


Panel 1




Why Your Next Laptop Needs A Pen: Using Mobile Learning Technology to Improve Teaching and Learning

Steven C. Myers, Tablet PC Evangelist
(with Contributions from Daniel Talley, DSU)
A CELT Interactive Workshop,
The University of Akron, April 2-3, 2007
10:15 AM – 11:45 AM

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Panel 2




Objectives of this Workshop

- Discuss the laptop refresh committee & Tablet PC test
- Help you understand the power of a Tablet PC for your productivity & student learning.
- Let you experience the Tablet PC in a stand alone and a 1:1 collaborative environment.
- Poll you on your preferences.

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Panel 3




Laptop = Tablet PC - Pen Tablet PC = Laptop + Pen

Everything that runs on a laptop,
runs on a Tablet PC.

Add a pen to your laptop and watch your
productivity soar.

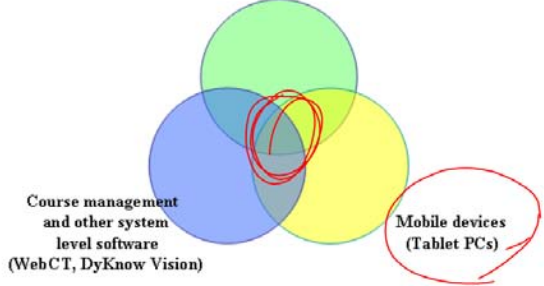
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Panel 4



Three Key Components of a Mobile Learning Technology Environment

Wireless Network




Claim: Mobile learning technology use will

- Yield improvements in student learning and engagement
- Increase the Efficiency of Instructor Time Spent on Instruction

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Panel 5



LAPTOP COMMITTEE

Plans are underway for the laptop refresh program. A committee comprised of faculty, staff, and IT personnel is reviewing technical issues, considering computer specifications for Tablets, PCs and Macs, and developing a distribution plan.

As plans are finalized and a timeline is developed, information will be communicated to campus and posted here on the laptop website.


IMPORTANT LINKS

- Laptop Refresh [Advisory Committee Members](#)
- [Frequently Asked Questions](#)

Contact:
[Herb Matheny](#)
 Manager, Distributed Technology Services
 Phone: 330-972-6137

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Panel 6




UA test of concept.

- **Thanks to Herb Matheny, Holly Mothes, and the CAS**
- Phase 1 – instructor has Tablet PC (completed)
- Phase 2 – 1:1 Collaborative computing (on going).
- <http://learnecon.blogspot.com>

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Panel 7




Strong Assessment Questions for the Tablet PC

- “What are the ultimate outcomes for (economic) education?”
- How does the Tablet PC change the interaction between teacher and student and how will this impact classroom pedagogy?
- How does this new type of interaction affect course content and the (economic) curriculum?
- Are these new pedagogies and strategies applicable to other disciplines?
- What are the differences between classes in which only the teacher uses a Tablet PC and classes in which all the students also use one?
- Are there replicable strategies, tools, and techniques that can scale across large numbers of teachers and students?”

Alverado (2004) pp. 1-2. Microsoft Research’s First Conference on Tablet PC and Computing Curriculum, 2004

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Panel 8



Three Level Assessment The Tablet PC...



1. Supports greater efficiency, but does not change the curriculum.
2. Changes the curriculum and invigorate teaching and learning, but this could have happened without the Tablet PC.
3. Change the curriculum with an impact that can only be achieved with Tablet PCs.

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Panel 9

Tablet PCs Tested

- Gateway M285
- Core 2 CPU 2GHz
- 2 GB RAM (@1GHz)
- XP Windows Tablet PC edition 2005
- 80 GB HD
- DVD writer
- University installed software
- 8 lbs





Other great Tablets by HP, Lenova, Toshiba, etc.

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Panel 10


Tablet PC Input Panel



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Panel 11


Tablet PC Input Panel



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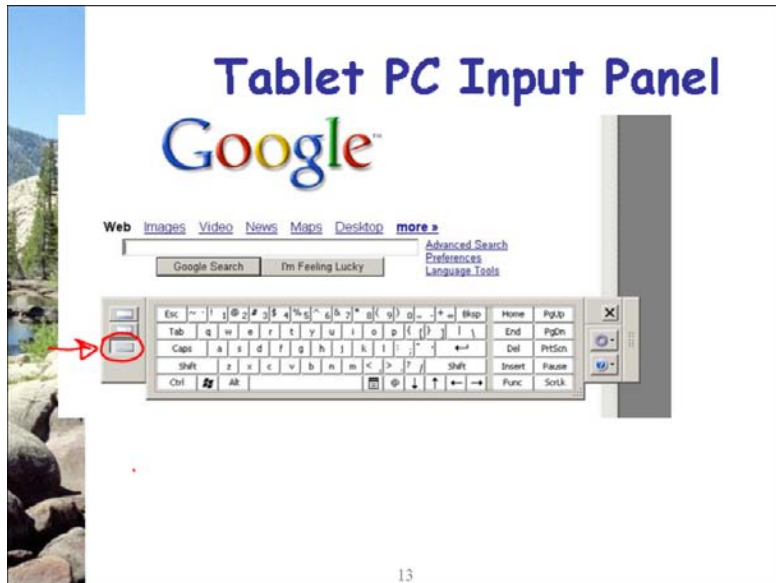
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Tablet PC Input Panel

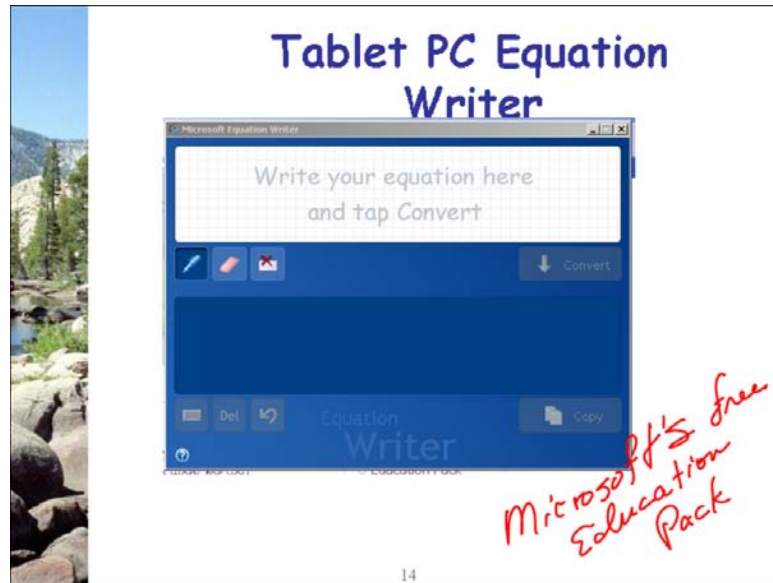


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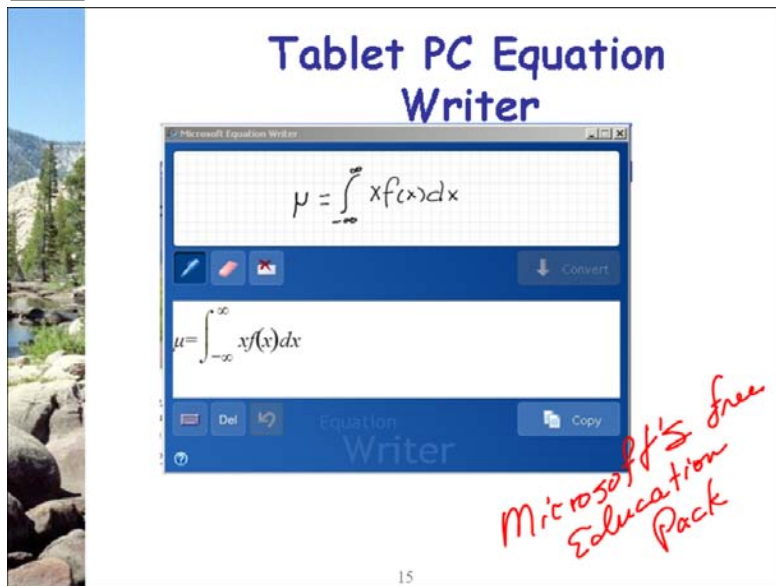
Panel 13



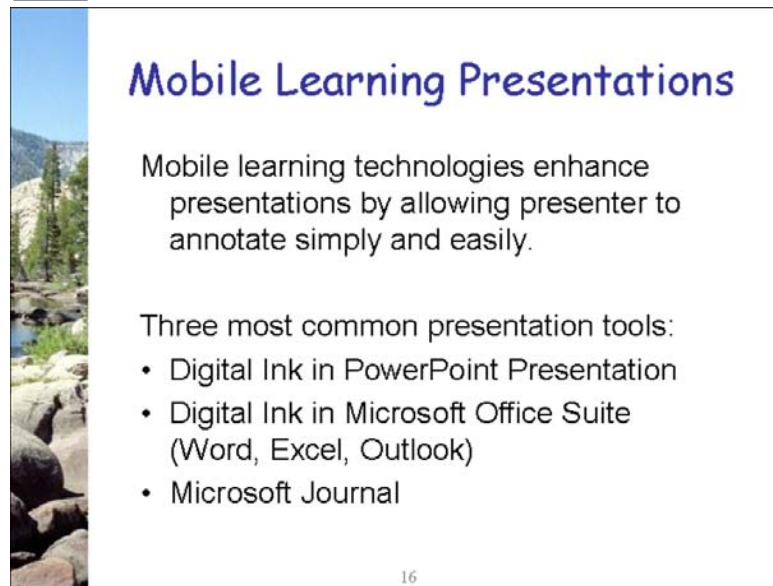
Panel 14



Panel 15



Panel 16



Panel 17

Steps of Electronic Grading

- Student submits (hand written)
 - Scanned
 - Faxed (eFax.com)
 - Digital server / copier
 - Or from their Tablet PC
- Instructor receives
- Instructor marks up
- Instructor returns to student

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Panel 18

Steps of Electronic Grading

- Student submits
- Instructor receives
 - Save in preferred marking format
 - Using naming convention
- Instructor marks up
 - Uses Journal or preferred pgm
 - Saves to PDF and return
- Instructor returns to student

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Panel 19

Electronic Markup of a quiz

The University of Akron
Department of Economics
Statistics for Econometrics, Dr. Myers
Pop Quiz

Name _____
UANetID _____

October 9, 2006

1. Tell why the following is or is not a pdf?

x	f(x)
0	0
1	.1
2	.2
3	.3
4	.4

The chart is a probability density function because it lists the values of f(x) for each value of x, thus fitting the definition of a pdf.

5 → because it meets postulates of probability
 0 ≤ f(x) ≤ 1
 and ∑ f(x) = 1
 not enough.

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Panel 20

Electronic Markup using a rubric

COMPUTER HOMEWORK SET # 7
FINAL COMPUTER PROJECT rubric
Hypothesis Testing of Wage Differences this time In Regression
3250:626 Statistics for Econometrics

Name	<i>[Handwritten Name]</i>	UANetID	<i>[Handwritten ID]</i>	n=	500	wage gap=	.30	%disc=	5.2
------	---------------------------	---------	-------------------------	----	-----	-----------	-----	--------	-----

Deliverables:	
(1) chw7_UANetID_2005.doc and (2) chw7_UANetID_2005.sas	✓ 10
Overall look and feel of a "professional report including the standard headings of such a report." Those headings may include an abstract, introduction, theoretical overview, literature review, methodology, data, results and summary.	10
It should carry a title, your name, class and date, followed by an abstract or executive summary of the results.	10
Your abstract must include enough information that a reader knows what you have done and found.	8
Statement of the Problem and either a Research Statement or better a Research hypothesis	7
A section on your research design, that is, how you intend to solve the problem. This section should also discuss how you would analyze, that	9

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Panel 21

Responding to students - FAQ creation

Steven C. Myers
Department of Economics

Podcasting and More:
Frequently Asked Questions and Information Page



My personal homepage is [here](#)
My Scholarship of Teaching and Research is [here](#)

General FAQs

- How do I find the online textbook for the course? ([link](#)) ([MS Word](#))
- Can you show me the course design? ([link](#))
- Logging on to your class in WebCT ([link](#))
- What was that page that was displayed after my learning assessment was submitted? Can I see it again? ([link](#))
- Do the quizzes ever get more "straight forward"? ([link](#))

Micro FAQs

- How do I calculate the slope of a curved line? ([link](#))
- Help with Comparative Advantage versus Absolute Advantage. [includes quiz question ([link](#))]
- Supply and shortages: why does the lower quantity sold? ([link](#))
- What happens when both demand and supply change? [includes exercise worksheet ([link](#))]
- Complements in consumption: Why does an increase in the price of hot dogs cause less demand for mustard? ([link](#))
- Substitutes in consumption: Pepsi and Coke. ([link](#))

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Economics Department

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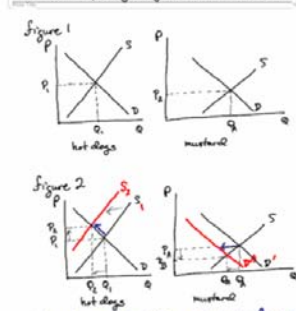
Try this one

Panel 22

Responding to students is much more natural

- Written on Tablet Using MS Journal
- Saved as Adobe Acrobat pdf file
- Posted or returned to students

An increase in price of hotdogs causes less demand for mustard.



Price increase causes movement along the hot dog demand and causes a decrease (a leftward shift) in the mustard demand.

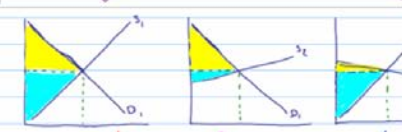
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Panel 23

Responding to students - snipping a question and explaining the answers.

What is the size of consumer and producer surplus at equilibrium?

6/2/2006



WebCT
quiz

Question 6: (1 point)
Conditions: Question 600
When a market is in equilibrium, the total amount of consumer surplus must be _____ the total amount of producer surplus.

Student response: Larger than Equal to Less than None of these answers are correct.

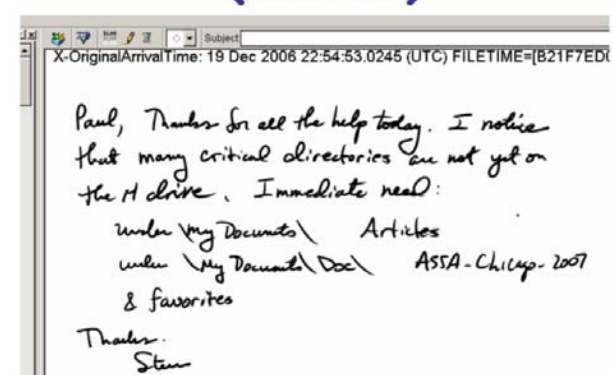
Score: 0/1

① Each of the markets above are in equilibrium.
 ② The only diagram that is correct.

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Panel 24

Use Ink in Email (outlook)



Paul, Thanks for all the help today. I notice that many critical directories are not yet on the H drive. Immediate need:

- under My Documents Articles
- under My Documents Doc ASSA-Chicago-2007 & favorites

Thanks.
Steve

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Panel 25

Responding to students

Actual & Digital Signature

Class Number	Course Title	Grade	Section	Section Description	Instructor Dept. Designer's Signature (to request - see website for details)	Section ID	Date
73201	3400 492 001	History Project			<i>Dr. Steven C. Myers</i>		3/18/06
10774	3250 600 001	Exercises			<i>Dr. Steven C. Myers</i>		

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Panel 26

Microsoft One Note

Microsoft Snipping Tool - Wednesday, November 01, 2006 9:40 AM

Google Maps

Start address: 200 E Chestnut St, Chicago, IL 60611
 End address: 151 E Wacker Dr, Chicago, IL 60601
 Distance: 1.2 mi (about 2 mins)

- Head west from E Chestnut St. - go 0.1 mi
- Turn left at N Michigan Ave. - go 0.8 mi
- Turn right at E Wacker Pl. - go 476 ft
- Turn right at E Upper Wacker Dr. - go 0.2 mi
- Arrive at 151 E Wacker Dr, Chicago, IL 60601

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Panel 27

Go Binder for Students

GoBinder

Calendar: Saturday, January 6, 2007

- 8:00: RECAL presentations
- 10:00: RECAL presentations

Task List

- Term Paper
- Homework for Chapter 1
- Register GoBinder!

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Panel 28

Virtual Office Hours

Adobe Connect - Was Macromedia Breeze

Whiteboard

Camera and Voice

Who

Notes

Chat

File Share

Panel 29

Lets Explore DyKnow Vision together

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Panel 30

Polls - A Tablet PC; B Laptop; C Mac

40%	A
10%	B
10%	C
40%	N/A

6 voting
1 Not voting
3 = no one on computer

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Panel 31

Are you A) more likely, B) about the same, or C) less likely to want a Tablet PC as your next laptop after being in this workshop?

Response	%
A	70
B	0
C	0
N/A	30

7 voting
3 not on computer

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Panel 32

This time write below what you learned and what remains muddy to you?

Participant answers follow.

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Panel 33

This time write below what you learned and what remains muddy to you?

Tablets have the same ability as any other PC.

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Panel 34

This time write below what you learned and what remains muddy to you?

How I would use this in CCN?
 Comparison with clickers appreciated
 Used only for sync. teaching

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Panel 35

This time write below what you learned and what remains muddy to you?

What is the learning curve?
 How can this be used w/ students having their own tablets?

Good info!

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Panel 36

This time write below what you learned and what remains muddy to you?


↳ Great!
 ↳ Loads of Features!
 X /s DYKNOW Free?

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Panel 37

This time write below what you learned and what remains muddy to you?

Learned basics on how Tablet work
How do erase a table?




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Panel 38

This time write below what you learned and what remains muddy to you?

I have learned a good deal.




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Panel 39

This time write below what you learned and what remains muddy to you?

- Nothing



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Panel 40

This time write below what you learned and what remains muddy to you?

What is the learning curve?
How can this be used w/ students having their own tablet?

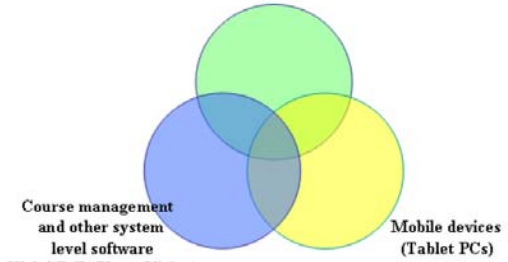
Good info!

This tablet better than new one!



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Panel 41



DyKnow Vision on Tablet PCs
Mobile Learning Technology Environment

Wireless Network

Course management and other system level software (WebCT, DyKnow Vision)

Mobile devices (Tablet PCs)

Claim: Mobile learning technology use will

- Yield improvements in student learning and engagement
- Increase the Efficiency of Instructor Time Spent on Instruction

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Panel 42

Your next laptop should be a Tablet PC

myers@uakron.edu
<http://learnecon.blogspot.com>

Thank you.

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Panel 43

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