



Application
for the

**Certificate in
Technology-
Enhanced
Teaching**

Name _____

Department _____

Date of Completion _____

Center for Innovation in Teaching & Learning (CITL)



CERTIFICATE IN TECHNOLOGY-ENHANCED TEACHING

Contact Information

Name _____

Department _____

Campus Address _____

E-mail Address _____

Check One: Faculty Academic Professional Graduate Student Other

Certificate Checklist

Applicants should meet with a CITL consultant prior to beginning the Certificate in Technology-Enhanced Teaching. All items on this checklist must be completed and documented in this application. It is the applicant's responsibility to keep track of all dates and signatures for verification of requirements.

1. Teaching Experience Using an Instructional Technology Strategy

_____ Taught at least one semester using an instructional technology strategy

2. Submit a Proposal

_____ Identified a teaching & learning area that can be addressed using technology

_____ Submitted a proposal in an area of inquiry based on that need via online request form

_____ Met with CITL consultant to get feedback

3. Exploration of Pedagogy

_____ Participated in one of the options for exploration of pedagogy

4. Original Work and Its Assessment

_____ Submitted original work and assessment results

5. Teaching Development Workshops

_____ Attended six hours of workshops on topics related to teaching with technology

Completed Application Validated by CITL Consultant

Signature

Date

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1. Teaching Experience Using an Instructional Technology Strategy

Technology amplifies teaching: good teaching behaviors get supported and expanded by the use of technology, but so do teaching behaviors that are not so great. You can and should think carefully about how technology will impact your class, but ultimately you will need to give it a try.

Teach at least one semester at the University of Illinois using an instructional technology strategy. Provide a brief description of the course below, including what teaching technologies you use for the course.

Course name, number, & semester _____

	Section 1	Section 2	Section 3
Meeting days & time			
Number of students			

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2. Submit a Proposal

Teaching with technology is not good for its own sake: you should use technology to serve a particular educational need. Before diving into the many great educational technologies available to you, first determine what teaching and learning goal(s) you want technology to help you and your students achieve.

Identify an area of teaching & learning that could be addressed with the use of technology. Write a proposal in an area of inquiry based on the identified need and consult with a CITL staff member to receive feedback on your proposal.

- 1) Identify a teaching & learning area that could be addressed with the use of technology. For example, you may be interested in increasing in-class student involvement for a large course, increasing out-of-class student engagement with course material, or finding creative ways for students to demonstrate they have learned the course material.
- 2) Brainstorm educational technologies that might help you address your teaching & learning area. For example, a student response system (like i>clicker) might help stimulate in-class involvement, short videos with embedded questions might facilitate out-of-class engagement with materials, or the Media Commons at the University Library might help your students create video projects in lieu of term papers.
- 3) Use our online consult request form: <http://go.illinois.edu/citlconsultrequest>. Indicate you are pursuing the Certificate in Technology-Enhanced Teaching and use the area for additional information or comments to provide a brief description of the teaching & learning area you have identified and the technology you believe may address it. We will call this combination of teaching & learning area and a technology to address it your *area of inquiry*. At this point, do not worry about having a formal proposal prepared; your consultation with CITL staff will help you work out the specifics.
- 4) A CITL consultant will respond to your consult request and meet with you to help you refine your area of inquiry.

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3. Exploration of Pedagogy

Exploring the literature on teaching with technology can provide you with ideas and inspiration. Your reading may also help you understand more about how students learn and what instructors can do to support them in a technology-enhanced environment. Engaging in conversations about this literature gives you the opportunity to articulate your ideas and to learn from other instructors who have different experiences and methods of integrating technology to enhance teaching and learning.

Complete one of the following at the University of Illinois:

Option 1. Write a review of selected literature on teaching with technology relevant to your area of inquiry.

Read five to six articles that address the use of technology with regard to your area of inquiry and write a review that is approximately six pages long. Attach a copy of your literature review to this application. (See CITL’s website for guidelines and suggested readings.)

Option 2. Participate in a regularly scheduled reading group or seminar series relevant to your area of inquiry for a minimum of six hours where topics focus on issues related to your area of inquiry. Keep a log of the topics discussed. Write a two- to three-page synthesis of what you learned about teaching with technology from attending the sessions.

Topic	Hours	Date	Signature of Facilitator
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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4. Original Work and Its Assessment

Educational technologies provide unique opportunities, as well as challenges, for instructors. When used in combination with more traditional teaching methods, technology has the potential to greatly enhance learning. It can be a daunting task, however, to select from the variety of available technologies and to be confident that your choices are helping your students learn. It is important, therefore, to get feedback from your students and/or peers about the effectiveness of the technology you are using in your courses.

- 1) Submit an example of your original work using educational technology to address your area of inquiry. This could be, for example, a *technology-based instructional enhancement* in a face-to-face course (e.g., integrating podcasts into a lecture, using personal response systems (i.e., “clickers”), creating interactive PowerPoint presentations with streaming video) or a *technology-mediated communication* that is incorporated into your course (e.g., online discussion boards, Wikis, chats, blogs). The example you select should be representative of your best work—a piece of evidence that shows your contribution to technology-enhanced teaching.
- 2) Develop a means of assessing your original work and collect the assessment data. For example, you could develop and administer a questionnaire or rating sheet, or you could conduct interviews or a focus group. This assessment should involve your students if you are able to implement your idea in a course. If it is not possible to implement it at this time, you may ask peers to assess your work.
- 3) Write a 4-5 page reflection about your work and its assessment using the guidelines below:
 - a) Provide a brief description of your original work and the course for which it was developed.
 - b) Explain the significance of the work. Why did you develop it? Why do you think it is an important contribution to the course? How did this work benefit students or impact learning?
 - c) Describe the assessment method you used and analyze the feedback you collected. According to the feedback, what are the major strengths of this work? What suggestions for improvement emerged? How might you use this feedback in further developing the work you created?
 - d) Reflect on the value of this endeavor for you as an instructor. How have you benefited from creating and getting feedback on this work? How does your use of educational technologies connect to your teaching philosophy?

