

## **Leveraging Technology to Improve Curriculum Development Halifax Community College**

The following guidelines have been developed to help improve curriculum development through the use of technology.

### **1. Include an on-line component in traditional “seated” classes.**

Create a course in Blackboard to enhance and supplement traditional seated classes. The following can be included: course syllabus, teacher introduction, contact/office hours information, lecture notes, course handouts, reference and resource lists, required readings, collaborative projects, communications (email, chat, Skype, Google Hangouts), practice tests, and quizzes/tests.

The on-line supplement can easily be improved and recycled which increases efficiency and course delivery.

### **2. Google Apps – it is much more than email!**

All students, faculty, and staff receive a Google Apps account in the college’s domain, halifaxcc.edu. Gmail is just one of the apps available.

**Drive.** Drive is used to create, share, and store documents, presentations, spreadsheets, forms, and drawings. Students can collaborate on assignments by creating and sharing files. Additionally, instructors can share with students, as well.

**Calendar.** Use the calendar to allow students to schedule appointments during office hours. It can also be used to send reminders to instructors and students about scheduled meetings and events.

**Blogger.** Blogs, short for web-logs, are a form of online journal. Students and instructors can create and share a blog around a concept or theme that is covered in a course. The blog can be used (1) to encourage students to articulate their ideas and perspectives, make their thinking visible, (2) to engage students in reflection on the subject, requiring them to critically analyze ideas, (3) to encourage students to see themselves as participating and contributing members of a professional community, (4) to help students express themselves and share their ideas and perspectives in an articulate way; to write, organize their writing, and develop a habit of writing, (5) to have students use Web 2.0 tools as vehicles for self-expression, inquiry, construction, and collaboration; and to learn to use these tools to support their lifelong learning endeavors.

**Sites.** Google Sites is the easiest way to make information accessible to people who need quick, up-to-date access. For example, students can use Google Sites to create

professional portfolios, including writing samples and various artifacts that demonstrate learning and concept application. Members of groups, committees, and organization can work together on a Site to add file attachments, information from other Google applications (such as Google Docs, Google Calendar, YouTube, and Picasa), and new free-form content.

### 3. Internet-based research

Encourage students to use the on-line databases they have access to as an HCC Student for research <http://halifaxcc.edu/Library/eresources.php>

### 4. North Carolina Information Highway (NCIH)

Identify courses that HCC offers and market those courses to other community colleges and offer via the NCIH.

Identify courses that HCC students need but are not offered on campus. Broker partnerships with other community colleges to offer these courses to HCC students.

### 5. Remote Learning

Utilize technologies, such as Movi Jabber and Big Blue Button, to deliver traditional seated courses remotely to students who may not be able to come to campus due to barriers, such as transportation, childcare, and scheduling conflicts.