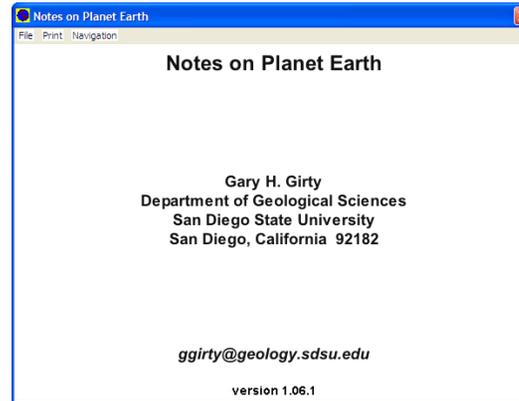
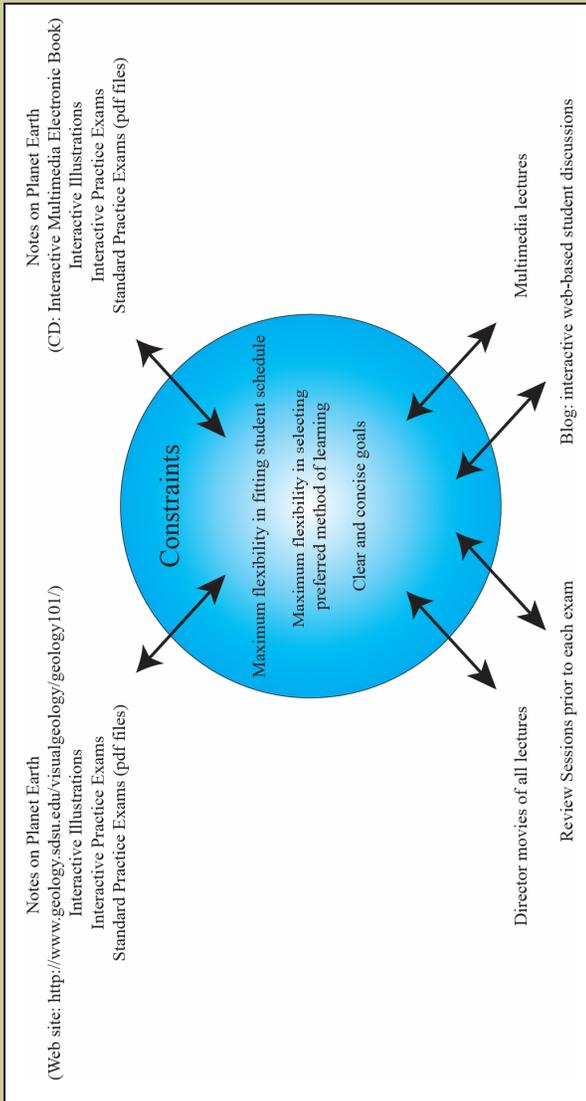
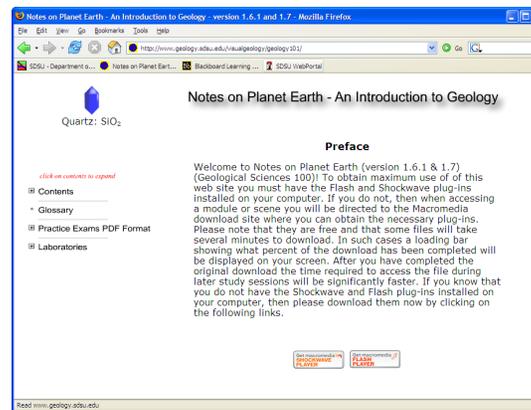


pICT 2006 Summer Fellowship Program



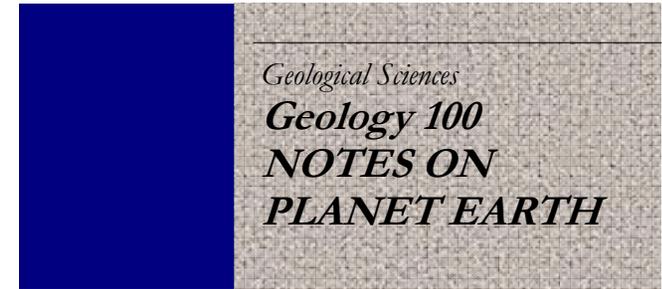
Course CD



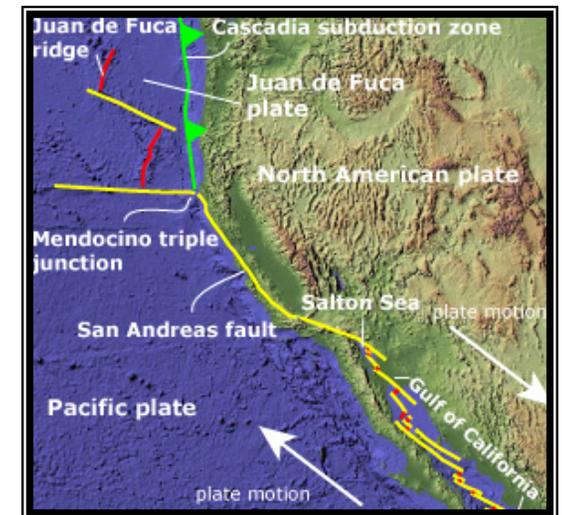
Course Website

*Geological Sciences
Geology 100
NOTES ON PLANET EARTH*

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Orchestrating a Blended Course with 250+ students



Gary H. Girty
Professor of Geological Sciences
San Diego State University



Basic Design



What is your specific innovation?
I have developed a blended course for the classic introductory geology class called Notes on Planet Earth. In an attempt to provide the students as many different ways as possible to understand/learn the required material I provide

them (a) a web site that contains the 13 modules that are covered during the course, (b) a CD that allows them to print out the 13 modules, and (c) I lecture to those students that desire a more classical form of delivery. Embedded in the 13 modules are interactive illustrations made in Flash, and at the end of each module there is an interactive practice exam. In addition, I provide a link on the web site for students to download pdf files of the practice exams. I have set up a blog (see <http://notesplanetearth.blogspot.com/>), where I hope to engage the students in discussions about extra credit questions that I will post. The extra credit questions will deal with timely issues presented in the news media or world-wide web that deal specifically with geology. Finally, I am in the process of developing a series of Director-based movies (e.g., enhanced podcasts) of my lectures that will be made available on the web site and on the CD for those students who prefer such a format.

What engaging and worthwhile learning activities and tasks will your students complete?

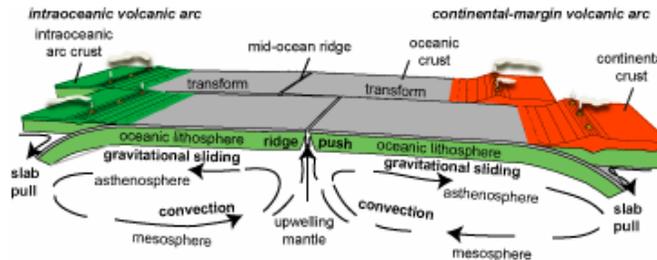
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When in the course will the new innovation be introduced, both in terms of the course calendar and in terms of the overall curricular flow of the course?

I will begin introducing these innovations into the two summer courses that I teach. For example, I have already introduced the blog and will have the Director movies of my lecturers completed by the end Fall 2006. What are the students' roles in the activity/intervention? The students will have the choice of how they want to obtain the information to be successful in the class. They can read and interact with the material online or on a CD. Alternatively, they can print it out from the CD, or attend one of my lectures. In addition, after I have completed the Director movies of my lecture they will have a fifth choice.

What is your role?

To use the orchestra-director metaphor, I am the director.



How and where will your students work? Classroom, lab, groups, etc.?

They have a choice – they can work at home, alone, in groups, or they can attend my lectures and review sessions. I emphasize the fact that I have open office hours for all students 5 days a week. In addition, I respond to emails from students from 8:00 am until 10:00 pm daily.

What other support services and resources will you need?

None

Will you need additional people to help with this activity/intervention?

No

Learning Gains

What do you want students to know and be able to do as a result of your innovation?

See Objectives in syllabus and posted elsewhere in this poster.

What knowledge, skills, strategies, and attitudes do you expect students to gain?

See Objectives in syllabus posted and posted elsewhere in this poster.

How can technology extend and enhance the lesson in ways that would not be possible without it?

We are a diverse population in terms of our cultures and academic backgrounds. This diversity translates into a need for a course structure that accommodates the different ways that our student population obtains and retains information. Technology provides a way to produce just such a structure.

Why is it that you selected this particular learning activity?

I enjoy working with computers and helping students help themselves.

How do you plan to gauge the success of your innovation in a way that you could demonstrate this effectiveness to colleagues?

I will develop a survey that will allow me to assess which of the 5 different methods of obtaining/learning the required material worked best for students completing the course, and why. The survey will also follow up on the course Objectives outlined elsewhere in this poster. If the structure of this course proves successful, then I hope to use it to develop a course entitled "Faults of California: Recognizing and Understanding a Natural Hazard".

What potential problems do you anticipate?

Time, time, time,....

