

## Center for Instructional Development and Research

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## Teaching, Learning, and Technology in a UW Classroom

Daniel Waugh, Associate Professor in the Department of History and the Jackson School of International Studies, admits that several months passed before he even turned on his first computer. Motivated by his interest in historical documents and art, however, he found that the Web offered unique advantages for his courses. Today, he is an enthusiastic, yet pragmatic advocate for integrating technology into course designs. Students in his course on Medieval Russian History now benefit from a class Web site that integrates a collection of documents, images, and maps and also provides a way for students to take part in online conversations using Catalyst Web tools. Read further to learn why Professor Waugh integrates technology or visit his Medieval Russian History course Web site to see what he has done: <http://faculty.washington.edu/dwaugh/hstam443/443pg1.html>

### MAKING MATERIALS AVAILABLE THROUGH A COURSE WEB SITE

Professor Waugh uses technology to make documents, images, and analyses available in one place at all times:

- Documents not in print, like primary sources translated by Professor Waugh's colleagues at other universities, are readily accessible through links from his site.
- High quality images and maps that require careful scrutiny are available to students at any time. Professor Waugh can also accompany these materials with his own explanatory text.
- Course expectations, announcements, and lecture overheads can be easily accessed from any computer with an internet connection -- no more stacks of handouts or dated material with conflicting information.

### FACILITATING STUDENT INTERACTION AND LEARNING ONLINE

Professor Waugh also uses UW's Catalyst Web Tools to increase student opportunities for learning by enabling:

- On-line discussions that prepare for or continue in-class discussion and explore new topics or readings.
- Participation by students who are less vocal in class.
- More opportunities for students to raise questions: "I'm probably interacting more with students than I would without it."
- More opportunities for students to express thoughts in writing, thus promoting better writing for the course.
- A more flexible curriculum that "can provide students varying levels of detail, depth, and complexity."



## ADVICE FOR OTHERS JUST GETTING STARTED

New technologies may seem overwhelming given busy schedules, but Professor Waugh has a few strategies for integrating technology into a course:

- “The secret to getting it done is to work incrementally.”
- Select technologies that meet your teaching goals and offer advantages over traditional methods.
- Learn from others’ experiences and use packaged resources, such as Catalyst tools and web-authoring programs, as you build a repertoire of skills.
- “If you just set it up, results won’t happen.” Encourage students to use the web resources by integrating and reinforcing the material in class and by creating incentives such as web-based assignments or required on-line discussion postings.

## HELP FOR INTEGRATING NEW TECHNOLOGIES INTO YOUR TEACHING

For face-to-face help, visit the Center for Teaching, Learning, and Technology (CTLT), Room 230 Odegaard Undergraduate Library, M-F, 9-5.

For web-based tools, guides, workshop information, and on-line support, visit Catalyst:  
<http://catalyst.washington.edu/>

For more information, call 206.616.8154, or e-mail [catalyst@u.washington.edu](mailto:catalyst@u.washington.edu).

Read other profiles of UW professors using new technologies at:  
[www.catalyst.washington.edu/profiles](http://www.catalyst.washington.edu/profiles)

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## HOW CAN CIDR HELP?

At CIDR we can help you design your course, articulate learning goals and activities, and explore ways to devise, implement, and assess innovations to a course. Call or e-mail to arrange an appointment with a CIDR consultant.



## Center for Instructional Development and Research

CIDR promotes excellence in teaching and learning at the University of Washington through its work with individual faculty and TAs, departments, campus-wide initiatives, and University leaders. CIDR staff are available year-round to collaborate on the design, implementation, and assessment of ways to advance teaching and learning for all students in the diverse UW community. Consultations are confidential and offered at no charge to UW faculty, TAs, and departments.

If you have questions about teaching and learning, or you would like to find out more about working with CIDR, you can call us at 543-6588, send a message to [cidr@u.washington.edu](mailto:cidr@u.washington.edu), or visit our web site:

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