

Integrating eBooks into Your Program:

How to get the most out of Digital Integration for your program's success.

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Modes of Delivery



Why digital?

- ✓ Portability
- ✓ Font & Size Adjustment
- ✓ Images & Videos
- ✓ ADA compliant technology for desktop, online and mobile
- ✓ Highlighting, bookmarks, notes
- ✓ Text-to-speech functionality and night display
- ✓ Study Guide Creation & Flashcards (select)
- ✓ Note sharing – instructors and peers
- ✓ Read-to-me



TO LEARN,
STUDENTS NEED TO
DO SOMETHING



[-cultofpedagogy.com](http://cultofpedagogy.com)

**eBOOKS alone are not
effective TEXTBOOK
replacements**

Problems a Passive Learning Model

- Poor student learning styles inhibit long-term memory acquisition of content
- Lack of content knowledge inhibits cognitive development = reasoning skills
- Instructors focus on content lecture instead of interactive learning or realism in the classroom



Passive learning fails!

Two elements of interactivity

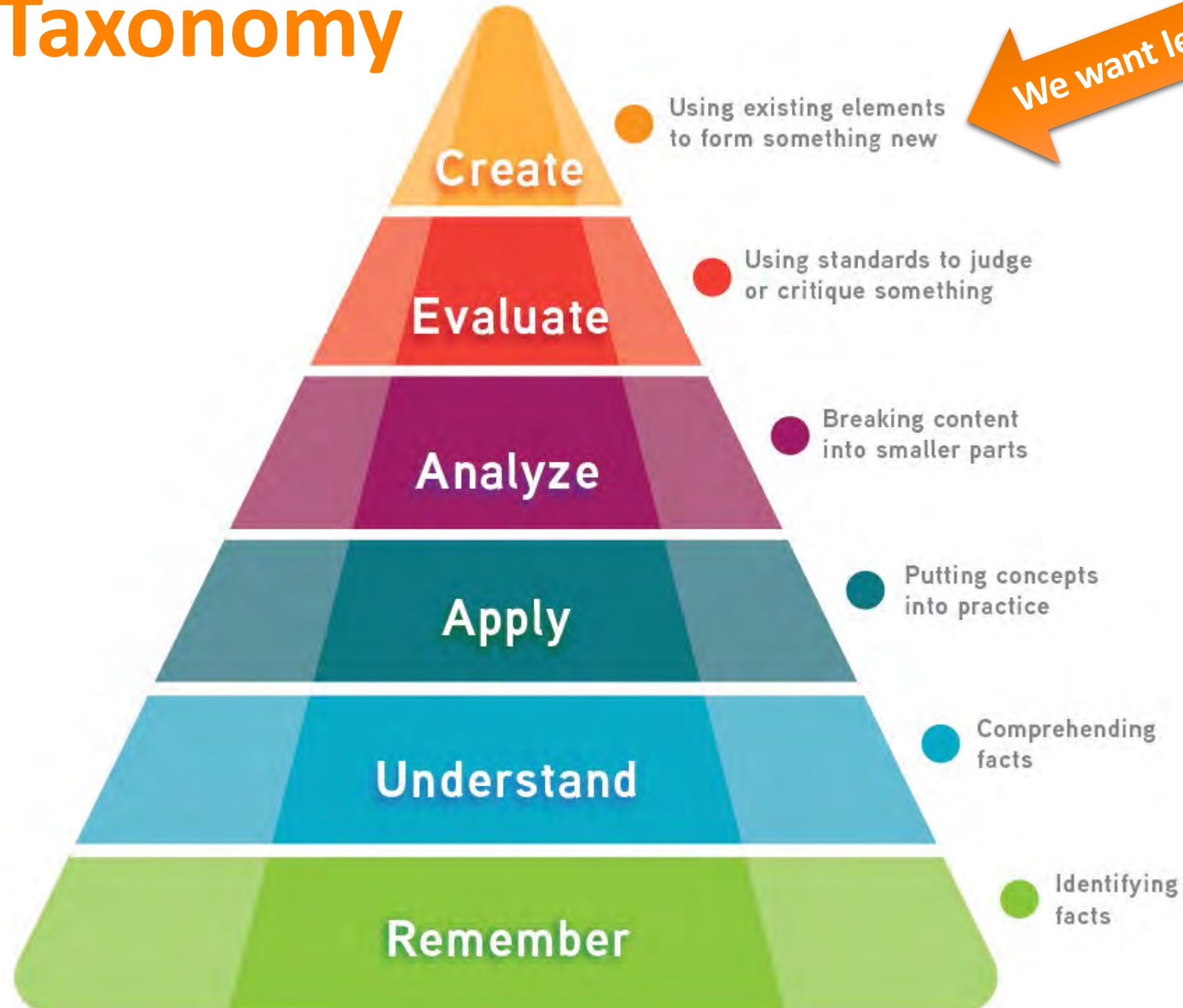


Interact with screen
TOUCH



Interact with content
THINK

Bloom's Taxonomy



Lecture and PPT Rules

1. For a 50-minute lecture, plan to use no more than 20 –25 slides
2. Break a slide deck into 3 sections
3. Use a case or compelling statistic to engage learners
4. Spend no more than 10 minutes showing slides and then offer a “cognitive break”
5. Keep the “break” relevant
6. To promote engagement, use cases, in-class polls, video clips, etc.
7. Incorporate multiple learning modalities
 - ✓ visual
 - ✓ auditory
 - ✓ tactile/kinesthetic
 - ✓ smell/taste

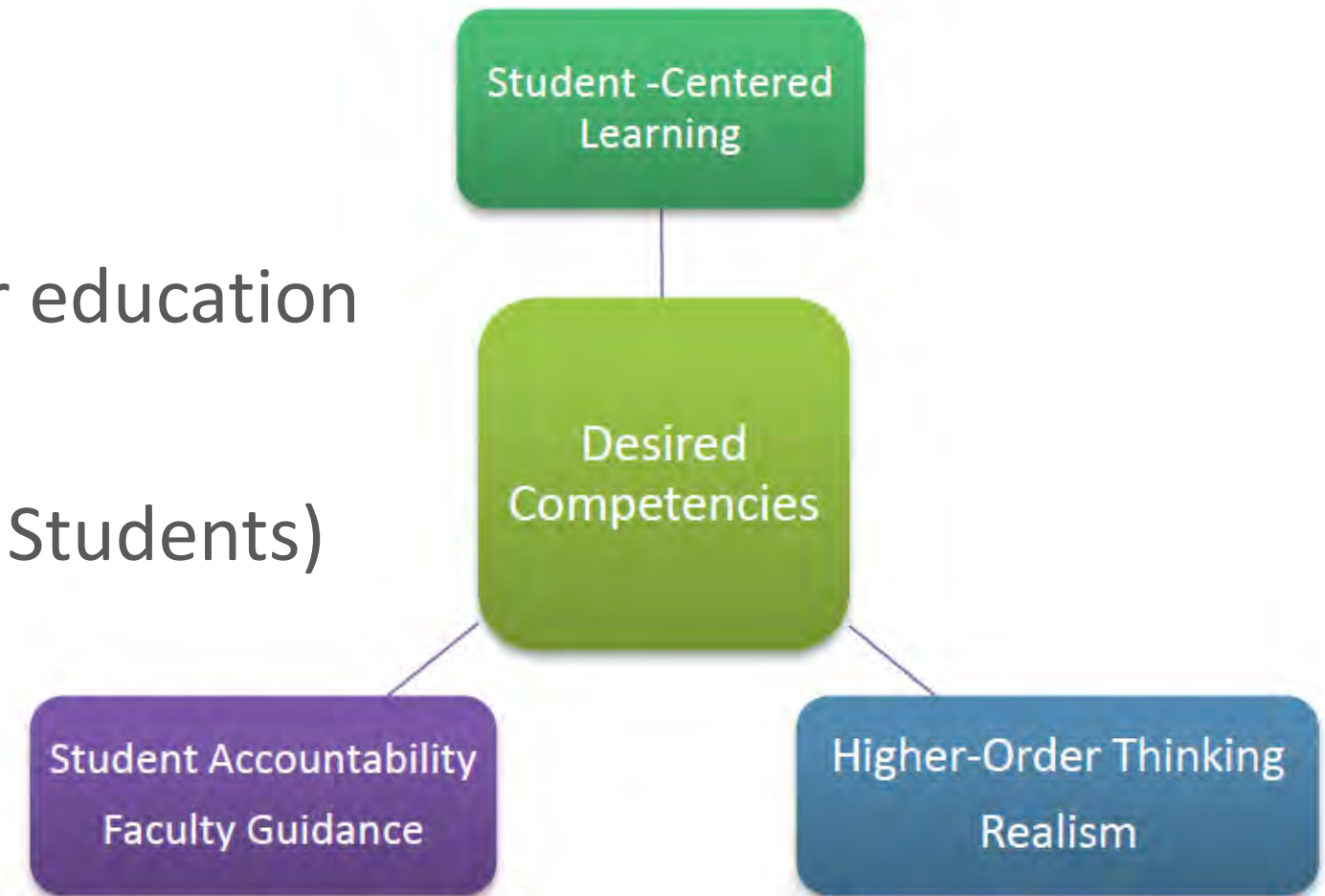
Stand Up (please)

Would you agree?

1. Students don't read when they should
2. Many students struggle with comprehension
3. Faculty often don't know what concepts students find difficult until the exam results
4. Students may not have the ability to pick out key concepts from reading assignments
5. Faculty cannot rapidly adjust their curriculum focus in the classroom to accommodate for what some students missed
6. Students must re-learn critical concepts for the exams = CRAMMING!!!
7. All students come to class prepared

Achieve Desired Competencies

- Faculty must create situations that replicate reality
- Students must take ownership of their education
- Partnership (between Faculty and the Students) is crucial



The Bucket Strategy



Student Preparation,
Bloom's Levels
Remembering and
Understanding



In-Class Time,
Bloom's Levels Application,
Analyzing, Evaluating,
and Creating



Evaluation,
Bloom's Levels
Analyzing, Evaluating,
and Creating



Student Preparation,
Bloom's Levels
Remembering and
Understanding

- “Snorkel” before you “Scuba-Dive”
- Provide value - meaningful and purposeful
- Set realistic expectations

Ebook Study Tools

- **Highlighters:** highlight colors make it easy to categorize important information and import sections directly into your notebook
- **Page Finder:** By clicking on a highlight from your notebook, you can instantly jump to the exact spot in the text where that entry appears
- **Note Taking:** Add personal notes about the text content or images directly to your text
- **Note Sharing:** Instantly share your notes and highlights with peers
- **Note Acquiring:** Easily subscribe to the shareable notes of your teachers and peers
- **Study Guide Creation:** With a few simple clicks you can export all of your notes, highlights, and saved images into a streamlined review document
- **Portability:** Access online, offline, or via mobile device

Student Prep Outside of Class

- Read and prepare with a purpose
- Develop worksheets to focus reading time
- Integrate YouTube videos/On-line resources
- Case Studies/Real World Application
- Create a “Ticket to Class” Assignment

Pre-Class Worksheet Assignment Topic: Disney Princesses

In your ebook read pages 8-9 (princess.Disney.com)

Bring your completed worksheet as your “ticket” to class.

1. Who are the 12 official Disney Princesses? List all.
2. Be prepared to describe 2 Princess-related Activities.
3. Work with a peer to discover what two ways can you access “Belle’s Story”



In-Class Time,
Bloom's Levels Application,
Analyzing, Evaluating,
and Creating

- Facilitate discussion
- Don't critically think for your students
- Activities that engage students

Active Classroom Guidelines

- Orient students to your classroom
 - Team-based learning
 - Instructor-Facilitator
- Assign groups
- Structure class in manageable chunks
- Mix it up!
 - Lower Level Bloom's
 - Higher Level Bloom's

Lower Level Active Classroom Strategies

- “Best Answer” Activity from Pre-Class Assignment
- Share Pre-Class Assignment
- Lecture-Guided note taking
- Worksheets
- Games-Family Feud, Jeopardy
- Quizzes-Clickers or Colored Note Cards
- Use Videos/Images to Illustrate Points

Higher Level Active Classroom Strategies

- Video Creation
- Use Images for Labelling
- Application Level-Case Studies/”Real World” Scenarios
- Peer-to-Peer Critique
- What is Wrong with this Example
- Role-Play
- Use On-line and textbook resources

Disney Princess In Class Activity

1. Take a moment to reflect on what you learned about Disney Princesses
2. Draw your own Disney Prince or Princess stick figure
3. List 2 qualities that your Prince or Princess possess

1. California Hair
2. Ninja Skills





Evaluation,
Bloom's Levels
Analyzing, Evaluating,
and Creating

- Student Evaluation
 - Formative
&
• Summative

Evaluation Methods

- Formative
 - Quizzing
 - Grade Pre-Class & In-Class Activities as appropriate
 - Peer to peer evaluation-Team-based learning
 - Simulation
 - Debriefing Activities at the End of Class
- Summative
 - Faculty made Exams
 - Standardized Testing

Class Debrief

What are your 3 biggest take-aways from this presentation?

Questions?

