The Impact of Instructional Technology on Asynchronous and Synchronous Learning Environments – A Case Study within a Ubiquitous Computing Environment at Seton Hall University

The proposed session goal will be to provide the following:

Participants in the session will gain an understanding of a comprehensive overview of a case study conducted to compare traditional and online learning environments within multiple graduate courses. A description of the process and outcomes of the assessment tools used as well as the value of the data provided the creation of courses that provide educators with the tools to teach online. The participant in the session will be able to translate lessons from the case study and the university’s program to another with examples of the benefit of online education and the consideration to undertake the development of training courses in online education. The session and accompanying resources are designed to provide information at both educational and programmatic levels. The topic is particularly cogent given increasing emphasis on online education and the technology investment in higher education.

Learning principle underlying the session:

The session provides a concrete description and examples of a principle that enables even non-technically oriented educators to understand when presented in the abstract. It is designed to have a clear use of examples and current use of internet-based pedagogy for online course design, management and implementation.

Primary pedagogy for the session:

This session is a case study at a private degree granting institution. It is designed to enable the participant to move from the specific details of process and case study findings to the concepts for developing courses that enable educators to develop and facilitate online courses. The case study will be presented in a visual format using both Power Point and internet-based course management platform.

Main points to be addressed in the session:

With asynchronous communication, "threaded" discussions and, even, synchronous communication in on-line "chat-rooms" - education now takes place in new ways, and in new environments. Because of this, it is necessary for colleges and universities to find ways to evaluate the effectiveness of instructional technology comparing technology-based delivery systems with the traditional pedagogies that have been successful for centuries. A research case study was designed to evaluate the perceived impact of instructional technology on both asynchronous, on-line learning and synchronous, traditional learning at a private university. Recognizing that access to technology tools alone, without the accompanying education, skills and methodologies to meet course goals is difficult, courses were developed to allow students the opportunity to infuse the technology into the curriculum while creating pedagogically sound platforms for online
course delivery. With a commitment to a culture of technology innovation, the University offers ubiquitous access to information technology through its online courses and mobile computing program. Ultimately, the findings of the case study have been the impetus for developing courses for training tomorrow’s online educators - promoting effective educational practice.