Using simple technology to engage student learning in large enrollment courses.

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Session Overview

• Framing engagement in large leadership classroom

• Three Simple Tips:
  – Music
  – Audience response systems (i-clickers)
  – Innovative group project presentations

• Plus 1 more...that works for me
AGED 260: Introduction to Leadership Studies

- Interdisciplinary-freshman through senior
- Survey course of major leadership theories
- First in the required sequence for the Minor in Leadership Studies
- 180+ students each semester
Name a Leader

• Write down the name of one leader and one reason why you identified this leader.
• Now, pair and share each of you describing your leader—Go!
Music in the Classroom

- Have a purpose
- Find music that makes sense for your topic
- Reaches a broad audience
- Signifies experiential activity
- Clear end of activity
- Provides a “break”
- Engage students in finding appropriate music
Examples

- Servant Leadership—putting followers first and guiding followers and organizations to do the right thing.

  Lady Antebellum-Act of Valor “I was here”

- Values-based leadership—social change model, ethical leadership, servant and transformational leadership.

  Fun-Some Nights “Some Nights”
Audience Response Systems ("Clickers")

- Illinois i-clicker

Follower receptivity is a necessary condition to the successful use of leader behaviors in this leadership theory.

A. Path-goal leadership
B. Social change model of leadership
C. Servant leadership
D. Opportunistic leadership
i-clickers—Practices for engagement and student learning

- Specific goals for using i-clickers (Duncan, 2008)
- Explain to students why you are using clickers (Duncan, 2008; Draper, 1998; Dallaire, 2011; Lantz, 2010)
- Type and timing of questions (Weerts, 2009)
- Peer instruction in real time (Duncan, 2008; Lantz & Stawiski, 2014; Weerts, 2009)
- Not less than 5% nor more than 15% of course grade (Caldwell, 2007)
- It’s the discussion of i-clicker questions that produces the learning. (Lantz & Stawiski, 2014)
Figure 1. Rate how helpful i-Clicker questions are in helping you learn course material.
Figure 2. Rate the difference in how much time and thought you put into scored vs. non-scored iClicker questions.
Sample Question

Classroom Scored Question

*Conceptual skill in Katz’s approach is similar to which of the competencies in Mumford’s Skill Model?*

A. Problem-solving
B. Social judgment
C. Knowledge

Results

<table>
<thead>
<tr>
<th>Category</th>
<th>F'13 Non-scored</th>
<th>S'14 Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly incorrect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commonly confused</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our Group Project Presentation

- Benefits in a large leadership course
  - Builds community
  - Practice leadership in the way we are teaching leadership (interactions, relational, group process)
  - Team processing
  - Innovation
- Final presentation style rule: “No PowerPoint, no Prezi”
- Yikes, what will happen?!
Behavior Tree

LMX

EI

Path-goal

Transformational

Situational

Psychodynamic

Style
Chrislip and Larson are not the only writers who have taken a stab at laying out the best methods for accomplishing a collaborative group atmosphere, however. Another notable collaborative model comes from Hank Rubin, the author of "Collaborative Leadership: Developing Effective Partnerships for Communities and Schools" and the President of the Institute of Collaborative Leadership. Rubin states that the ability of the leader to assess the followers and influence them in a way that will inspire and motivate them through moulding their behaviors and beliefs to fit a collaborative mindset. This ability to behave in a way that brings out the best in group members has a lot to do with emotional intelligence, especially social awareness.
Creative, accurate videos and stories

- **Illinois Media Space**
- Password protected digital storage
- AGED 260 “Channel”
Plus 1 Tip-Video Course Summary

- Shows learning process over 16 weeks
- Does not use PowerPoint
- Demonstrates creativity
- Incorporates student work
- [Illinois Media Space](https://illinoismedia.com)
Summary

• Choose your technology based on pedagogy
• Anticipate that sometime your technology will crash (and have a plan)
• Good teaching and learning practice includes multiple methods and education styles
• Using “clickers”-develop high level questions; encourage students to interact and peer teach
• Fit the technology to your personality and style

Bibliography and Resources