

Welcome!

A Balance Principle of Educational Technology Adoption Troy Welch, Thompson Rivers University









1. Draw some circles

2. Draw the rest of the f g owl

Question: Why/how does technology adoption seem problematic?

SIMPLE ANSWERS

TO THE QUESTIONS THAT GET ASKED ABOUT EVERY NEW TECHNOLOGY:

WILL MAKE US ALL GENIUSES?	No
WILL MAKE US ALL MORONS?	NO
WILL DESTROY WHOLE INDUSTRIES?	YES
WILL MAKE US MORE EMPATHETIC?	NO
WILL MAKE US LESS CARING?	NO
WILL TEENS USE FOR SEX?	YES
WERE THEY GOING TO HAVE SEX ANYWAY?	YES
WILL DESTROY MUSIC?	NO
WILL DESTROY ART?	NO
BUT CAN'T WE GO BACK TO A TIME WHEN-	NO
WILL BRING ABOUT WORLD PEACE?	NO
WILL CAUSE WIDESPREAD ALIENATION BY CREATING A WORLD OF EMPTY EXPERIENCES?	WE WERE AUREADY ALIENATED



Great Minds in Development: Steve Krug, DevSource Sponsored by Microsoft, circa 2006

Experience

Approximately 15 years classroom instruction: Digital Art & Design program at TRU

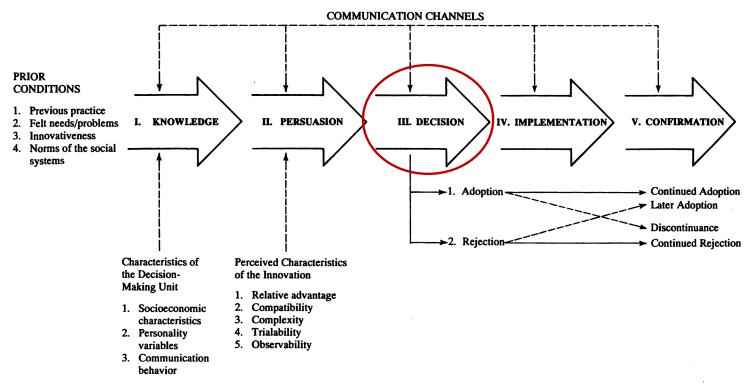
coupled with

3 years (so far) innovations development/ed. tech. support

Informal observations of user "satisficing"

In the literature

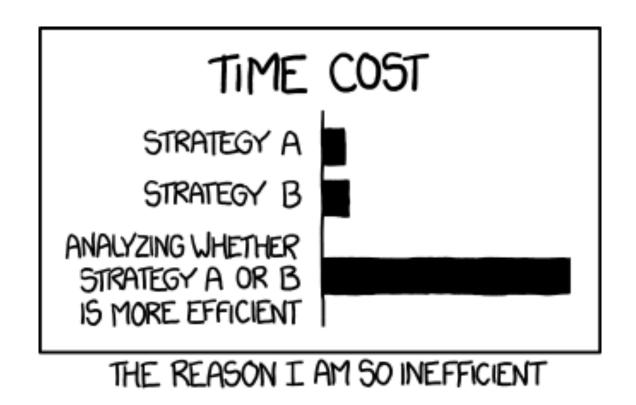
Figure 5-1. A Model of Five Stages in the Innovation-Decision Process



The *innovation-decision process* is the process through which an individual (or other decision-making unit) passes from first knowledge of an innovation, to forming an attitude toward the innovation, to a decision to adopt or reject, to implementation of the new idea, and to confirmation of this decision.



Really it is a type of Time, Cost, Benefit Analysis



It happens at an individual faculty member level



Design and assembling learning experiences is complex. (I'll resist a bad "a lot of moving parts" pun.)



If instruction was computer programming

Typical computer programming steps/phases	Instruction
Problem definition	Learners need to become proficient and knowledgeable about a subject or topic. As "teaching" and "learning" are two separate, independent and often disconnected activities, the problem is how to get other people to learning something.
Planning the solution	Identify and articulate learning outcomes of the course and devise a set of learning activities and assessments to support these outcomes.
Coding the program	Plot a set of learning and assessment activities that neatly fit into 3 - 45 minute classes in each of 13 weeks.
Testing/Debugging the program	This phase occurs in real-time throughout deployment. Deployment environments (students) are ill-defined, unique and responding differently and unpredictably to the program.
Documenting the program	In instruction, this step occurs after "coding the program" but before "testing/debugging". Common forms are course outlines, lesson plans and course readings.

Implementation Overhead-Unique to Instructor/Class



Docter, P., Del, C. R., LeFauve, M., Cooley, J., Rivera, J., Poehler, A., Smith, P., ... Walt Disney Studios Motion Pictures,. (2015). *Inside Out*.

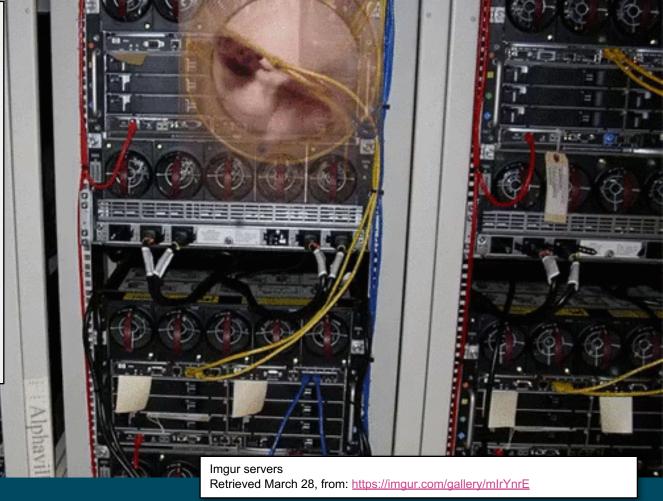
Separation of concerns between instructors and institutional information technology services areas



Policies, cost, approvals, installation, etc.

...the questions of administrative policy can cause confusion between the policy of administration and the administration of policy, especially when responsibility for the administration of the policy of administration conflicts, or overlaps with, responsibility for the policy of the administration of policy.

Yes Minister: A Question of Loyalty, BBC, 1981



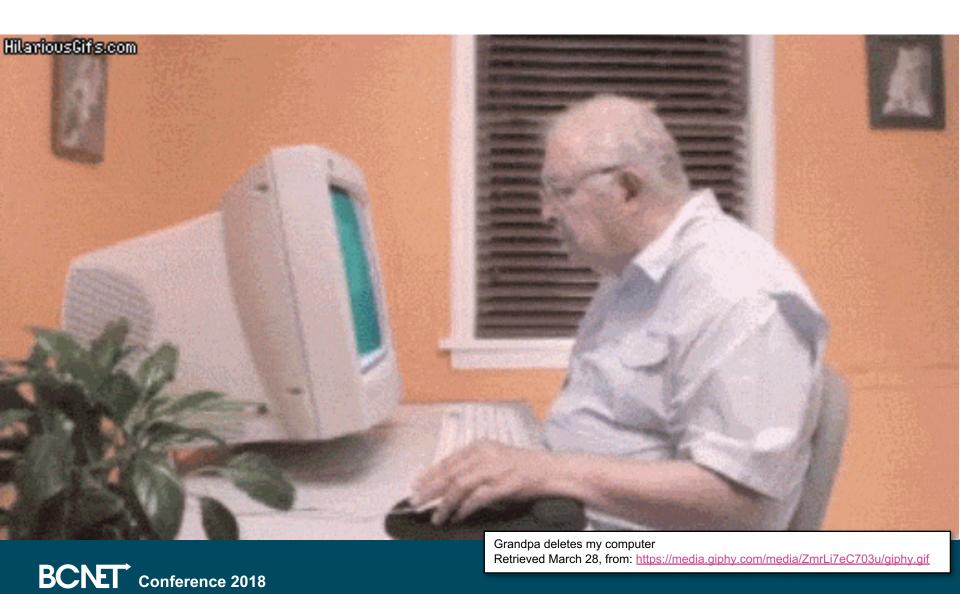
Instructor learning, strategy & setup



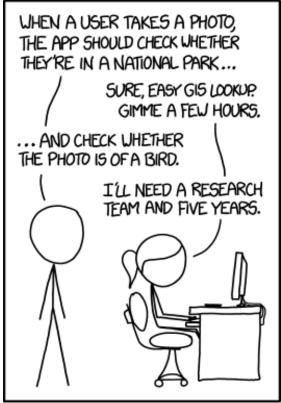
Student Learning: time for this is limited



Ease of use: instructor/student classroom perspective

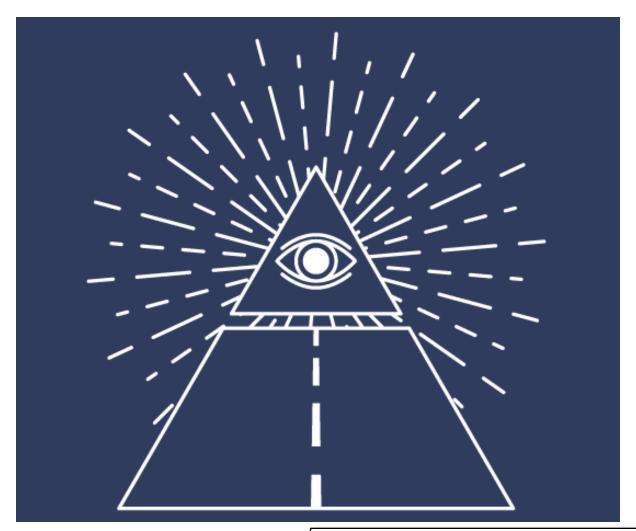


Q. What else would constitute adoption overhead/barriers?



IN CS, IT CAN BE HARD TO EXPLAIN THE DIFFERENCE BETWEEN THE EASY AND THE VIRTUALLY IMPOSSIBLE.

Educative value



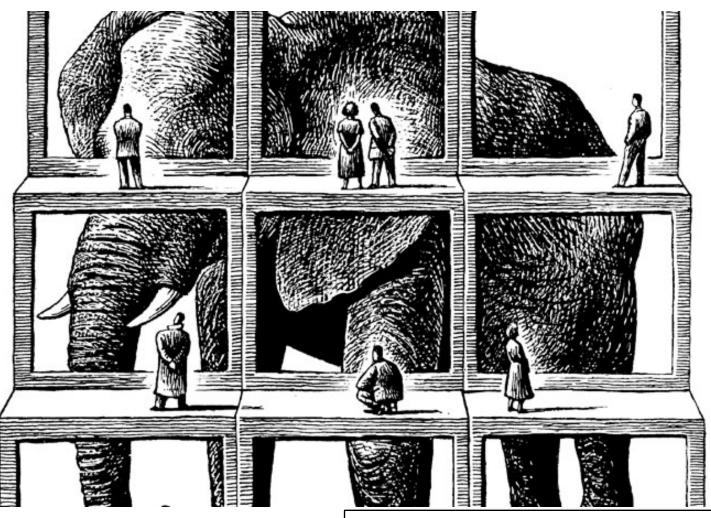
Don't text and drive

Retrieved March 28, from: https://giphy.com/gifs/car-text-eye-3owvK0BvQ7HfmE0XkY

Determined by individual faculty members

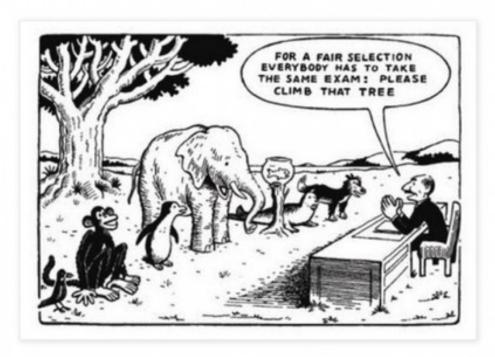


Highly contextual



Designing Assignments and Rubrics, Paige's Education Blog Retrieved March 28, from: http://pemducation.blogspot.ca/2015/02/designing-assignments-and-rubrics.html

Based on the value to supporting learning outcomes & efficacy



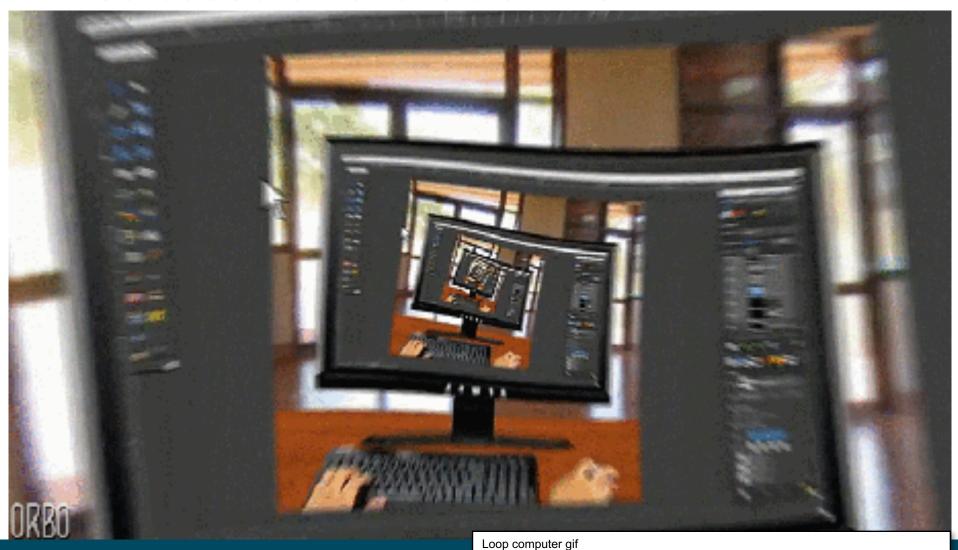
"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

-Albert Einstein

Our education system

Retrieved March 28, from: http://hak660.com/quotesalbert-einstein-quotes-on-our-education-system.html

Also based on available time



Retrieved March 28, from: https://giphy.com/gifs/loop-computer-OEfhreilPQAoM

BCNET Conference 2018

Q: What other things could contribute to the educative value assessment?



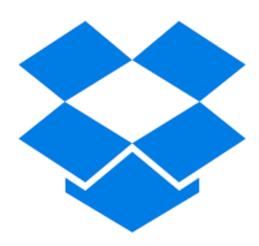


Low overhead, medium to high potential value









Medium overhead, medium to high potential value





Sandstorm.io





High overhead, medium to high value















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Reactions/Discussion?

