



## Henry Ford Community College Technology Investment Fund Progress Summary

NAME OF PROJECT DIRECTOR		DEPARTMENT/DIVISION
Kim Schopmeyer, Meena Sharma, and Elaine Louisell		Social Science
CURRENT DATE	SEMESTER GRANT AWARDED	PROGRESS REPORT STATUS
02/18/2014	W-2012	<input type="checkbox"/> Interim <input type="checkbox"/> Final

**PROJECT DESCRIPTION:** From our original proposal: “This project will provide the Social Science Division with an innovative classroom design that will foster innovative teaching and learning strategies. The project also incorporates technologies in new ways to enhance learning in the social science, as well as computer literacy, information literacy and critical thinking skills. *This project will finally provide the Social Science Division with a resource that every other division at HFCC: a classroom in which students will have direct access to computers in the everyday activities in our classes.*

Among the essential elements of the HFCC Strategic Plan is a focus on enhancing 21<sup>st</sup> century technology and computer-based skills. By incorporating a range of computer and electronic technology, students will have opportunities to blend the learning of psychology, sociology, political science and other fields with the tools used by advanced students and practitioners in these areas. By utilizing these tools, students will be able to apply concepts and theories as social scientists do in their practice.”

The Social Science Division was allocated funding to convert classroom L-317 into a SMART room. The new and improved classroom was designed to serve multiple purposes but mainly to foster a collaborative learning environment. The traditional table and chair format was eliminated and replaced by node chairs with wheels and fold away tables for students to quickly rearrange themselves in various configurations (traditional lecture, small group, pairs, seminar seating) when on the main area of the classroom, thus creating the ultimate flexibility in a classroom. The creation of computer workstations along the perimeter of a section of the room allows students to conduct research, complete assignments and tests in pairs and small group. The ability to redesign our room in multiple configurations has provided ample opportunity for the instructors to utilize different teaching techniques. Moving from lecture to seminar format, small groups to dyads, or work at the computer stations is achieved easily and has supported diverse talents and learning preferences.

**ITEMS PURCHASED:** *Please indicate how you spent the funds allocated to you. Where are items purchased currently being used? L- 317 Please note the TIF monies received for this project were approximately 30% of the total project cost.*

10	All-in-One computers, including instructor
10	Computer security lock-downs
1	Data projector, including installation
4	Laptop computers
1	Document camera
1	DVD Unit
1	Color laser printer
1	LED TV unit 60 inch including wall-mounting installation
10	Data drops for computers

**OUTCOMES EXPECTED:** *What were the outcomes/goals expected from the project as listed in your original proposal? Please refer to Expected Outcomes (Project Objects) in the original proposal.*

**PROJECT EVALUATION:** *Please summarize how the project was evaluated and the result of that evaluation. What evidence do you have that the outcomes/goals were or were not met? Please include data collected--questionnaire results, etc. Were there any benefits you may not have expected? Any liabilities? Please share any strength and weakness of the proposed project--your honesty will be of help to others.*

Project directors Meena Sharma and Elaine Louisell were the two main instructors to use the classroom once it was completed. In terms of evaluation, it was easy for the both of us to test the room to see if it served its proposed function. The best strategy for evaluation came directly from the instructors and student reactions. We did not provide questionnaires to students, evaluation comes directly from student reaction and student success.

Students were impressed by the “professional” atmosphere in which their class took place. Both instructors stressed the importance of keeping the room tidy and clean to enhance the learning environment and students continue to respect rules implemented to keep the room looking and feeling new.

Providing the students with computer workstations has greatly improved student collaboration in class. Students conduct research, complete assignments

Please note, the following summary only relates to the technology components of the grant. The summary provides anecdotal evidence of how the technology provided by the TIF grant was used.

Prior to the retrofitting of this room, I was limited to traditional instructional methods such as lecture, discussion, and small group work. Furthermore, often times when I attempted to use the antiquated technology it malfunctioned and I had to go to plan B.

Now with the aid of the TIF grant my instruction has moved into the 21st century. A typical class session includes mini-PowerPoint presentations and/or use of the document camera, followed by student movement to the computers for brief dyad research, concluding with selected dyad huddle board presentations of research findings. The new video equipment is frequently used in case study analysis for student viewing of psychiatric cases, followed by small group work for case analysis, culminating in movement to the computers to research and word process analyses. Results are sometimes recorded on Huddle Boards and presented to the class, or they are word processed, printed in the classroom and turned in before leaving the classroom.

The technology and the seating pods combined have allowed students to quickly transition from one activity to another, which has gone a long way toward maintaining student attention during class time.

This grant allows for frequent “just in time” teaching. For example, this week while lecturing on the dopamine hypothesis of the etiology of schizophrenia, a student raised her hand to ask whether or not Adderall is an amphetamine and, if so, will it increase dopamine levels and lead to symptoms such as paranoia and psychosis? I suggested that students move to the computers to address this question. This allowed the class to quickly retrieve key information themselves during class. In addition, I was able to monitor the quality of the sources they were retrieving from the Internet, steering them to distinguish quality, evidence-based sources from Internet gibberish. During this same few minutes of work, one dyad found a February 14, 2014 article regarding the latest evidence of the effects of Addaril. The article was in *The Atlantic* and covered research that was originally published in *Nature*. Students were instructed to bookmark the article for a closer look during our unit of study that covers childhood disorders.

Every semester I ask students what they like and dislike about L-317. To date, I have only positive feedback from them with one exception; students comment that at times they feel stressed because so much interaction and involvement is required; they can't remain passive. Obviously this is a positive from an instructional vantage point.

To my knowledge Debbie Smith, a recently retired adjunct, is the only other instructor who has taught in L-317. Debbie commented that the technology in L-317 greatly enhanced all of the visuals she incorporated into her course. In fact, she often “borrowed” the room when she was assigned other rooms because of the quality of the technology.

