

**Notes following student/faculty technology workshop, February 14th, 2017. Chaired by Russell Williams (TLC/Comp Lit), Tomer Libal (CS).**

Students using Facebook groups as a well of providing outside class support to each other, useful way of breaking the ice/getting to know the other students in the class.

Snapchat as a outside classroom tool? (RW to look into GC professor using this tool for assignments based on class visits).

Quote, when it comes to technology in the classroom/outside the classroom, some professors "put up the wall, others don't"

It's all very well using transient, social media communication, but some students like the permanency of an email that they can go back and consult.

Exam of Slan Dafydd's creative writing class, collaborative work/work for comment is circulated via email at the start of the week to give students a chance to investigate/read. Opposite of technology, students being invited for brunch at Geoff Gilbert's flat during a particularly tough economics and literature class.

Students reported sometimes feeling like they were 'drowning in emails', sometimes text messages/shorter messages can cut through that.

How do we feel about students having professors mobile phone numbers for communication?

Group messaging – WhatsApp for Adrian Harding's theatre class. Students saw the value for class visits/study trips and emergency communications.

Claudia Roda mentioned how a lot of these issues played into bigger debates about the relationships between students and Faculty's private and public spaces and the grey area between the two that can sometimes emerge at university.

While proximity is often helpful, students reported that formality and distance could be beneficial too. Comparison made between the French system and the US system.

Opinions on Blackboard were mixed – some found it not particularly user-friendly (didn't like having to log-in for different functions, but some Faculty were using it particularly well (eg Julia W.).

Google Docs was useful for collaboration with other students, **Trello (as used by the Peacock magazine has been particularly useful (RW to investigate here as it could be appropriate for his CL3020 class).**

Piazza for quick informal questions (Yammer is an instant messaging service we have access to via Office365. **Slack also mentioned (RW to investigate - Henry has looked into this).**

Maths students were particularly enamoured with the free suite of online learning offered by KhanAcademy (Taylor Coffman's classes are making particular use of this. RW to investigate – apparently this is very good for English grammar skills, too - Rebekah checked, yes it's useful).

Taylor Coffman also mentioned how he'd investigated using Edmodo for his classes (very similar to Facebook, but perhaps slightly infantile for the students we have at AUP).

Students welcome services that required Google log-in (so they didn't have to keep logging in and logging out to various services).

Issues relating to profs classroom technology policies were raised. Relationship between paper note-taking and laptop note taking were discussed (laptop notes – good for sharing, paper notes require 'less revision').

Some students making particularly swish use of iPad colour-coded note taking (Bria – RW to investigate). There is an awareness that this can be a little distracting for other students, however.

Taking photos of PowerPoint slides/OneNote for Mac – using as a revision tool.

Mobile phones as useful for quick Google checks/but also as a way of avoiding work. (Note from RW: I got the impression that students would respect/welcome a partial ban on mobile phones in the classroom - eg 'now is the time we can use phones; now is the time we can't'. Note from Rebekah – this is what I'm doing in my classes now and I think the students appreciate it.).

Henry's point about faculty taking more time to problematise why students feel the need to use mobile phones?

Art history profs – sending the class PowerPoints to students in advance. Welcomed.

Dragon – speech to note app.

Teaching through the Cloud? Drawing students attention to Office 365 cloud technology?

Ethical implications? One student was wary about starting a blog for a class assignment, others less worried about Google.

From Rebekah's notes:

Russell asked the question "What online social networks do you regularly use?" Replies – Facebook, Snapchat, Tumblr, Instagram.

Writing conventions on e-mail. Sometimes students spend significant time formulating a message to be respectful to the professor and the professor replies with something very brief, like "OK". Receiving this feels a bit disturbing.

Study trips can affect the type of contact students have with their professors.

"If it's not engaging enough, I will be on something else" (I.e. if I can use technology).

Mobile phones – I heard the following: "If you don't want phones in your class, just say it"; "I'm more eager to do the work with a professor who is less rigid"; "the conversation in class helps me stay off my phone".