

Preliminary Questions for the Audience

How do you use technology in the classroom, if you use it at all?

What obstacles does your campus and/or school present when attempting to engage tech?

Conversely, how does your school promote tech use in the classroom?

What is your rationale behind your level of technology engagement and utilization (or lack thereof) when you teach?

How do your students generally respond to tech in your classroom?

Best Practices for Diverse Approaches to Implementing Technology in the Composition Classroom Based on Student Feedback

Micro-Drafting

"[Technology] was a good aid, but I still prefer to be more hands on and learn through the instructor."

- **No-to-Low Tech:** Ask student to write thesis statements, questions, and sample sentences on the board for peer review and reflection. Have students construct outlines and paragraphs in response.
- **High(er) Tech:** Use the "Discussion" tab on a CMS to allow students to create threads for each other's discussions; project those threads in class for further peer review.

Using their Edmodo app, students post their "first try" thesis to the public-class space. Via in-class discussion, workshop thesis statements projected onto a screen. Instructor or student types in summary of feedback from discussion as a "reply". Note that you can also sign the thesis posting and response as homework.

In-Class Drafting

"I really like doing parts of the paper in class."

- **No-to-Low Tech:** Create drafting day workshops that allow students to begin building their major assignments in class starting with pen-to-paper brainstorming and ending with a proofreading activity on the final draft due date.
- **High(er) Tech:** Provide a projection of a sample student essay so that students can analyze its structure and content and use it as a guide in class.

Have students work on drafting in class, then post one body paragraph of their choice to CMS for early instructor feedback. Instructor asks question(s) to encourage dialogue with student about their writing.

Instructor Feedback on Student writing

"I like handwritten feedback because it gives a more direct approach as to errors made in the paper."

- **No-to-Low Tech:** Provide hand-written feedback on essays while using a legend for common stylistic and grammatical errors to help students code their own writing. This facilitates faster grading and fosters understanding of comments.*
- **High(er) Tech:** Combine hand-written feedback with electronic feedback on a CMS for smaller portions of the assignment or informal writing assignments.

Use Turnitin.com for originality reports and program-generated grammar/spelling check.

Use the grade book option in a CMS to give students constant access to their overall grade in the course.

Peer Editing/Peer Response Workshops

"I would rather sit down with a paper in front of me to look over to help the other student[...]"

- **No-to-Low Tech:** Ask students to have printed copies of their draft to give to other classmates and conduct a peer response session based on global level concerns and then lower level concerns. Use a common legend sheet for coding errors throughout the semester.
- **High(er) Tech:** Have students post a paragraph of their essay-in-progress onto a class discussion board. Have peers respond to two other students' posts using guided questions, and respond to posts by emphasizing most helpful feedback. Offer points for the exercise.

Reinforcing Comprehension

"Taking quizzes and following directions online was painless and preferable to me. The ease of access to course content from the technology made writing easier for me and made learning more natural[...]"

- **No-to-Low Tech:** Ask students to write down questions regarding the assigned reading or the next major essay assignment at the beginning of class and then work in groups to develop answers. Turn the activity into an incentivized game, in which students with the most astute/accurate answers receive extra credit.

Allow students to practice critical reading and comprehension skills in class by providing colorful highlighters, pens and markers for annotation.

- **High(er) Tech:** Ask students to "visualize" their essays using online tools such as Prezis, Weeblys, Piktocharts and YouTube videos to reconstruct—and reimagine—content.

Using lecture capture software, record lectures ahead of class for students to watch as homework. Create activities in class that allow students to practice what was taught in each lecture.

Using a CMS, assign reading comprehension quizzes and surveys for homework Use the information to assess student understanding and re-craft class activities around clearing up confusions.

Using a CMS, have students post after certain classes a major "takeaway" from that day's activity, be it a lecture, drafting exercise, or group activity.

Administrative Matters

"Technology made it easier to follow along with the class and made communicating with the instructor and other classmates much easier."

- **No-to-Low Tech:** Post weekly homework assignments on the chalkboard.

Send weekly course calendars through a CMS; include specific dates for students to bring tech devices so they do not have to bring them to each class.

- **High(er) Tech:** Give students access to the instructor's Twitter or social media account so that they can access the instructor at anytime.

Post all Prezi or Powerpoint lectures, handouts and notes on a CMS for students to access when needed.

*We have handouts that facilitate this type of student coding of essays, along with many other handouts that complement the activities above. Please feel free to contact us at: m.gagich@csuohio.edu, e.zickel@csuohio.edu, j.brentar@csuohio.edu, and j.s.schantz@csuohio.edu for resources, or to continue the conversation.