



As you settle into this space ...

- take three deep breaths
- feel the ground under your feet, the support of your chair
- take a sip of a beverage
- close your eyes & listen to the sounds around you





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Mindfully Using Technology in the Classroom

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October 18, 2024



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Territory Acknowledgement

As a guest on these lands, I acknowledge and respect the Ləkʷəŋən (Songhees and Esquimalt) Peoples on whose territory I live & work, and the Ləkʷəŋən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.



Session Outline

- Intended Learning Outcomes
- Self-reflecting on how we engage with technology
- Small group activity using a case-study scenario
- Dialoguing & debriefing the case study
- B.C.'s Digital Literacy Framework
- Wrap-up & summary



Intended Learning Outcomes

By the end of this session, you will be able to:

- engage in small group discussions when prompted with a case-study scenario, focusing on how best to support students while proposing at least one solution or action point.
- evaluate your own use of different technologies, including Zoom.
- participate in dialogues with colleagues around key tenets of B.C.'s Digital Literacy Framework and how it relates to your use of technology in the classroom.



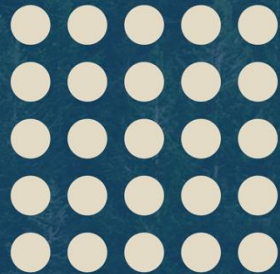


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What technologies have you recently used in the classroom?

Zoom poll + chat discussion





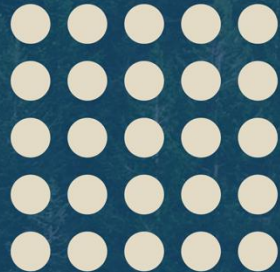
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Self-Reflection Exercise

Thinking about your own habits & usage, how have you recently engaged with technology?

Take 3 minutes to individually reflect on the question & volunteers will be asked to share





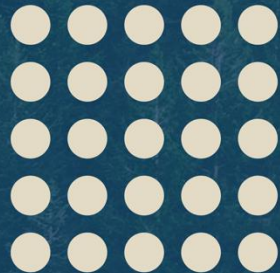
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Self-Reflection Exercise #2

How have you recently asked students to engage with technology in your classes?

Take 3 minutes to individually reflect on the question & volunteers will be asked to share



Mindful Technology Usage

Being mindful in using technology spans three (and more!) general categories

- Selection
- Utilization
- Purpose



Concerns From Students (not exhaustive)

- Cost
- Protecting personal information
- Alternatives to technology
- Multiple ways of engaging in class material
- Not clear 'why' a tool is being used



Case Study Exercise Instructions

- Six possible case studies to engage with in small groups in breakout rooms (self-select) or individually in the main room
- Participate in Google Documents, in the chat (when we return), or via e-mail (holmgera@uvic.ca)



Case Study Exercise Instructions (2)

- Small group discussion / independent reflection, then large group debrief
 - In small groups, please nominate someone to share-out **three key points** when we return together
- We may not get to all case studies based on interest, but they can serve as reflection opportunities for later



Case Study Exercise Groups (~20 minutes)

1. Mindful Technology
2. Student Privacy
3. Technological Alternatives
4. Anonymity & Pseudonymity
5. “Why” of Technology
6. Student Data in Artificial Intelligence (AI)



B.C. Digital Literacy Framework



Three Key Tenets from B.C. Digital Literacy Framework Related to Mindful Technology

- Ethical & Legal Considerations
- Technology Supports
- Digital Well-Being



Ethical & Legal Considerations

- “... a digitally literate person will understand and abide by principles of privacy protection, inclusion, and accessibility in digital spaces ...” (p. 5, B.C. Digital Literacy Framework)
- “Providing alternative participation methods where assignments require learners to publish information in the public domain. This could include creating replacement assignments or allowing learners to use pseudonyms instead of real names.” (p. 6, B.C. Digital Literacy Framework)



Technology Supports

- “... intentionally select appropriate tools for different tasks” (p. 6, B.C. Digital Literacy Framework)
- “Mindfully selecting technology for courses, which includes considering ethics, accessibility, technical support resources at your institution, affordability, and learners’ cognitive loads” (p. 7, B.C. Digital Literacy Framework)



Digital Well-Being

- “Being aware of digital safety issues, including protecting personal, private, and sensitive information in digital spaces.” (p. 12, B.C. Digital Literacy Framework)
- “Being aware of digital privacy and security issues, including realizing that digital information about yourself and others may be permanent, regardless of whether it is true, recent, or relevant.” (p. 11, B.C. Digital Literacy Framework)



What Can You Do?

- Review your institution's approved technologies & applications
 - If possible, stick with those as they have gone through a privacy audit
- If you are not using an institution approved technology, consider sharing with your students about where data are stored
 - Read the Terms & Conditions (use the 'Find' or 'Search' function for 'storage' or 'retention')



Boiler Plate Notice for Technology Tools

Data used for **TOOL NAME** may not be protected, as this tool has not gone through a privacy assessment and identified as FIPPA compliant. When you access the tool/site, you may be required to create an account or share data outside of Canada. While **TOOL NAME** may have a privacy policy **TOOL PRIVACY POLICY LINK**, the institution cannot guarantee security of your private details on servers outside of Canada. Please exercise caution whenever providing personal information. You may wish to use a pseudonym to protect your privacy if you have concerns.



Remember ...

- You have got this!
- Dedicate time to talk with your students
- Take it one step at a time – what is one piece or one aspect you can consider changing this semester?
- Lean on networks at your institution (e.g., Faculty, Learning & Teaching Centres, Computer Services)





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Thank you!

Feel free to follow-up anytime at:
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