Ontario Extend – Technologist Module  
Holly Ashbourne  
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SECTIONS Activity

Using the SECTIONS Model to Evaluate a Tool

<https://h5p.org/h5p/embed/100161>

Enter your "Students" response:

I will be using Zoom as a means to host virtual office hours for students completing research assignments.   
  
Students already have access to this software at the institutional level. They can access it wherever they have an internet connection and audio. Students will not have to purchase the tool. Students would need to know how to operate an internet browser, download and execute a file, and connect/configure their computer's audio and video.

Enter your "Ease of Use" response

Zoom is pretty easy to use, once you are in the meeting platform. The struggle for some comes when they are trying to log in and join for the first time. Students have to use their College credentials, and may have to download the Zoom desktop app. There may be some difficulties configuring audio and video on their devices.  
  
Zoom provides some excellent tutorial videos and in-depth troubleshooting documents. IT and the Teach me Tech staff at the College are also available to help students via chat and email.

Enter your "Cost" response

The cost of this tool is minimal. One of the reasons I chose it was because it is already implemented at the College as a means of conducting virtual classes. There is no additional cost to the students in terms of purchasing software.  
  
Time costs could be accrued due to training. I have spent 5+ hours on training for Zoom to learn all of the tools that come with the platform to best use it for teaching. Students may have to invest a bit of time on training to ensure they know how best to use it for their needs.

Your Teaching and Pedagogical Considerations response:

This technology does support learning outcomes that I have developed for my information literacy workshops. For example, students can develop skills related to any part of the research process by working with a librarian in a research appointment.  
  
One unique pedagogical characteristic will be sharing screens. I will be able to watch a student's search methodology and provide formative feedback at point of need (e.g. if I see a student using a search filter incorrectly). This will drastically improve students' skills as the explanation would be much clearer with a demonstration, and having the student practice the skill immediately, rather than relying on text-based instructions or a verbal walk-through.

Your "Interaction" response:

As mentioned previously the student and I will be able to share our screens. I will be able to demonstrate an effective library search, for example. Or, the student could show me their screen and demonstrate their searching process. I could provide feedback at anytime and the student could ask me questions. Then, the student would be able to practice the new search strategy with me watching the screen, reinforcing the information they just learned.

Your "Organisational Issues" response:

Our Teaching and Learning and ITS departments both support technology selection at my College. We have access to a blog, Tech for Teaching conference, and more resources which introduce faculty to new teaching tools and practices.   
  
We do have to follow certain guidelines when selecting technology, including security and privacy considerations. We work within an LMS all of the time, and use many Microsoft Office 365 tools at the request of ITS.

Your "Networking" response:

As I do not teach a full course, I cannot answer this question directly. I think, though, that it would be important for students to network with others outside of the course. That could mean fellow students in the program, students in different stages of the program, and networking outside with professionals to create a community of learning.   
  
Zoom is an excellent platform for networking. Virtual meetings, virtual coffee breaks, and such provide a nice alternative to face-to-face interactions and there is no geographical boundaries.

Your Security and Privacy response:

ITS has taken precautions with regard to the security and privacy in Zoom. After the first few incidents of "zoom-bombing" were reported, ITS implemented more controls over access and security. For example.  
- students have to sign in with their Conestoga ID  
- meeting rooms are more secure  
- hosts can remove participants who aren't supposed to be in the meeting  
- all meetings have passwords  
  
ITS can advise on all necessary security and privacy considerations.