

SHOULD TECHNOLOGY BE ACCESSIBLE IN CLASS?

EVIDENCE SUGGESTS: TECHNOLOGY CAN HAVE POSITIVE IMPACTS IN CLASS

“Students will surf the internet instead of engaging with class.”

FACULTY



“I can quickly make legible, organized, and easily-editable notes.”

STUDENTS

✓ PROS

- Students can capture more material as most can type faster than they write.
- Students can collaborate more easily in and out of the classroom.
- Students can use notetaking software to improve their retention by adapting them to learning needs.

✗ CONS

- Verbatim typing can hinder students' information processing & retention.
- Not ideal for fast-paced and/or diagram-heavy lectures.
- Access to laptops can be distracting when attention is divided between class-related and non-class-related tasks.

♥ CONSIDER

- Most recent meta-analysis of research by Urry, et al (2021) shows neither laptop or handwritten notes are better for information retention.
- Effectiveness of technology in the classroom depends on the class (level, discipline) and instructor (speed, slides, class structure, etc.).

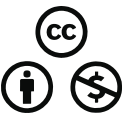


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SHOULD RECORDED LECTURES BE ACCESSIBLE ONLINE?

EVIDENCE SUGGESTS: ONLINE ACCESSIBILITY CAN HAVE POSITIVE IMPACTS IN CLASS

“Students might not attend class if they can access it online.”

FACULTY



“If I need to miss class, I can easily review the material online.”

STUDENTS

✓ PROS

- Students can review, clarify, and deepen learning when used in addition to attendance.
- On-demand access to class.
- Increases inclusivity for students with attention disorders, learning disabilities, language barriers, barriers to attendance, etc.

✗ CONS

- Students may be less likely to attend class with remote access to class happenings.
- Recordings can be open to technical difficulties.
- Less instructor-student interactions.
- Increase in procrastination and surface learning.

♥ CONSIDER

- When providing recorded lectures, attendance and instructor-student interactions are still crucial for student success.
- Instructors should address how to best use recordings, such as a revision aid or closed captioning options (Nordman et al, 2020).



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SHOULD NOTES/SLIDES BE ACCESSIBLE TO STUDENTS?

EVIDENCE SUGGESTS: POSTING NOTES/SLIDES CAN HAVE POSITIVE IMPACTS IN CLASS

“Students might be less attentive in class if they don’t take notes.”

FACULTY



“I can pay more attention to what’s being said and review the notes later.”

STUDENTS

✓ PROS

- Provides more time to think about and process class material.
- Provides a template to take better notes and take time to listen.
- Increases inclusivity for students with attention disorders, learning disabilities, language barriers, barriers to attendance, etc.

✗ CONS

- Might lead to less attention and less information retention.
- Students given slides may do worse on exams (unmotivated to deep-dive into other readings or material).
- May lead to less and/or lower quality notetaking depending on class structure.

♥ CONSIDER

- Slides and notes can vary in clarity, complexity, and length so a blanket prescription is difficult to test.
- Some research indicates that limiting access to notes has no detrimental effects on learning and may prompt more attention and better notetaking (Grant et al, 2021).



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SHOULD ASSESSMENTS BE UNTIMED/OPEN BOOK?

EVIDENCE SUGGESTS: ONLINE ACCESSIBILITY CAN HAVE POSITIVE IMPACTS IN CLASS

“Students won’t memorize content if they can look up the answer.”

FACULTY



“My tests are an additional means of learning, not just for a grade.”

STUDENTS

✓ PROS

- Some research shows untimed/open book tests are more valid and reliable measures of learning.
- Emphasizes meaningful questions.
- Increases inclusivity for students with attention disorders, learning disabilities, language barriers, barriers to attendance, etc.

✗ CONS

- Students may perform better on closed-book tests than open-book tests.
- Students do not study as much or in the same way for open book tests as they do for closed book tests.
- The potential for academic integrity issues increases.

♥ CONSIDER

- Research shows that test format produces few differences in learning outcomes (Durning et al, 2016).
- Advantages of untimed/open book tests include higher order learning, equity, and reduced anxiety. Honor codes and instructions can reduce academic integrity issues.

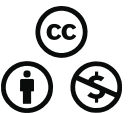


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