What students and faculty say about learning with technology...

Technology as a learning tool
"...we don’t try to come up with ways we could use the technology first. Instead, we think about what would be an interesting question to ask, and what resources we need to effectively do the inquiry...we are asking the students to analyze the temperature profile of the atmosphere (using Excel and ArcView) as it pertains to the development and possible presence of an urban heat effect in Portland. So you bring the technology to the task at hand, based on what needs to be done."
— William Beekler, Center for Science Education
Portland State University

Engage students
"I could see the power of the computer: it visualized the data for my students, put it in a graphical form, and they could see it gathering the data, interpreting it, and analyzing what they’ve got immediately...Now we have a new way of teaching because of the computer. That’s the power: the computer can be used to learn with, not just to make life easier. And the students are really engaged with the experiments."
— Curtis Haggard, Natural Sciences
Jeju Junior College

"I learned more in this one class than I did in probably a year and half at my old school. In just understanding how stuff works in three dimensions. Geology is such a visual subject anyway that without being able to see things in those three dimensions, and being able to move things around and physically go into a data set and pull things apart, you are at a great disadvantage..."
— Shane DeGross,
Geology Student
San Diego State University

Joliet Student: "This lab is more thought provoking. Anyone can pretty much knowing a formula, take the numbers and plug and pull, but what does that answer mean? I believe that in this class we actually know what the answer means."

Bring the real world into the classroom
"I’m very much trying to use real data and modeling in my calculus class, and of course in the environment it’s a lot easier because the students are working in teams of four and the computers are in the classroom."

"We do experiments in calculus now too! I’ll bring a cup of hot coffee to class and we’ll put a temperature sensor in the air and watch the data being plotted. Then we’ll try to model it mathematically. That’s what mathematics is all about. I think the underlying goal is to teach them a good insight into calculus and how to apply it."
— Robert Knowles,
Mathematics

VISIT the LT^2 Website to find:

Geoscience studies: In-depth studies of learning technology innovations at a variety of post-secondary institutions, featuring courses in diverse science, mathematics, engineering, and technology disciplines. Personal narratives of faculty and students, from on-site interviews, cover virtually every logistical, technological, interpersonal, and political issue involved in adapting learning technologies into courses or curricula.

Short stories: Lively first-person accounts of the learning technology experiences of faculty from around the country. Site visitors can contact each faculty member via e-mail to ask questions and sample the technology via Web links.

Frequently asked questions: A quick stop for opinions, advice, and bits of wisdom from experienced learning technology users.

Evaluation: Evaluation resources to help faculty assess the role of learning technologies in improving student learning.

Learning technology taxonomy
A comprehensive taxonomy of learning with technologies, based on a thorough analysis of literature on technology and learning.

http://www.wcer.wisc.edu/nise/cl1