

# THE LEARNING & TEACHING OFFICE

# MONTHLY DIGEST

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The Monthly Digest is produced by Ryerson University's [Learning and Teaching Office](#) for distribution via the LTO's [Teachnet](#) mailing list. It highlights new scholarly publications in learning and teaching, as well as recent news from the world of higher education.

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## *Computers in Libraries*

*Project iPad: Investigating Tablet Integration in Learning and Libraries at Ryerson University*

By Naomi Eichenlaub, Laine Gabel, Dan Jakubek, Graham McCarthy, and Weina Wang

"Project iPad came out of an opportunity presented by the Ryerson chief librarian to a small group of new Ryerson librarians. In early summer 2010, she presented the group with an opportunity to have access to \$5,000 in funds to use at their discretion. The librarians decided that since there had just been a major release of tablet technology in Canada, they would conduct a tablet-focused project with a small group of students." They "found that the iPad, though not yet as integral to academic life as a computer, can be a powerful tool in aiding collaboration, encouraging organization, and assisting learning regardless of field or level of academic achievement."

## *Inside Higher Education*

*How to Hack Academic Book Publishing in Two (Not So) Easy Steps*

By Barbara Fister

"The book based on the [Hacking the Academy](#) project is now online and soon will be available in print from Digital Culture Books, the innovative open access imprint of the University of Michigan Press - also known as MPub. This publishing enterprise, integrated into the library and beyond, is where you should look if you want to know what the open future could look like... The book is a collection of intelligently-articulated and provocative ideas submitted via Twitter within a single week on the subject of how we can rethink the academy – teaching, learning, scholarship, libraries, and everything related to what we do."

## *Journal of Computing in Higher Ed*

*A Multi-Year Investigation of the Relationship between Pedagogy, Computer Use and Course Effectiveness in Postsecondary Education*

By Rana M. Tamim, Gretchen Lowerison, Richard F. Schmid, Robert M. Bernard, Philip C. Abrami

"This study investigated the change in the relationship between pedagogy, computer-use and students' perceptions about course-effectiveness over time. Students from a Canadian university completed a questionnaire in two different years (2003 and 2007). Of greatest interest were characteristics of technology that interact with pedagogy to achieve positive learning outcomes. A factor analysis re-

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The Learning & Teaching Office  
Ryerson University  
Kerr Hall West, Room KHW373  
416.979.5000 x6598  
[lto@ryerson.ca](mailto:lto@ryerson.ca)

vealed a three-factor solution: “course-structure,” “active-learning,” and “computer-use.” Multiple regression analysis showed that the three variables are predictive of perceived course effectiveness, with “course-structure” being most predictive in both years. “Computer-use” was least predictive with the 2003 sample while it was second in predictive power with the 2007 sample, most likely reflecting increased technology integration in post-secondary education...Findings reveal that while pedagogy seems to be of highest importance to students, the relationship between computer use and perceived course effectiveness is changing over time. Implications are discussed and suggestions for future research are presented.”

### *Journal of Education for Business*

#### *Student Expectations of Technology-Enhanced Pedagogy: A Ten-Year Comparison*

By Mary Jo Jackson, Marilyn M. Helms, William T. Jackson, John R. Gum

“The influx of technology into education has begun a transformation of the classroom. The authors replicated a 1996 study of college students’ expectations of technology to be used in the classroom. Students reported prior experience with computer technology, their ideal classroom instruction techniques, and what technology-enhanced pedagogies they anticipated in college classrooms. Although student desires have changed, the picture of an ideal classroom still shows a strong desire for lecture-dominated classes with class discussion and exercises, written handouts, and outlines.”

### *Mobility Shifts*

#### *Learning Through Digital Media: Experiments in Technology and Pedagogy*

Edited by R. Trebor Scholz

“This publication is the product of a collaboration that started in the fall of 2010 when a total of eighty New School faculty, librarians, students, and staff

came together to think about teaching and learning with digital media. These conversations, leading up to the [MobilityShifts Summit](#), inspired this collection of essays, which was rigorously peer-reviewed.”

Essays include:

- [\*Introduction: Learning Through Digital Media\*](#)
- [\*Sharing Research and Building Knowledge through Zotero\*](#)
- [\*How I Used Wikis to Get My Students to Do Their Readings\*](#)
- [\*Teaching and Learning with Omeka\*](#)
- [\*Teaching Writing with Tumblr\*](#)

### *Digital Humanities Initiative*

#### *Digital Humanities Syllabi*

By Matthew K. Gold

“A brief selection of DH-related syllabi. The Zotero group [Digital Humanities Education](#), launched by Lisa Spiro, is collaboratively building a library that ‘includes syllabi and curriculum planning documents, as well as articles about open education, networked pedagogies, and more.’” The CUNY Digital Humanities Initiative also provides access to its Wiki, [The CUNY Digital Humanities Resource Guide](#).

### *Association for Computers and the Humanities*

#### *Digital Humanities in the Classroom: Questions and Answers*

This collaborative project between the [Association for Computers and the Humanities](#) and the [Prof-Hacker](#) blog on [The Chronicle of Higher Education](#), is “a community-based Q&A board for digital humanities questions that need (just a little) more than 140 character answers.” Contribute, or explore the topics currently available. Questions include “[What should I read and what software should I use to do textual studies well?](#),” “[What’s the best open source e-Portfolio tool for teaching?](#),” and “[Should we still be teaching HTML?](#)”

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