Computers and MORE Help in Lectures

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+ I. Using off-the-shelf software in teaching
  - A. Using programs for "displaying outlines"
  + B. What you are seeing now
    - Hiding and showing "children"
    - You can see how it's done
  + C. Available outlining programs
    + For the Macintosh
      - This is MORE, by Symantec
      + Other programs
        - ACTA, also by Symantec
        - Persuasion, by Aldus
        - CA-Cricket Presents
        - PowerPoint by Microsoft
    + For IBM-compatibles
      - ThinkTank
      - Storyboard
      - Show Partner

+ II. My view of the teacher
  + A. Selects and presents information
    - My own subject is American government
    - My typical class has over 200 students
    + I do use an American government textbook:
      - Kenneth Janda, Jeffrey Berry, Jerry Goldman
      - *The Challenge of Democracy, 3rd ed.*
      - Boston: Houghton Mifflin, 1992
  + B. Helps students learn the information
    + Teaching depends on the setting
      - level of the students
      - size of the class
      - available technology
    + Large courses pose special problems
      - Lectures can be difficult to follow
      - Hard to present some types of information
      - Students lack access to the teacher
  + C. Inspires them to learn more on their own
    - Make the subject interesting
    - Make it intellectually challenging
    - Raise questions to study

+ III. My view of the computer
  - A. Can help in presenting information
  - B. Can help in learning the material
  - C. Can provide opportunities to learn more
  - D. But teachers do the inspiring, not computers

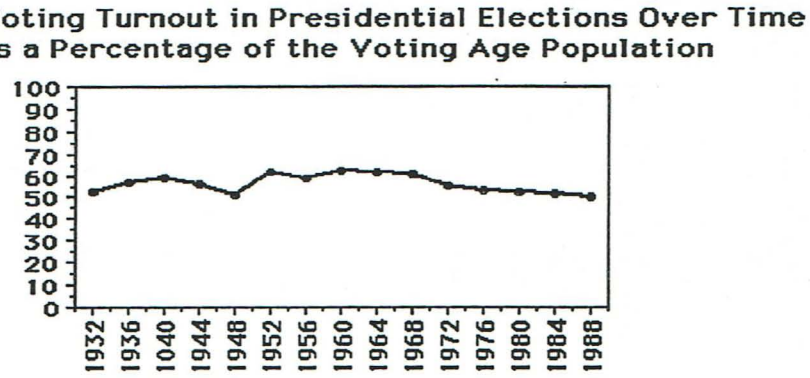
+ IV. Using computers in teaching
    + A. Outside the classroom
        + programs tailored to the subject
            - to explore ideas or to conduct research
            + software withThe Challenge of Democracy
                - IDEAlog--for analyzing political values
                + CROSSTABS--for quantitative research
                    - on roll call voting in the 101st Congress
                    - on voting behavior in the 1988 election
                    - 1987 EDUCOM/NCRIPTAL Software Award
                + Videopaths to American Government
                    - developed with a grant from Apple
                    + 90 minutes of video images
                        - the Watergate affair
                        - ideology and political participation
                        - presidential popularity
                        - the civil rights movement
                        - the Vietnam War
                    + Multi-Media approach
                        - Links video images on laserdiscs
                        - to the computer with hypercard
        + something for all courses:
            - electronic mail
            - students have another point of contact
    + B. Inside the classroom
        + Depends on the subject & class size
            + Computers help little when . . .
                - teachers aim for student discussion
                - classes are small and teaching is personal
            + Computers can help when . . .
                - teachers convey structured information
                - class size demands that teachers lecture
        + Example: lecturing on American politics
            - lecture hall holds 260 students
            + equipped with an electronic console
                - audio tape
                - video tape
                - video projector
                - Macintosh SE30 computer

+ V. Lecturing with MORE
    + A. Presenting substantive arguments
        + *The Purposes of government*
            - *Maintain order*
            - *Provide public goods*
            - *Promote equality*
        + *Three political values*
            + *Order*
                - *Physical: life and property*
                - *Social: authority and behavior*
            + *Freedom*
                - *Freedom TO*
                - *Freedom FROM*
            + *Equality*

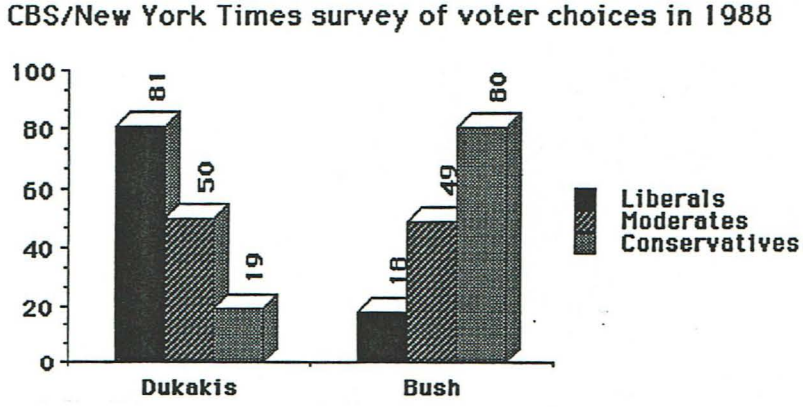
- *Political: one person, one vote*
+ *Social:*
  - *Equality of opportunity*
  - *Equality of outcome*

+ B. Presenting quantitative data

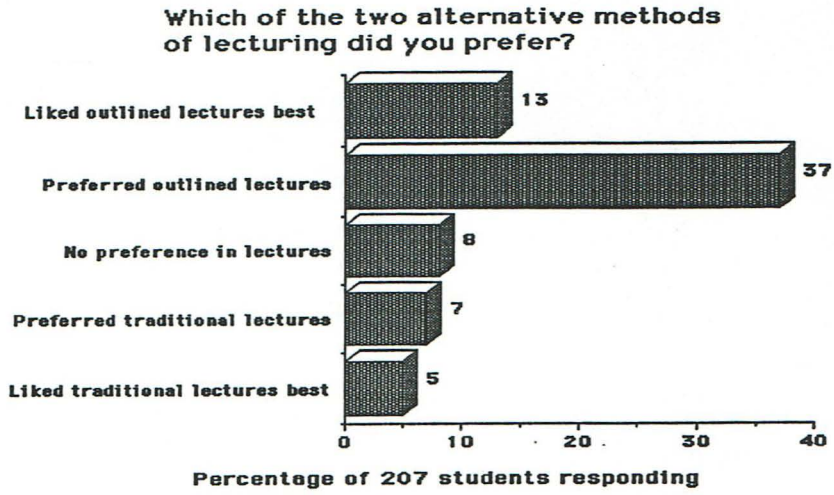
- Voting turnout



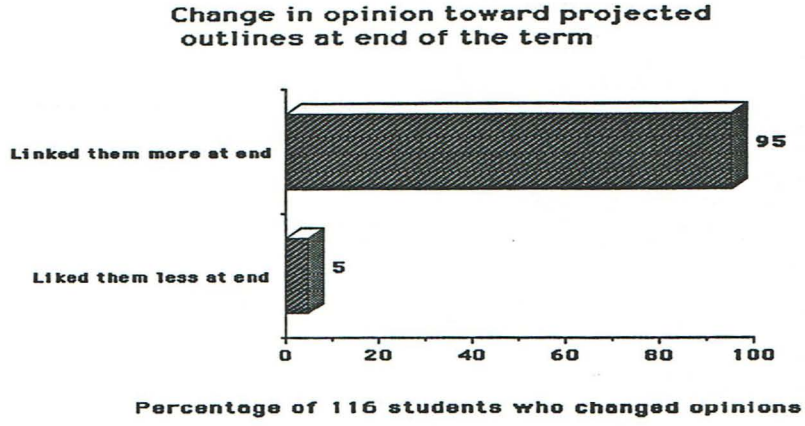
- Voting choice



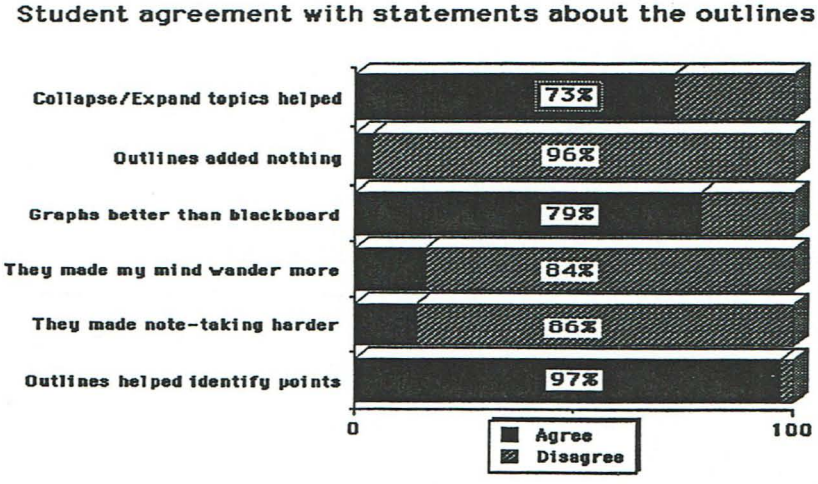
+ VI. How do students like projected outlines?
  + A. In 1990, I alternated teaching methods
    - Blackboard & traditional talk one day
    - Projected outlines using MORE the next
  + B. Response to survey at end of class
    - Students preferred the outlines



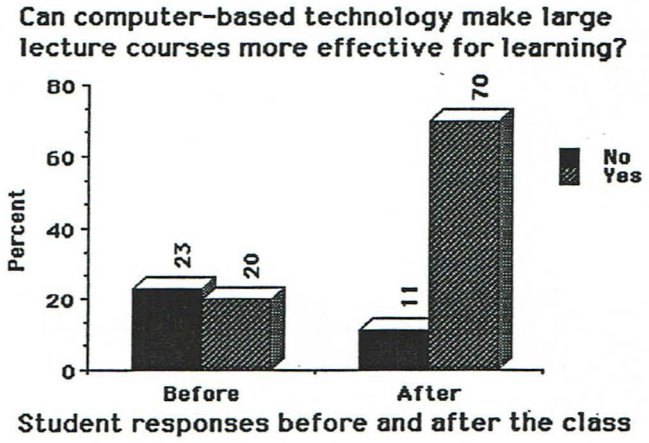
+ But students had to adjust to them
  - 55% changed opinions during the term
  - Most changed favorably



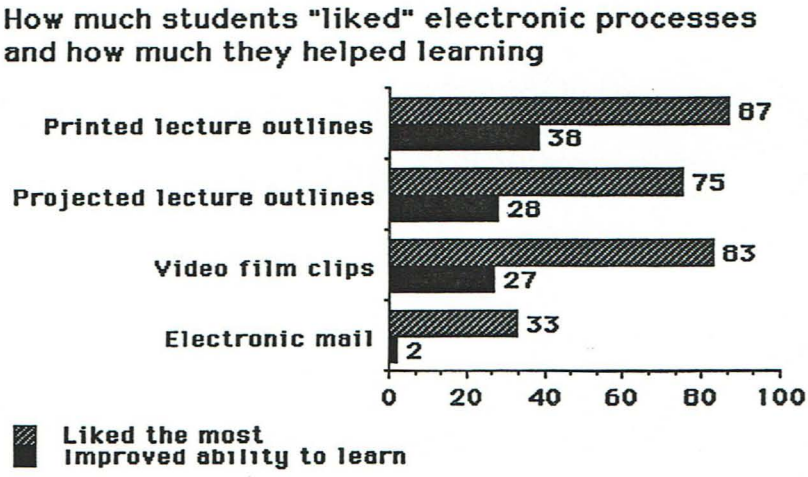
- What students liked about outlines



+ VII. Does it make a difference?
  + A. Positive Findings
    - Before and after survey



    - Reactions to each innovation



  + B. Negative Findings
    - Because all students take better lecture notes,
    + students can rely on someone else's notes.
      - If students can miss class with MORE confidence,
      + MORE students will miss class.
        - So, student attendance suffers somewhat.

  + C. Conclusion of teaching with computers
    + It raises pedagogical issues
      + Issues like declining attendance
        + This sensitizes teachers to their craft
          - Ultimately makes for better teachers