

It's Alive!

YOU DID IT! You've done a ton of work to complete the Technologist module and now's the time to share your technology enabled creation with your colleagues.

By David Schenk March 6 2023

In your response to this activity, **explain the context and reasons** why you choose to use a technology-enabled solution for your learning challenge.

Include your process for **empathizing** with your learners

>> I understand the time management issues my students are faced with since many are international students preparing for permanent residency.

Most have said they have increased financial pressure and have had to take two part time jobs. Many therefore miss my zoom class.

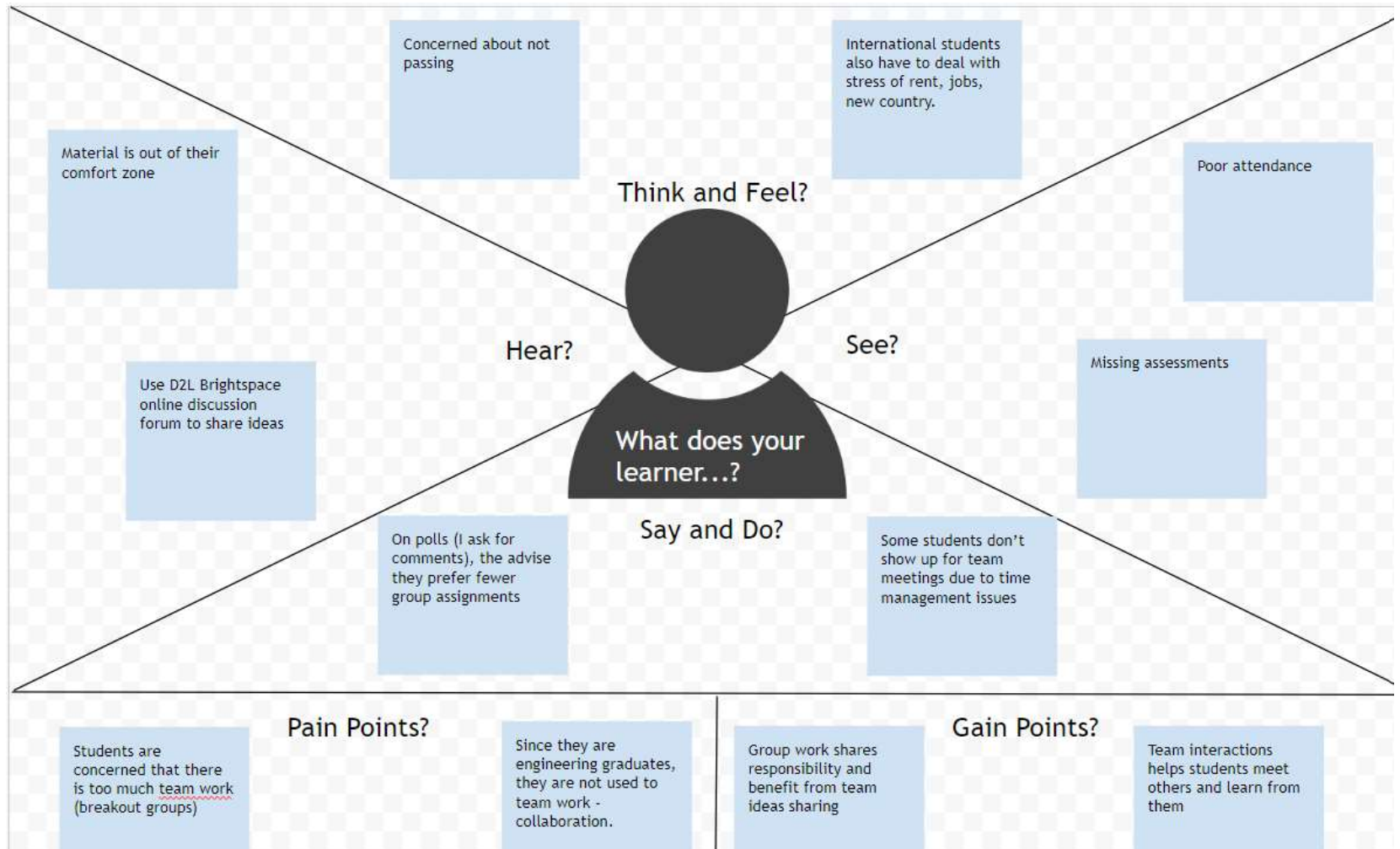
I can record the class and provide them zoom as a tool for them to meet as a team to work on projects for those students that miss classwork.

What you defined as your learner challenge

>> some students are not able to attend my zoom classes for team work. They have scheduling conflicts and need to work with their team at other convenient times. Zoom provides that tool for their team.

The screenshot shows a Padlet board with a yellow background. At the top, the browser address bar displays 'padlet.com/extend_ecampusontario/ontario-extend-learner-challenge-bank-3c6y3pcg3pw2g1zf'. Below the address bar, there are several browser tabs: 'Waterloo', 'Ontarioextend dsch...', 'Activity Bank', '130 Student Group...', and '300 Tech for STEM'. The main content of the board consists of two white sticky notes. The left sticky note, titled 'Anonymous', contains the text: 'Define a learner challenge: I teach team dynamics and use online zoom breakout rooms and many students do not attend the online class. They have advised they are working a few part-time jobs and have time management issues.' The right sticky note, also titled 'Anonymous', is titled 'Zoom meetings :' and contains two paragraphs of text. The first paragraph describes Zoom as a technology tool used by the majority of professors at Conestoga College to teach online classes, noting that it allows individuals to meet and work together productively 'face-to-face' when meeting in-person isn't possible. The second paragraph states that the author teaches Team Dynamics to a graduate class (~95% have Bachelor of Engineering), all are familiar with Zoom, and it is most used in their undergraduate classes and all used for 1st year classes at Conestoga. The third paragraph describes Zoom's offerings for communication, including video, audio, and interactive power point offerings, and notes that it can be arranged at a convenient time for all, which will help address 'time management' issues. Some students work during the class and team work is required, so Zoom provides them flexibility to 'meet' at convenient times. There are yellow checkmarks and arrows pointing to the sticky notes.

The steps you took in ideating and prototyping your technology creation>>



Include your planned implementation.

Title:	Planned Implementation: I have selected the technology tool Zoom meetings	
Tool	Zoom Meetings- Zoom is pretty much turn key for me since I have used it ~170 times (12 classes x 14 weeks). It works very well for my online Team Dynamics classes.	
Idea:	'Zoom meeting' can be arranged at a convenient time for all. This will help address 'time management' issues. Some students work during my class and team work is required. So, zoom provides them flexibility to 'meet' at convenient times	
Curriculum integration:	Zoom supports the desired learning outcomes and enhances presentation and team skills. Zoom allows for team break out rooms for teams (I use ~4 times a class). A team leader downloads and shares a power point slide that they all contribute to during an activity. Each team then presents and speaks while paging through the power point (on zoom). Since they create and present 14 x 4 per course, this allows excellent development in 'presentation skills'. Zoom allows for 'team member' interactions and discussions. Since I teach Team Dynamics, this fits with the program outcomes.	
x	Generate ideas	0.5 hrs

x	Find graphics (don't forget to attribute!)	0.25
X	Record video zoom	3 hours (full time of the class
x	Write copy (text)	0.10 (zoom auto transcript)

Upload a screenshot of your technology creation or include a shareable link if you completed your work online.

David Schenk's Zoom Meeting - Shared screen with speaker view

Who can see your viewing activity?

Week 9 Team Dynamics
(MGMT8640)
March 2023

Welcome back from success week. Two notes you may be interested in:

Conestoga Job Fair – March 9
The [Conestoga Job Fair](#) takes place Thursday, March 9 from 11 a.m. to 3 p.m. at the Recreation Centre at Doon. The event provides an opportunity for students to engage with more than 100 leading employers and learn more about career pathways and opportunities in a range of industries. Students should [register for the event online](#) and upload a copy of their resume to their Student Profile. For more information, contact [Alexandra Wolosinecky](#).

Long Night Against Procrastination – March 9
Library and Learning Services will host a variety of in-person and virtual activities as part of Procrastination Awareness Week, a national event in higher education. The academic skills development and activities will

Audio Transcript

Search transcript

David Schenk 00:01

Okay, welcome. My name is David Shank, and this is a short recording for team dynamics.

So if you have members that Don't attend or can't attend class because of conflicts. Feel free to send them this.

Just starting off with some housekeeping items. There's a job here coming up March 9. Okay. So this little word document I have created for you, and I put it in this week. Shell. So this week

is week 9. It just came off of week, 8 success week. So hopefully you arrested and caught up a bit. Okay.

https://conestogac.zoom.us/rec/play/oOyjiPy-URzeAVLZEJsbFEICX3199lc1bOTxN38vQnHBfzG0y_G6Bw5jEQawv6EMg1KwSJQS-xqJaBRH.RH_UW_aNJuNnFNpA?continueMode=true