Why Integrate Technology into the Curriculum?  
The Reasons Are Many

There’s a place for tech in every classroom.


Technology is ubiquitous, touching almost every part of our lives, our communities, our homes. Yet most schools lag far behind when it comes to integrating technology into classroom learning. Many are just beginning to explore the true potential tech offers for teaching and learning. Properly used, technology will help students acquire the skills they need to survive in a complex, highly technological knowledge-based economy.

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance the learning process. In particular, it must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricular goals.
Many people believe that technology-enabled project learning is the ne plus ultra of classroom instruction. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information they’ve found online.

The myriad resources of the online world also provide each classroom with more interesting, diverse, and current learning materials. The Web connects students to experts in the real world and provides numerous opportunities for expressing understanding through images, sound, and text.

New tech tools for visualizing and modeling, especially in the sciences, offer students ways to experiment and observe phenomenon and to view results in graphic ways that aid in understanding. And, as an added benefit, with technology tools and a project-learning approach, students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

Technology also changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach. Technology helps make teaching and learning more meaningful and fun.

### Learning Technologies

At VIU, there are a number of learning technologies you can incorporate into your teaching and learning strategies. This page lists the tools and a brief description of each. If you have a question, contact learnsupport@viu.ca for more information.

**VIULearn (D2L)**

VIULearn (D2L) is the Learning Management System used at VIU. With a robust menu of options from online discussion questions and quizzes to the ability to embed video and audio clips, D2L is an excellent supplement for your face-to-face classroom experience, blended offering or fully online environment. Assessment tools allow you to upload rubrics, conduct online quizzes and exams and monitor student progress, and Communication tools allow you to pose questions, send mass emails, post news items and send updates to your students.
Online Rooms

Collaborate is designed to provide faculty members and students the option to communicate in a synchronous online environment. With live video streaming faculty members can conduct small or large group instruction without the need to all be in the same location as you can share your computer screen over the internet. At the core of Blackboard Collaborate, web conferencing gives you the functionality you need to support a 21st century teaching and learning environment, such as two-way audio, multi-point video, interactive whiteboard, application and desktop sharing, rich media, breakout rooms, and session recording. Educators and students can engage as if they were in a traditional classroom, with as good as, or even better, outcomes.

VIUTube

VIUTube gives faculty the option of storing large videos that you can upload to your course content, on a Canadian serve thus avoiding any FIPPA concerns that arise with any non-Canadian based video storage provider. If you have videos of lectures they can be made available for Online or Blended classes so your students can watch content that they may have missed in class.

Interactive Whiteboards

Interactive Whiteboard Systems you may be familiar with include SMART boards, Promethean boards and MimioTouch. Interactive Whiteboards, in general, require a computer and projector. They allow users to control the computer from the board and most systems can capture notes written on the board when the appropriate interface device is used. Please check with your department chair to see if there are whiteboards available in your department. The Centre for Innovation and Excellence in Learning can provide some training and possible uses for Interactive Whiteboards.

Classroom Response Systems

Otherwise known as Clickers, Classroom Response Systems (CRS) are handheld wireless voting devices/cards. They are interactive systems that allow instructors to question students and see their answers in real time. They can be used in a number of ways with the five main uses being pre-assessment, new content reinforcement, review, opinion polling and peer instruction. The Centre for Innovation and Excellence in Learning has sets of Clickers that they can sign out on a weekly basis to interested faculty.

Data Projectors

Many of the classrooms at VIU are equipped with data projectors but you always want to check the classroom you are assigned to for the technology that is available. If you find that your
assigned room is not equipped with a specific piece of hardware you can make a request online at www.viu.ca/library.

Your VIULearn Course

The online components of your courses are stored in VIULearn (D2L). VIULearn is linked to both the Student Registration System (SRS) and the Schedule and Workload System (SAWS). These systems govern course creation and enrollment in VIULearn. Changes to these systems are processed nightly, and appear in VIULearn the next day.

This has a few important consequences:

1. You do not have to request a course (known as a “course shell”). When a course is created in SAWS it will be automatically generated in VIULearn.
2. You must be listed as the course instructor in order to access a course. Until you are the instructor of record in SAWS, you will not be able to see or make changes to a course.
3. When a student registers for your course, they will be automatically enrolled in the VIULearn course shell overnight. This means that your VIULearn class list will not reflect changes made that day.
4. Waitlisted students do not appear in your VIULearn class list as they do not have an official “seat” in your course. You will see waitlisted students on the official VIU class list, however.
5. Students who have outstanding fees (tuition or other fees) will be automatically removed from your VIULearn class list about halfway through the term. Once the student pays any outstanding fees they will be automatically added back into your course. Students withdrawn in this manner will not lose any data.

All courses created in VIULearn will be empty (contain no content) by default. You are responsible for adding material to your VIULearn course.

Material you have developed previously in VIULearn (for instance, in a past term) can be quickly copied into your new course shell within the system.

Additionally, an instructor can choose to share material with another instructor by enrolling them in their course. The newly enrolled instructor could then copy the desired course materials into their own course.

Remember to provide the learn.viu.ca link for your students to access VIULearn (D2L) in as many areas as possible. This webpage is where you and your students will log into VIULearn to access your course.
Accessing and Navigating VIULearn

1. To access the VIULearn login page:
   - From the VIU Homepage (www.viu.ca), choose Login from the top banner (top of page and top right) and select VIULearn (D2L) from the drop down list under “Login” OR
   - Type learn.viu.ca directly into your Internet browser’s address bar

2. On the left hand side of the page you will see the login area. The username and password are the same ones you use to login to a campus computer or your Outlook webmail account provided by VIU.

3. The first page you see when you login is called your My Home page.
   - For help navigating your My Home page, please see this video resource provided by the Centre: https://viutube.viu.ca/public/media/My+Home+Navigation/0_89ozchox

4. You should see your courses in the My Courses area of the My Home page. To access your course and begin the course editing process, click directly on the course title.
   - If you do not see a course you are expecting to see, it is possible that you are not listed as the instructor in SAWS.
   - Please check with the person who is responsible for scheduling in your department to ensure you are listed as the instructor.

5. The first page you see when you select a course is called the Course Home page. For help navigating your Course Home page, please see this video resource provided by the Centre: https://viutube.viu.ca/public/media/Course+Home+Navigation/0_gvw4c0ji

6. From your Course Home page, you can access and begin editing your course content by navigating to the menu item that says “Course Materials” and under that drop-down menu, you are looking for “Content”.

7. Your course content area is where you will be able to build or edit your course structure and add and edit your course materials.
   - For help navigating your Course Content area, please see this video resource provided by the Centre: https://viutube.viu.ca/public/media/Course+Content+Navigation+for+Instructors/0_a9d4wjg7
**Learning to Use VIULearn**

There are several different ways you can get help and support when learning to use the VIULearn LMS.

1. Access videos, handouts and other training materials through the Centre’s main website at ciel.viu.ca

2. There is self-paced, fully-online training course available for faculty members through the Centre called “Functions and Operations of VIULearn”. You can begin the course at any time and there is no time limit on course access. Please email learnsupport@viu.ca to register for the course or receive more information about it.

3. Email learnsupport@viu.ca to arrange a consultation.

**Semester Start-up Checklist**

1. If you have copied course components from a previous year, term, or from another instructor please check that:

   - The start, due and end dates for all content and activities (such as Discussions, Quizzes and Dropbox Assignments) are updated for the current year or term
   - Any unwanted content or activities are set to “Draft” (hidden) or deleted from your course shell
   - You check any links, feeds, or other third party integrations in your course to ensure they are still functioning as expected
   - You have updated your course syllabus to reflect the current year or term as appropriate
     - Add welcome or course start up information to the News area to help students get started in your course
     - Check that any other instructors, TA’s or support staff members that need to access your course are enrolled correctly
     - Compare your official VIU class list to the class list in VIULearn to ensure your students are enrolled correctly, remembering the new changes will not be reflected in VIULearn until they are processed overnight
     - To check your class list in VIULearn choose Communication and Classlist from the course navigation bar.
2. Once your course is ready for students, you must activate, or “open” your course for them. You can also edit the start and end dates of your course so it is not available to your students right away.

3. The Centre offers student orientations to VIULearn at the beginning of the term. Consider contacting learnsupport@viu.ca for information regarding student orientations.

4. Check your class list to ensure accuracy once the Add/Drop deadline has passed and changes are no longer being made to enrollments.

Privacy Guidelines for Faculty using Social Media in Classes

Privacy is an elusive concept to many people. What one person considers private information, another may willingly share with a large circle of friends and even strangers. This is especially true in the age of social media where information can be disclosed to millions of people instantly with the mere push of a button. Is this a good thing? The answer is both yes and no, depending on why and how information is shared.

While digital information-sharing provides countless opportunities for community-building, collaboration and education, broad disclosure of personal information for these or other reasons can have potentially damaging effects. At the very least, indiscriminate personal information-sharing may increase circulation of spam. More seriously, wide exchanges of personal information may cause some individuals loss of important health, educational, employment or financial benefits. At its most damaging, publication of personal information on the web can, and has, stigmatized vulnerable individuals, tarnished or destroyed reputations, terminated careers and even caused some individuals the loss of their jobs, families or identities.

Clearly, protecting privacy is a serious issue and should be considered carefully by those individuals, groups or organizations planning to use digital technology with the capacity for widespread distribution or storage of personal information. With this in mind, governments across Canada over the last decade have introduced or revised information privacy laws to ensure enhanced protection for personal information.

In British Columbia, there are two main information privacy laws: the Freedom of Information and Protection of Privacy Act (FIPPA) and the Personal Information Protection Act (PIPA). These laws set out the minimum standards that employers, employees and service providers must follow to prevent unreasonable, unnecessary or unsafe sharing of personal information belonging to staff, clients, customers and the general public. For public sector employers, employees and service providers in BC, which includes staff of publicly-funded educational institutions, the governing law is FIPPA.
Under FIPPA, all public post-secondary employers, employees and service providers have a responsibility to protect the privacy of personal information. This requirement extends to all aspects of a faculty member’s job, including the use of social media as a teaching aid. Since social media can be used to share information rapidly and widely and since FIPPA regulates how personal information may be shared, it is important for instructors in BC to understand FIPPA rules and how to apply them when using social media in class.

The primary questions typically asked by instructors are:

- What personal information can I collect, use or disclose when integrating social media as a teaching aid?
- What responsibility do I have for the protection of students’ personal information when I require them to use social media to complete class assignments?
- Is there anything I can do to mitigate the privacy risks of using social media?
- Where can I go for more assistance?

See resources including the BC Privacy Guide for Faculty Using Third Party Web Technology (Social Media) in Public Post-Secondary Courses written by Pamela Portal, Privacy Consultant at http://bcopened.org/resources/250-2/