

TEACHING AND TECHNOLOGY REVISITED; THE EFFECTS OF INTEGRATING TECHNOLOGY INTO THE CURRICULUM

PANEL DISCUSSION

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SUMMARY OF TITLE III COMPUTER-AUGMENTED INSTRUCTION PROJECT

The introduction of technology into the teaching and learning process often results in profound changes in a institution's faculty, students, and the established curriculum. At Bucks County Community College in Newtown PA., this process of rethinking teaching, learning and the curriculum has drastically accelerated over the last three years, due mainly to an influx of resources from a national Title III grant. This grant supplied 31 faculty with computers, release time, training and faculty development support. In turn, these faculty were required to select one of their courses, and identify or develop a technological application specific to their student's needs.

The four year project consisted of three discrete phases. In the first phase, the faculty received "minimal competency" training in computer comfort and basic skills, general purpose and course-specific software, computers as instructional delivery systems, and knowledge of educational computing resources. In the second phase, the faculty designed, implemented and evaluated a course-specific computer activity plan that was pertinent to their specific discipline, students and teaching style. The third phase, currently in effect, requires the identified faculty to serve as resources to their colleagues, sharing the skills, knowledge and expertise they have gleaned from their participation in this project.

SUMMARY OF PANEL DISCUSSION

This panel of individuals from Bucks County Community College will include the project's coordinator and educational technologist, as well as three faculty members participating in the grant who have been particularly successful in their technological intervention attempts. The coordinator, who is also Director of Academic Computing is responsible for administering the Title III grant; the educational technologist is responsible for project faculty development support. The three faculty members include: (1) a social science teacher who is using a Macintosh-based, map generating software package to teach geography and ethnic distribution; (2) a faculty in communications who is investigating the integration of video into a computer environment using Macintosh's Quicktime technology, and (3) a chemistry teacher who has used various computer programs (Beaker, NMR Simulator, Project Seraphim) in a creative and problem-solving approach to teaching chemistry.

These individuals will share their particular perspectives of this project, as well as discuss some of the other discipline-specific applications that have been developed or adapted by faculty for use in the classroom.