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# Educating in a Networked World: Tools, Processes and Critical Issues

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# **Educating in a Networked World: Tools, Processes and Critical Issues**

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## **Description**

The rapid technological development and use of the Internet in the past five years has dramatically increased the potential for using this Infrastructure to transform teaching and learning. Current and emerging Internet technologies are capable of revolutionizing one to one, one to many and many to many communication as well as the learning experiences of students through simulation and interaction. This communication revolution also affects impactshas the potential to affwhat we teach, when we teach, where we teach and how we teach.

Many educators, including the leaders of this workshop, have been experimenting with the use of different technologies and services to change the way they instruct students. For example, On this panel are a few of the faculty that have been experimenting with the use of different technologies in their courses to deliver their course material in new ways. FThey have, for example, they have put much of their course material on the web (e.g., syllabi, schedules, assignments, notes and overheads, etc.), tried out online examinations and submission of assignments, brought bringing brought in guest lecturers from other Universities into their classes via the Internet, had their students had students use usinge bulletin board systems to discuss cases prior to class discussion, used used chat rooms and listservs for the discussion of group projects and addressing other student problems.

The technology is enabling instructors to shift their role from lecturing to facilitating new modes of learning. No longer are students passive recipients of the knowledge imparted by teachers; they can and are becoming active participants in the learning process. Students can and must be expected to make significant contributions to the knowledge acquisition and learning processes. In addition, as technology reduces the need for students and faculty to meet face to face for learning to take place, new models of training interactions must be constructed. At this time the differences in the outcomes of IT mediated educational interactions and traditional classroom interactions is not clear.

The purpose of this workshop is to share with the audience, the experiences of faculty experimenting with emerging technologies (in and out of the classroom) and to examine likely trends in the application of new technologies. The leaders of this workshop will share their experiences in the use of different technologies, the context in which these technologies are used, and students' reactions and their perceptions of these technologies. In addition. they will share their knowledge on how to effectively incorporate these technologies into the learning process and their views on the emerging role and demands on faculty members that arise from these technologies.

The leaders have experience with configuring and setting up video conferences, web servers, electronic bulletin boards, chat rooms, mail servers, video capture and delivery over the Internet, HTML editors,

Internet programming and shared whiteboards. Their presentation will describe what it takes to run one's own servers (e.g., WWW, ftp, bulletin boards, chat rooms, etc.) and advantages and disadvantages of doing so. In addition they will examine emerging technologies (videostreaming, multicasting etc) that are likely to be applied in education and the requirements for their effective use. The new role of the IT faculty member as a technical facilitator of leading edge technologies for their classes will also be examined.