

Fun of Change in Teaching ICT Courses

Salin Boonbrahm

School of Informatics, Walailak University, Thailand 80160



Overview

ICT tools take part in many areas, including education. If we look around Walailak University (WU), we may find a lot of information systems that support the university activities even in the classroom.

There are some studies conducted to survey the use of ICT tools in learning and teaching. To study the use of ICT tools in education, human factors, the motivation, and the requirements of the future tools were collected from the survey [1]. As well as teachers' perception, the challenge or difficulty in using ICT tools, and the approach of using the ICT tools were studied [2]. In both researches, ICT tools were used both in the classroom and outside the classroom.

This trimester, I was assigned to teach two courses, ICT-264 Database Design and ICT-373 Human-Computer Interaction which are the lecture-based course. In these subjects, there are some topics those are the fundamental knowledge that the students have to understand before we move on to the application or apply the knowledge. I often ask the students some questions to make sure that they understand the principles. Sometimes they answer, sometimes they don't. For the ICT-373, the class schedules are on Tuesday and Thursday from 3.00 to 5.00 PM. Some of the students often fell to sleep.

Aims and objectives

The ICT tool is used in the classes to

- 1) Gain the student engagement
- 2) Encourage the students to answer the question
- 3) Evaluate the student understanding

Activities

The content of each lecture is divided into a number of short topics. At the end of each topic, few questions, prepared by using Poll Everywhere and PowerPoint, are asked. Due to the features of Poll Everywhere, different types of question such as the multiple choices, Q&A, clickable image and word cloud are implemented.



Fig 1: Students are participated in group (ICT-264 and ICT-373)

Outcome

To use this tool, the students in every team try to answer the questions or try to participate. Sometimes they require extra time to discuss in the group. No one feels sleepy during the lecture. When the answers are different from others, they have chances to give more information to support their answers. They like this approach as shown in Fig 2.

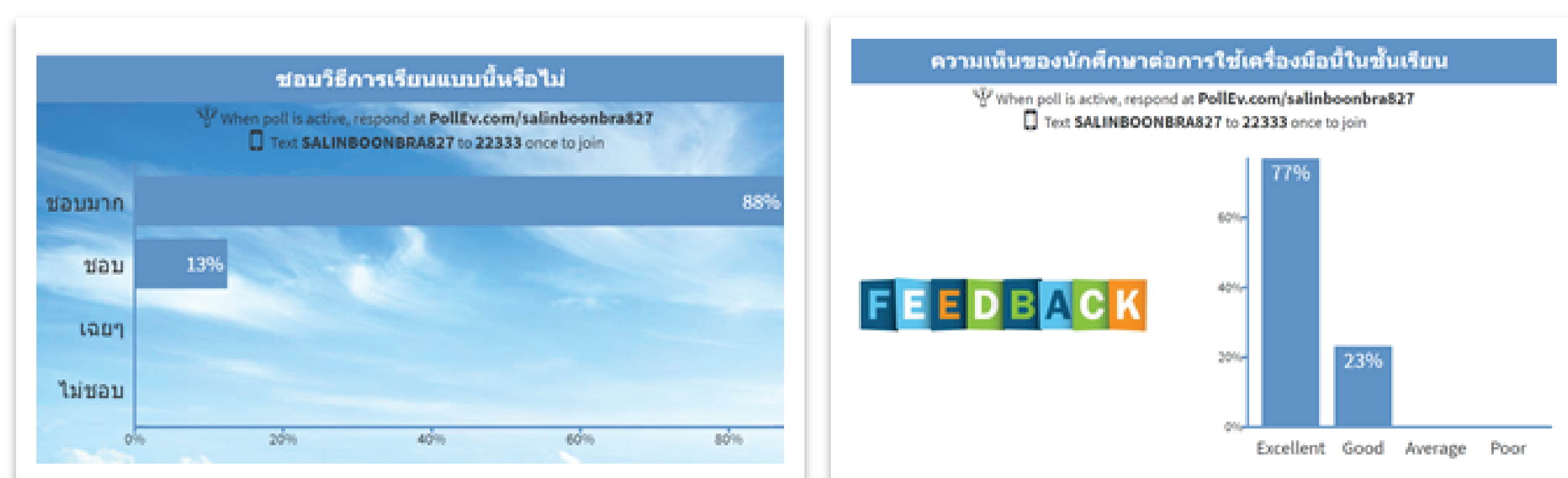


Fig 2: Students' satisfaction when using the new tool (ICT-264 and ICT-373)

Impact

I found that the students have less pressure when they have to answer and they said that it is fun as showed in Fig 3 and 4 when they express their feeling. From some answer from the students, we find that the students misunderstand some concept. Here, I then explain that content again. This may slow down the teaching, but it is worth if the students understand better.



Fig 3: Students' expression when using the new tool (ICT-264)



Fig 4: Students' expression when using the new tool (ICT-373)

Future development of project

To use a new tool in the classroom, more time to prepare and to test that everything will work well is required. In my case, I will try to combine more tools to support the diagram drawing.

References

1. Schulz, R., Isabwe, G.M., & Reichert, F. (2015). Investigating Teachers Motivation to Use ICT Tools in Higher Education. Conference on Internet Technologies and Applications (ITA), 8-11 Sept. 2015, Wrexham.
2. Ghavifekr, S., Kunjappan, T., Ramasamy, L., & Anthony, A. (2016). Teaching and Learning with ICT Tools: Issues and Challenges from Teachers' Perceptions. Malaysian Online Journal of Educational Technology. Volume 4, Issue 2.

