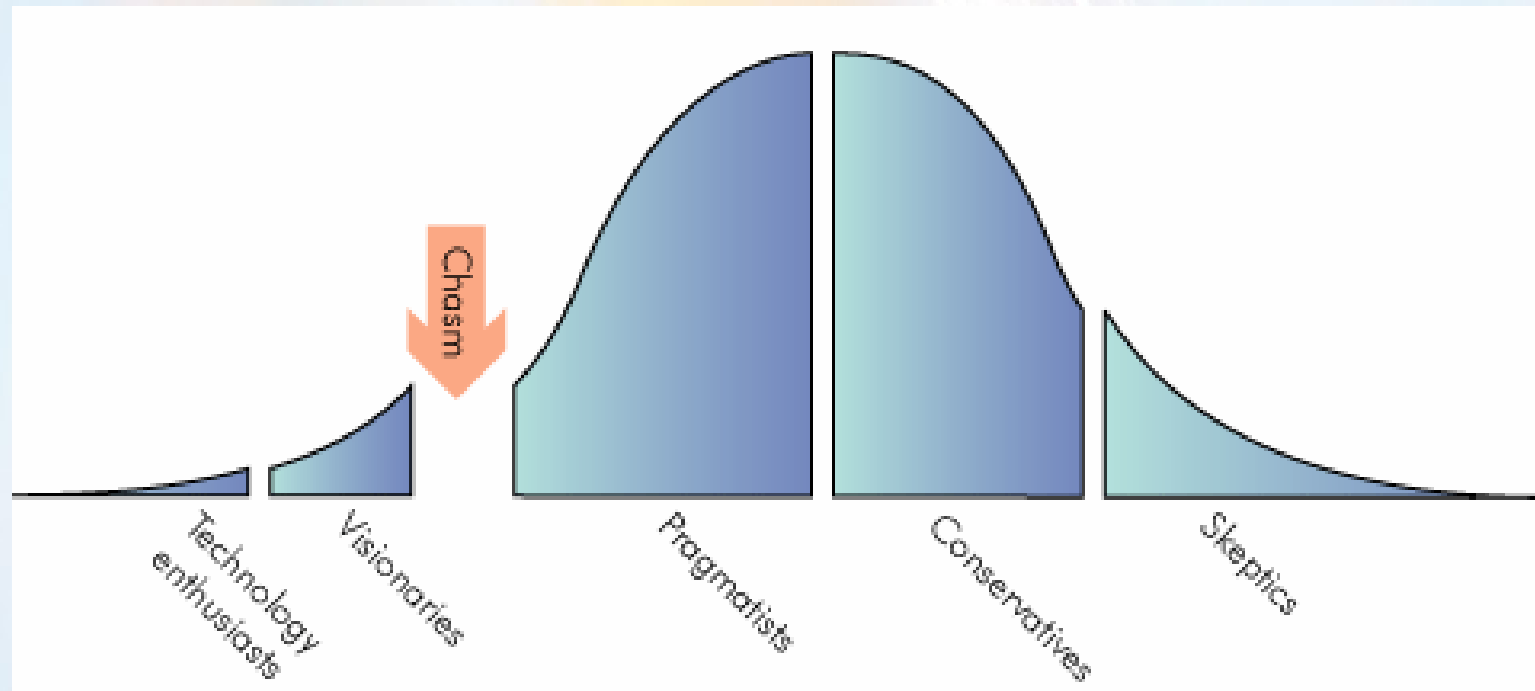
# UOIT Student Support



# NEW Pedagogical and Professional Practices Incorporating Distance and Face-to-Face Aspects Lead to a *Web-centric Learning Environment*



# Progress of Innovation



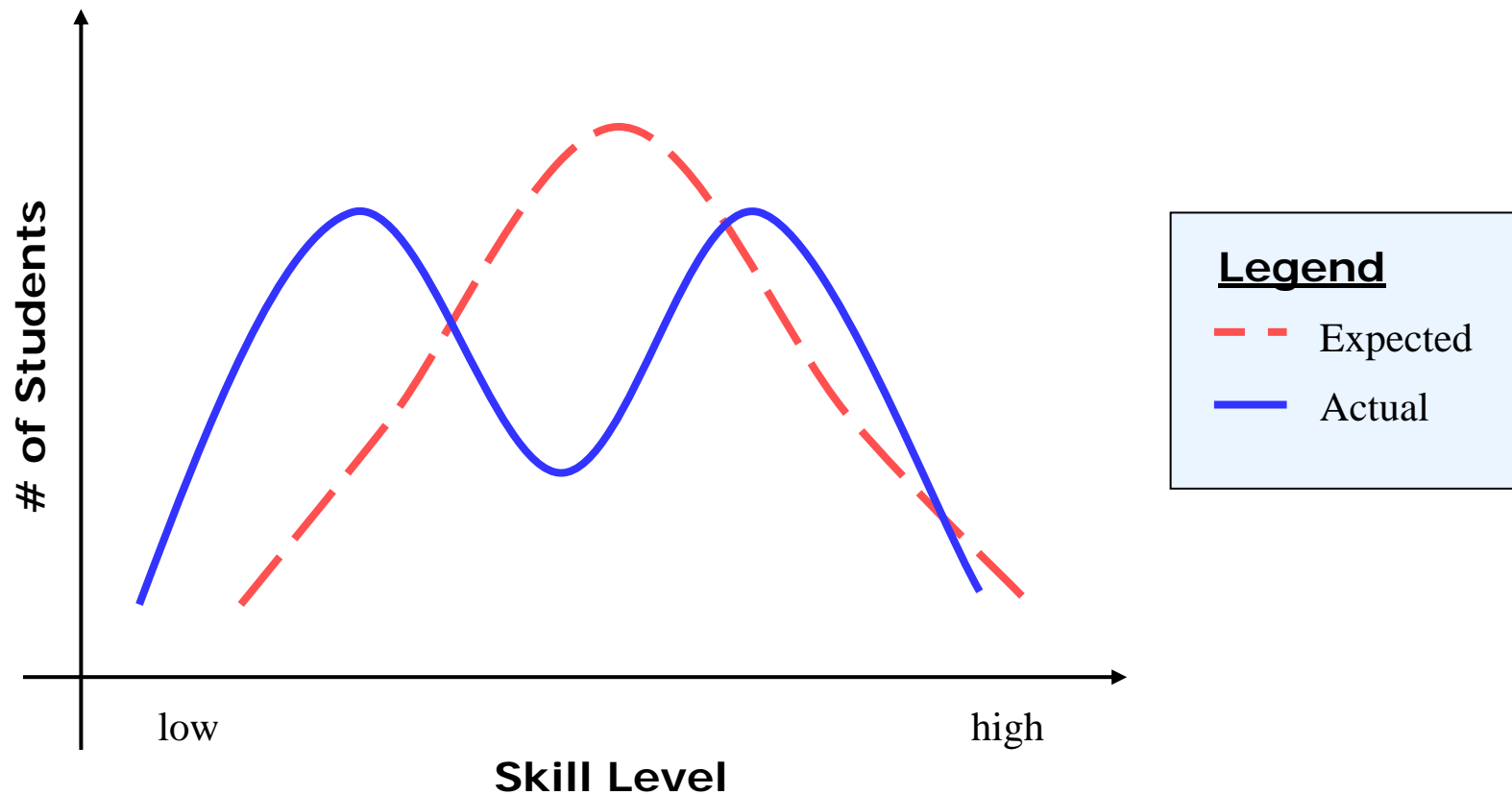
G. A. Moore, "Crossing the Chasm", 1991



But what about the student dimension?

Are students “digital natives” or are they “digital immigrants”?

# Students Skills: The Reality of the Diversity Among First Year Students



# MSN: note-passing 2.0

“There’s a lot of people and you can hear a lot of typing in class, and you can look at their screen, and they’re just MSNing their friends. That’s up to them, but I just think, What are you doing?”

-- [student]

“So you’ll see them – it’s neat when you look at it from this way and you see all these black laptops, but when you go on this side and you realize that not everybody’s doing what they’re supposed to be doing.”

-- [student]



# 1<sup>st</sup> Student Satisfaction Survey 2004

	<b>Importance</b>	<b>Satisfaction</b>
Laptop computer	70	52
Computer learning commons	42	64
Student Computer help-desk	42	62
Training in laptop use	28	54
Facilities for use of laptop in classroom	74	60
Use of Web CT as a resource for learning	69	70
Use of Web CT as a tool for communication	64	79
Availability of wireless access	64	38
Printing Services	65	65

# What have we learned?

- Ubiquitous access to the Internet on campus encourages demand for access from off campus
- Laptop use drives demand for more powerful laptops with many more software applications.
- Laptop computers in large lecture halls require air conditioning in the middle of a Canadian winter!

# What have we learned?

- ICQ and MSN are distractions that challenge traditional classroom practices and instructor and student accountability
- Just because you have a laptop doesn't mean that you must use it all the time
- There is a tendency to include a greater amount of course material in web-centric courses.
- Not all web-based materials enhance learning opportunities—MORE is not BETTER
- Students require support in how to use the laptop to enhance learning. For some students, the laptop is an *INITIAL* hindrance rather than an immediate help.

# Finally: Remember benefits come at a cost!

- “...the cost is awful. I think that’s a real negative... because that’s six thousand dollars over a four-year period for something that’s not even ours... if we’re spending that money on a laptop, I would think that we shouldn’t have to buy books; the books should be on the laptop, because that’s an added cost, too.”

-- [student]

**Thank you**

**Are there any questions?**

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**University of Ontario Institute of Technology**