What's Next For Redesign….EMobilization and Learning Support Writing

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Developmental education can be defined as an approach to education that focuses on helping students to reach their full potential. Developmental education often focuses on learners who are struggling, but it is applicable to students at all levels of ability. Many developmental educators avoid the term "remedial," and instead opt for the term "developmental," for these educators believe students learn in a wide variety of ways, and that with a little bit of assistance, students can often achieve high levels of academic performance ("What Is Dev. Education?"). In 2006, with support from the Fund for the Improvement of Postsecondary Education (FIPSE), the Tennessee Board of Regents (TBR) established a new system-wide initiative to redesign its developmental math and English/Reading curriculum using technology- supported, active-learning strategies. Prior to this initiative, most developmental studies courses had been taught in the same way for the past 20 years. Most developmental studies consisted of 16-week courses at three different levels — "basic remedial", "basic developmental" and "intermediate developmental." Students would be placed into one of these three levels for reading/writing and/or mathematics. This system provided little opportunity to accelerate students' learning through these levels by focusing on the specific course concepts in which they were academically deficient. As a result, students were required to review course content that they had mastered. The Tennessee Board of Regents recognized that the developmental studies system served a high percentage of students; however, it was a financial strain on students and institutions and did not effectively move students onto college-level coursework in a timely manner. Things had to change. Overall, it was the goal of the TBR to improve learning outcomes

in these study areas as well as make reductions in instructional costs. Moreover, the ReDesign

project examined ways in which students could progress through these areas at their own pace,

mastering areas of deficiency only ("Tennessee Developmental Studies Redesign"). It was the

goal of the TBR to revamp and redesign the entire system's developmental education course

delivery. Full implementation for the redesign of all school's programs was to be done by 2013.

In 2007, Columbia State Community College took on the task of redesigning their

Developmental Studies Writing Program with the support of a FIPSE grant. While the success of

the writing redesign for the 2007-2008 year was minimal, much was learned in regards to the

direction of Columbia State's writing program. Columbia State has continued reinventing their

Developmental Studies writing program since 2007, being in full implementation of the system

wide mandatory redesign prior to the 2013 deadline. Now identified as Learning Support

Writing, Columbia State's writing faculty continues to make great strides in advancing students

through the writing program successfully. Numbers indicate the Columbia State students are

advancing through the writing program with over 60% success.

Total Number enrolled in ENGL 0800 Fall 2012 -	339
Number of students for which Fall 2012 was their 1st attempt	321
For those whose 1st Attempt was Fall 2012:	
Number who Completed LS English during Fall or Spring	219
Number who Completed LS English during Fall	191
For those whose 1st Attempt was Fall 2012:	
% completing LS Competencies this year	68%
% completing LS Competencies in Fall 2012	60%

The students enrolled in Columbia State's Writing program are advancing and doing well in the

program. Statistics further validate that many students continue to complete their Learning

Support writing competencies on their first attempt ("LS Operational Plan"). Many of the

instructors contribute such success to the diligence of the students, the one-on-one contact

between teachers and students, and the hard work of the staff. But, what is good can be great.

While the use of technology, including computers and software, has been made "mainstream" as

a part of redesign and is an integral part of Columbia State's redesign, EMobilization is the use

of technology that has been minimally accessed when it comes to developmental education.

EMobilization takes the use of a computer a step further.   EMobilization can be defined as the

teaching, learning, training and evaluation of emerging technology for the increase of education,

and the recruitment, retention, and graduation of students. Can EMobilization be used in the

Learning Support Writing classroom to enhance teaching and learning? Can EMobilization be

used in the classroom as an effective teaching tool? Can EMobilization be used in the classroom

to engage and retain the most vulnerable of students? EMobilization is valuable use of

technology and can be used effectively in the LS Writing classroom to help engage students in

their own learning, to minimize traditional teaching style, and to maximize teacher/student

creativity.

In the summer of 2013, Columbia State's Learning Support Writing Class 0800 F- 70, a single

section of English writing, was selected as a pilot to evaluate the effectiveness of using the

education application, Educreations, in teaching Learning Support Writing. Instructors readily

incorporate technology into the LS Writing class; however, there is a need to incorporate

technology beyond the use of the computer. Students are mostly

savvy when it comes to the use of mobile devices, including phones and tablets. With the incorporation of mobile devices and mobile applications, specifically the mobile application-Educreations, teaching and learning can be more accessible to the students outside of the class, and teaching and learning activities can be readily available via computer and/or more specifically other mobile devices. Educreations is an application that turns your iPad into a recordable whiteboard. The application allows educators to create a video tutorial by simply touching, tapping and talking. Moreover, educators can explain a rhetorical writing strategy, create an animated lesson, add commentary to photos or simply diagram a sentence. With Educreations, instructors can **TEACH ANYTHING!** What is most unique about this application is that it allows teachers to help students with homework by working through an example problem or sentence. Teachers can put lessons on the web or send as an email so students can watch them before and after class. It allows an educator to tutor from afar. It is a wonderful application for any area of study, but is particularly suited for the LS classroom. Students were sent Educreations recap lessons every day at the end of class. Recap lessons were sent to students via their email addresses. Each lesson reviewed the mini lecture from class, and highlighted focal points of the lecture. In addition, reminders were given throughout the recap lesson in regards to homework, additions or deletions from the class notes, or alterations to essay topics. Students were asked to review the lessons everyday prior to the start of the next class.

Engage Students

While the class sample size was small, (7) seven in total, the students seemed to greatly benefit from the addition of the Educreations application to their curriculum. Although no definite

conclusions can be made from the incorporation of the Educreations application in the LS Writing summer class, the Educreations evaluations that students completed upon exiting the class showcase positive feedback from students on the benefits of the application. It is often the mission of the classroom teacher to actively engage students. But, how does a teacher engage students with limited class time, with students working at their own pace, and without lecturing to students? The Educreations application helps in facilitating engagement. Based on student dialogue and analysis of student evaluation responses, the students are able to engage by:

1. Reviewing concepts/lecture on any device. Additionally, they are able to hear the instructor review the points of the lecture as heard in class, and they may repeat the lecture as many times as necessary.
2. Using technology they love and use on an everyday basis. They are comfortable with their mobile devices. Whether viewing the lessons on a phone, tablet, or computer, students can view their lessons when and where they feel comfortable.
3. Receiving instruction in another format. Most students use mobile devices for personal use; however, students will see that their mobile devices are just as valuable in receiving educational instruction.
4. Providing open accessibility. Students are less likely to fall behind in their lessons and assignments, for they have all open access to the application and its contents 24 hours a day-7days a week.

Based on the results of the Educreations Evaluation given to the LS Writing Summer Class-F70, students responded that it was because they could review notes repetitively that they were sure to

watch the Educreations recap every day. They were able to finish up notes they may have not been able to complete during class time. For the students, the recap lessons extended the "mini" lecture of class and better prepared them for the class room writing tasks for the next day.

Minimize Traditional Teaching Style

The system wide Learning Support redesign promoted the use of technology and discouraged the lecture style of teaching for delivery of content. While some teachers believe that technology is not the only answer to facilitate teaching, technology can be used to stimulate students and excite teachers. The Educreations application is an easy to use application, with minimal instruction for teachers. The application allows teachers to hone their skills as instructors by:

1. Exposing instructors to other methods of teaching. The chalk board, white board, and over head projector were once novel teaching resources. Now, technology is the resource that is used in the classroom. Teachers often see phones and tablets as a nuisance in the classroom, but if they could see phones/tablets as vehicles of instruction that actively engage students, it would make the job of connecting with students less arduous of a task.

2. Allowing teachers to avoid repetition. Teachers constantly repeat themselves in class, especially in a classroom with students who are working at their own pace. The Educreations application allows for the lecture repetition to be done on the students' time. Teachers can now spend more time in the classroom progressing students to their next lessons.

3. Allowing teachers to upload lessons anytime and anywhere. Teachers are no longer stuck behind a podium or in front of a white board delivering lectures. The use of the Educreations application allows teachers to provide instruction freely in their own time, at their own pace, including any additional information that may have been omitted in class.

4. Exposing teachers to other uses for their personal devices. They can record, change or erase lessons via their phones and tablets. Accessibility means everything, and the Educreations application provides instructors with accessibility to their class lesson quickly.

Maximize Teacher/Student Creativity

Classrooms are supposed to be fun teaching and learning centers, where the most important quality required is freedom of expression. Creativity should be encouraged because it helps in students' analysis of and critical thinking about lessons. Creativity promotes positivity in the classroom because the student feels as though he/she is an active part of their own learning. Creativity can happen in the Learning Support Writing classroom. Creativity can happen with the use of technology. Students and teachers need to understand that there are usually multiple paths that lead to understanding. Both teachers and students should be encouraged seek out and experiment with new methods of teaching/learning of ideas. The Educreations application is wonderful for expression of creativity! The application allows for creativity in teachers and students by:

1. Allowing teachers to create individual and specific lessons for each student. While time consuming, an individual lesson can be sent to a specific student who may be having difficulty with a particular lesson or concept. In addition to a mass recap lesson for all students, specific lessons can be created to supplement information for students in need. While tutoring some of the students in the LS Writing Summer class, additional (personalized) lessons were sent to recap individual tutoring sessions. It reminded students of points from the tutoring discussion and reviewed information that was specific to each student's problem areas.

2. Allowing teachers to add graphics, illustrations, or voiceovers in the lectures as a means of adding excitement and imagination to the recap lessons. The recaps do not have to be dull or monotonous. The Educreations application allows teachers to add their own ingenuity and originality to their lessons.

3. Encouraging teachers to minimize the amount of time spent lecturing. The lessons that are used by the Educreations application are meant to be brief and concise. Such brevity in lessons means that teachers must entertain, educate, and enlighten students in order for them to retain the information.

4. Supporting student participation. The Educreations application allows for students to create their own lectures. These student lectures can help facilitate learning. Students most often learn best from one another. Educreations allows for the students to create lectures and upload lessons to the entire class or a group within the class. For example, LS writing students work at their own pace within the classroom. However, there are times when a group of students is working on the same writing rhetorical method or

grammar lesson. The instructor may want a member or a select number of members of

the group of students to create a short recap lesson to help with the understanding of the

method/lesson, allowing for all group members to participate in the teaching and learning

of the method/lesson. Everyone benefits from such creativity. The teacher can still work

with individual students without interruption; the teacher can use the lesson for the entire

class as a recap lesson for later; the students actively participate in their own learning.

Overall, the Educreations application seems beneficial as teaching/learning tool for LS Writing

classes. Of the small 2013 summer class sample, 57% of the students passed the class; 43% of

the students failed the class (Two students failed due to non attendance). In the Spring of 2013,

the overall pass rate of LS writing students was 56%. Even though such a small sample cannot

provide definitive answers of whether or not the Educreations application had a direct affect on

pass/fail rates of the LS Summer Writing class, the Educreations evaluations indicate that it was

received positively. With the use of this application in a LS Writing classroom, students can

positively benefit. In addition, the Educreations evaluations indicate that students like the

application and find it useful in their understanding of concepts. Many of the students viewed the

lessons at home and at school, but found that watching them at the start of a paper assignment

benefitted them the most. The recap lessons then served as a refresher/revision tool. In final

comments, students believe that the application should be used in all LS Writing classes and

recommend that all teachers implement such Educreations application instruction in the

classroom.

Columbia State's Learning Support Writing faculty has agreed to use the Educreations

application in classrooms for the Fall/Spring (2013/2014). The possibilities for the use of the

application by teachers and students seem promising. Moreover, the use and results of the use of

this application will be documented and can provide a model for other faculty and departments to

test.

Works Cited

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Appendix

1.) Educreations Evaluation

2.) Educreations Student Results

Evaluation for Educreations

1. **How do you access the EDUCREATIONS application?**

A. Personal Computer
B. IPad
C. Smartphone
D. Other _____ (Please list other)

2. **How often do you watch the EDUCREATIONS recap provided for you by Ms. Manns in a day**?

A. 1 time a day
B. 2-3 times a day
C. 4 or more times a day

3. **How often do you repeat watch the EDUCREATIONS recaps during the week?**

A. 1-2 times a week
B. 3-4 times a week
C. 4 or more times a week

4. **How useful was the EDUCREATIONS application to you understanding the lessons?**
   On a scale from 1-5, (5=Excellent, 4=Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor)
   5   4   3   2   1

5. **When did you access the EDUCREATIONS application?**

A. At school during class time
B. At school before or after class time
C. At home
D. Other _____ (Please list other)

6. **How would you rate the length of the lessons provided by the EDUCREATIONS application?**

   A. Too long
   B. Too short
   C. Just the right timing

7. **What lesson did you find <u>most</u> helpful? (Identify all that apply)**

   A. Recap One: Class Beginning
   B. Recap Two: Reminder and Rewind
   C. Recap Three: The Writing Process/Outlining
   D. Recap Four: Illustration
   E. Recap Five: Reminder of What's Due!
   F. Recap Six: Strengthening Essays with Research
   G. Recap Seven: Cause and Effect
   H. Recap Eight: Reminder of What's Due!
   I. Recap Nine: Comparison and Contrast
   J. Recap Ten: Reminder of What's Next!

8. **What lesson did you find LEAST helpful? (Identify all that apply)**
   A. Recap One: Class Beginning
   B. Recap Two: Reminder and Rewind
   C. Recap Three: The Writing Process/Outlining
   D. Recap Four: Illustration
   E. Recap Five: Reminder of What's Due!
   F. Recap Six: Strengthening Essays with Research
   G. Recap Seven: Cause and Effect
   H. Recap Eight: Reminder of What's Due!
   I. Recap Nine: Comparison and Contrast
   J. Recap Ten: Reminder of What's Next!

9. **In a brief statement, what would you change with the use of EDUCREATIONS? (Include how it helped you? How did it not help you? Would you like for students to be able to use EDUCREATIONS to create their own lectures? How do you see the applications being used for future classes?)**

_____
_____
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Evaluation for Educreations

1. **How do you access the EDUCREATIONS application?**

A. Personal Computer **(80%)**
B. IPad **(20%)**
C. Smartphone
D. Other _____ (Please list other)

2. **How often do you watch the EDUCREATIONS recap provided for you by Ms. Manns in a day**?

A. 1 time a day **(100%)**
B. 2-3 times a day
C. 4 or more times a day

3. **How often do you repeat watch the EDUCREATIONS recaps during the week?**

A. 1-2 times a week **(100%)**
B. 3-4 times a week
C. 4 or more times a week

4. **How useful was the EDUCREATIONS application to you understanding the lessons?**
   On a scale from 1-5, (5=Excellent, 4=Good, 3=Satisfactory, 2=Unsatisfactory, 1=Poor)
   5   4   3   2   1
   (20%)   (80%)

5. **When did you access the EDUCREATIONS application?**

A. At school during class time
B. At school before or after class time **(40%)**
C. At home **(60%)**
D. Other _____ (Please list other)

6. **How would you rate the length of the lessons provided by the EDUCREATIONS application?**

A. Too long

B. Too short
C. Just the right timing **(100%)**

7. **What lesson did you find <u>most</u> helpful? (Identify all that apply)**

    A. Recap One: Class Beginning
    B. Recap Two: Reminder and Rewind
    C. Recap Three: The Writing Process/Outlining
    D. Recap Four: Illustration
    E. Recap Five: Reminder of What's Due!
    F. Recap Six: Strengthening Essays with Research
    G. Recap Seven: Cause and Effect
    H. Recap Eight: Reminder of What's Due!
    I. Recap Nine: Comparison and Contrast
    J. Recap Ten: Reminder of What's Next!
    (Results varied; however, A, D, G, and I all had 100%)

8. **What lesson did you find LEAST helpful? (Identify all that apply)**
    A. Recap One: Class Beginning
    B. Recap Two: Reminder and Rewind
    C. Recap Three: The Writing Process/Outlining
    D. Recap Four: Illustration
    E. Recap Five: Reminder of What's Due!
    F. Recap Six: Strengthening Essays with Research
    G. Recap Seven: Cause and Effect
    H. Recap Eight: Reminder of What's Due!
    I. Recap Nine: Comparison and Contrast
    J. Recap Ten: Reminder of What's Next!
    (Results varied; however, J was considered the least helpful with 100% of the class)

9. **In a brief statement, what would you change with the use of EDUCREATIONS? (Include how it helped you? How did it not help you? Would you like for students to be able to use EDUCREATIONS to create their own lectures? How do you see the applications being used for future classes?)**

    _____
    _____
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