

Departmental responses to requests to delineate their uses of technology

Based on an email survey of department chairs, one or more members of each department make use of technology in the following ways.

Anthropology

- Use of computers in the classroom
- Use of videos or DVD "films"
- Blackboard and the web for course postings and for collaborative projects
- Methods course will incorporate analytical packages such as free-form databases
- Visual Anthropology students shoot ethnographic films and then edit them digitally using the ITG facilities
- Use of web delivery technologies for teaching and analysis
- Students participate in on-line discussions
- One member encourages written work to be submitted electronically and then returns electronically edited copies to students
- Use of digital images in the human evolution and archaeology classes
- Presently experimenting with a forensics computer program
- Soon be offering laboratory courses in human osteology and forensic anthropology
- Have a course in GIS, which is of course computer based, and students also learn to use GPS units.
- Students on a program in Mexico learn how to survey using electronic "total stations"

Art

- Power Point presentations of art
- This year are teaching their first digital art history course; plan to add one more course each semester.
- Works that the art history students are responsible for are scanned and put on our server so they are available for study

Biology

- Most faculty use Blackboard for their classes; they use this technology for posting lectures, posting reading material, and some set up discussion groups. Some faculty also make use of the digital drop boxes and test center.
- Powerpoint lectures: Outline of lecture material shown during class with illustrations pertaining to class discussion that day.
- Internet and websites: Used for showing biological models, animations, etc. Also used by some to display original papers being discussed in class that day.
- Computers used in genomics and bioinformatics during class for analyzing DNA sequences.
- Clickers: One member makes extensive use of clickers in the classroom. She uses them in Bio 111 for "pop" quizzes and to ask questions to stimulate discussion. She finds that students in intro classes really like this technology and feel more relaxed about

responding using this technology than they do if they "take a chance" to raise their hand and answer a question.

- Ipod: One member uses an Ipod to record class discussion. It allows her to summarize the discussion after class.
- DVD player/Video players: Used by many for showing pertinent movies/documentaries.

Center for Interdisciplinary Studies

- Students writing senior theses are intimately involved with various on-line databases through the library; those commonly used for large research projects: J-Stor, Lexis-Nexis, etc. as well as the bibliographic tool Refworks
- Basic presentation software and hardware is used for public presentations of seniors' theses (Powerpoint, data projector)
- In some cases CIS supports purchase of modest technology tools: digital voice recorders for interviews, digital cameras, etc.

Classics

- Use Blackboard (use varies from posting assignments and readings to requiring discussion threads)
- Use PowerPoint for presentations
- Use web-based syllabi, with links to other on-line materials, and give web-based quizzes
- One member has papers submitted in electronic format, grades them on the computer, and returns them as email attachments
- Several members use e-reserves in the library
- Several have students use internet resources regularly (Perseus, TLG, L'Annee Philologique, TOCS-IN)

Communication Studies

- Instructors use a variety of technologies -- e.g., videotapes, DVDs, document camera projections of examples, materials from web sites
- Use Blackboard, particularly in COM 101: Principles of Oral Communication, so that students can view streamed versions of their presentations (and those of other students) to evaluate their speeches
- Students in COM 101 are expected to learn how to use presentation aids, which include technology, in their speeches
- Speaking Center tutors use recordable DVDs to capture the presentations (e.g., speeches, group reports, interviews) of student clients; the students can both evaluate themselves and better understand the tutors' points

Economics

- Uses PowerPoint
- Uses Excel
- Uses Stata
- Uses SAS
- Uses SIM City (a computer simulation used in Urban Economics)
- Uses personal faculty web sites for assignment downloading

Education

- Requires electronic portfolios for students who seek a teaching license
- Portfolios demonstrate competence in a number of areas since items in the portfolio include journals; video clips; audio clips; samples of lesson plans tests, handouts, etc.; samples of work completed by high school students; evaluation forms; resumes; PowerPoints; and other items selected by our students
- Portfolios are available on the web for one year, and we also burn copies onto CDs

English

- Some in English (and in the Film and Media Studies Concentration) use technology for video applications including streaming video for students from web sites
- Sometimes students make videos, which often requires the new student editing lab in the CIT One member does a lot of work with film production
- One member conducts surveys using Blackboard for tasks like placing students into groups for video production
- In writing courses use a variety of tools for electronic commenting and for distribution of electronic texts
- Sometimes videotape student presentations and stream the videos so students can critique their own work
- Students also make web pages in some classes
- Writing Center has a web page that collects electronic resources for teaching and learning writing, some of which are interactive
- Writing Center tutors are also experimenting with discussing papers that are projected on a screen rather than just read as hard copies. The screen makes it easier for people to simultaneously read and point out areas of discussion. Tutors occasionally have their sessions videotaped for review and discussion, as well.

French

- Use computers regularly in class for accessing authentic multi-media cultural material
- Students also need to listen to radio broadcasts or watch TV news on line or by streaming audio/video from one of our servers
- In some courses students need to record their voice and send the file to the professor
- One member has an elaborate, dual-language page with streamed clips

German/Russian

- Use analog technology only for VHS videos that are not available in Region 1 DVD
- Use digital technologies extensively, sometimes in the Language Resource Center, sometimes inside or outside the classroom including software such as Word and PowerPoint as well as media players (Windows, Real)
- Use digital materials extensively as a way of providing culturally authentic content, relying mostly on web technologies to deliver them (Dreamweaver): we use textbook sites and files in our language sequence, but also use an entire online course (written by one member) as a supplement to our intermediate German textbook

- Maintain a photo gallery; an audio and video repository (files streamed from edison) with numerous online exercises
- Have a placement test deployed in Blackboard
- Use Blackboard as course management program
- Along with other language departments, recently requested special funds for subscriptions to foreign language Dish Network channels, in our case GermanTV and NTV-America (Russian); ITS offered to provide the hardware for this so long as departments can cover subscription costs.

History

- Sometimes show portions of DVDs, films and videos; occasional slides; use CDs for music and images
- Use Blackboard websites for readings, grading, email
- Encourage students to use computer technology for research projects
- Use all the wonderful on-line sources that the librarians provide through their course-specific orientation material
- Use email in order to communicate with students, raise questions about the readings, and even have some on-line discussion
- Use Powerpoint for lectures, images, playing music
- One asks students to submit all papers via e-mail; they are graded on the computer and sent back to students
- Put readings on electronic reserve through the library
- Students use PowerPoint for oral presentations

Music

- Use specialized programs of Finale and Sibelius in certain instructional situations
- Interactive software can be found on the computers in the electronic piano lab to reinforce musicianship skills in certain classes and individuals
- Have an electronic music studio which is used for recording and for teaching the electronic music course
- Stream listening assignments on line through the music library so that the students can do their listening assignments in their rooms

Philosophy

- Use Blackboard
- Use Powerpoint and the document camera in lectures
- Hope to use iPod to record spoken comments on student papers
- Use Dreamweaver to create HTML documents that go into Blackboard.
- Use Lexis-Nexis
- Students in some courses must use Blackboard and Lexis-Nexis

Physics

- Use interactive exercises (Physlets) to do in-class demonstrations, for homework problems, for pre- and post-laboratory exercises and for JiTT (Just-in-Time-Teaching)
- Use DVDs and CDs of demonstrations in classes

- Use CDs for Musical Technology course
- Use Mathematica and MathCad during class to show mathematical computations
- Students use Java and Labview in the Computational Physics course
- Students make their own web pages and post laboratory reports in html for the Intermediate Laboratory course
- Students give presentations with PowerPoint in the Intermediate Laboratory course and for final oral presentations in independent research courses
- A number of students use Java and Labview in independent study and research courses

Political Science

- Use links to the web in class
- Methods course relies on computers for teaching statistics
- Do videotapes of student oral presentations and have others critique them and post them on the web so that students can review them for the final
- Use Blackboard for submitting daily problems, receiving grades, submitting evaluations of student presentations to the presenter
- Have students do PowerPoint for class presentations
- All courses have class web pages (created in Dreamweaver) which used for distributing assignments and other course material
- Some students research and submit papers as web pages, using Dreamweaver to create the web pages
- One member had ITG write software to administer a survey of a sample of Davidson students. The survey is more complicated than a typical survey, as different portions of the sample receive different versions of some questions. Students use Stata to analyze the results of the survey and write research papers using the results. The students also make final presentations of their results, using Powerpoint.
- Students use Lexis-Nexis to create original datasets capturing patterns in media coverage; Students use Stata to analyze those datasets

Psychology

- All are now incorporating multimedia presentations in the classroom: use Blackboard, streaming media, live internet connections, DVDs, VCRs, PowerPoint
- Several have tried the "clicker" system of having students respond to surveys during the middle of class - both to assess lecture understanding and to generate "data" to analyze.
- Several use the computer systems in the classrooms for data entry and analysis during demonstrations and to teach how to do statistics.

Spanish

- Use Blackboard for student feedback and communication among themselves
- Use PowerPoint for class presentation, theses defenses, and talks
- Use films for class discussions
- Use Library Electronic Reserve for extra materials and for class discussions
- Use Internet for assignments and class lectures

Theater

- Technology applies throughout our production process: generating design and technical drawings, lighting and sound design and operation, set/costume construction are the most tech-loaded areas of work
- Use CAD (Computer Activated Design) and 3-D modeling for design courses, especially in the scenic area
- The basics of technical production, especially related to stage systems, scenic elements and lighting components, are covered in some courses