

TECHNOLOGY

A Summary of the Key Ways I Use Classroom Technology

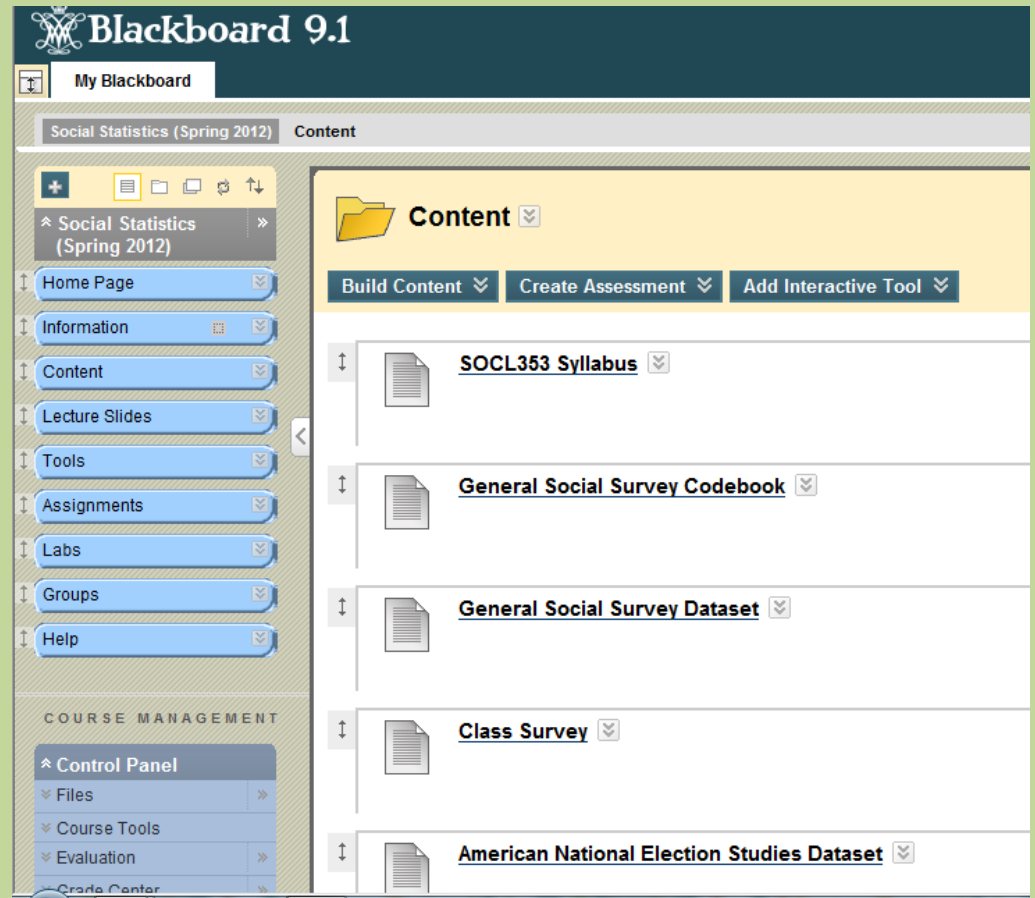
**Thomas J. Linneman
Associate Professor of Sociology
tjlinn@wm.edu**

TECHNOLOGY

Clickers



Blackboard



CLICKERS

My History with Clickers:

Fall 2010: SOCL250: Principles of Sociology

Fall 2011: SOCL250: Principles of Sociology

Spring 2012: SOCL353: Social Statistics

CLICKERS

Reasons for Using Clickers:

- 1.) Interactivity**
- 2.) Accountability**
- 3.) Gauging Comprehension**
- 4.) Immediacy**

CLICKERS

Formal Clicker Question

If you want to compare the amount of variation between groups, you use:





- A. the variances
- B. the standard deviation

Clicker ID			
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40

**When class is over,
the program sends an Excel file to me
with the day's clicker data.**

CLICKER QUESTION ABOUT READING

According to Conley, what is the main difference between prejudice and discrimination?

-  A. Prejudice is more serious than discrimination.
-  B. Prejudice is toward a group, discrimination is toward an individual.
-  C. Prejudice is a feeling, discrimination is an act.
-  D. They are really two words for the same thing.

CLICKER QUESTION

APPLYING LEARNING




Dependent Variable: Hours Per Week Use Web

Independent Variable

Education (in years)	.98***
----------------------	--------

Constant	-6.94
----------	-------

What does the .98 mean?

-  A. 98% of people use the web.
-  B. Education and web use have a .98 correlation.
-  C. For every year of education, web use increases .98 hours.

CLICKER QUESTION

APPLYING LEARNING

Laura has a variable for the religious denomination of her survey respondents (Protestant, Catholic, Jewish, Muslim, etc.). She calculates the median for this variable. This is:

-  A. Appropriate**
-  B. Inappropriate**

CLICKER QUESTION ABOUT EXPERIENCES

**Have you, in the past twelve months,
participated in a boycott?**

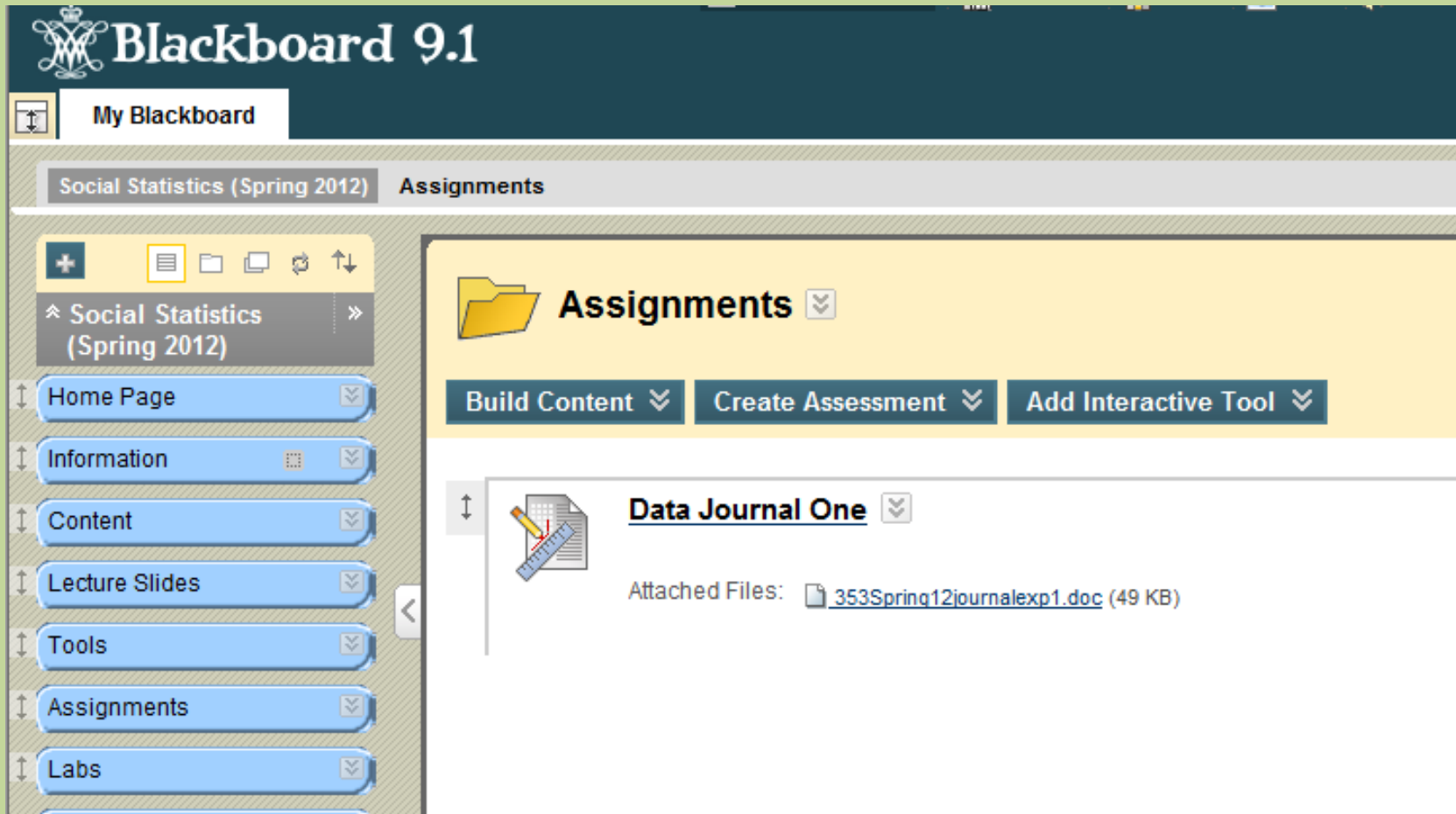
- X A. Yes**
- X B. No**

THE FUTURE OF CLICKERS



BLACKBOARD

All assessment of student work in my courses runs digitally through Blackboard.



The screenshot displays the Blackboard 9.1 user interface. At the top, the Blackboard logo and version number '9.1' are visible. Below this, a navigation bar shows 'My Blackboard' and the current course 'Social Statistics (Spring 2012)' with the 'Assignments' section selected. The left sidebar contains a list of course tools: Home Page, Information, Content, Lecture Slides, Tools, Assignments, and Labs. The main content area is titled 'Assignments' and features three buttons: 'Build Content', 'Create Assessment', and 'Add Interactive Tool'. Below these buttons, a specific assignment titled 'Data Journal One' is listed, accompanied by a document icon. Underneath the assignment title, it shows 'Attached Files:' followed by a link to '_353Spring12journalxp1.doc' (49 KB).

BLACKBOARD

Example of Grading Digitally:

1. Independent variables

- a. Polviews: recoded to 0-6, rather than 1-7. 0= very liberal and 6=very conservative
 - i. I chose to include political views in my regression equation because of the tendency of conservative-minded citizens to distrust big federal government. I think there is a great possibility that as someone becomes increasingly conservative their trust in institutions will decrease.
- b. Race: recoded to 0-1, rather than 1-2
 - i. As discussed in my last data journal, I expect that black respondents will have less trust in other individuals as well as in social institutions. Due to discrimination from both individuals and institutions, I expect for race to have a significant effect.
- c. Sex: recoded 0-1, rather than 1-2
 - i. Due to myriad differences in behavioral tendencies between men and women, I expect that the sex of the respondent will show some effect on the IV. I believe that men will be less likely to trust other individuals and institutions, if only for the fact that men tend to be more confident in their own actions and mentalities (refusing to ask for directions, etc.).
- d. Marital: recoded to that 0=never married and 1=married
 - i. I expect that those who choose to marry will have higher levels of trust in other individuals than those who have never married, because married people (hopefully) trust at least the person they have chosen to spend their lives with. I expect that people who have never married will have lower levels of trust in other individuals.
- e. Feelrel: recoded so that 0=very non-religious, and 6=very religious (added to augment R² of CONINST1)
 - i. I believe that the more religious a person is, the more that they will trust in other individuals, due to the fact that most major religions emphasize goodwill unto others. Likewise, greater religiousness probably means that the respondent has high levels of trust in religious institutions, which may transfer to other institution.
- f. Age: not recoded (added to augment R² of CONINST1)
 - i. I expect that age will be a strong contributor to respondents' level of trust. Children tend to be much more trusting than their elders, and this continues into young adulthood. Old people, in contrast, tend to decline in their trust for organizations and other as they age. Therefore I expect that as age increases, trust will decrease.

Comment [tl1]: But it's 1, 2, 3. What did you do with the others (coded as 3)?

Comment [tl2]: well, that's quite a stretch, but a creative stretch.

Comment [tl3]: what is this?

BLACKBOARD

Reasons for Grading Digitally:

- 1.) Sustainability**
- 2.) Printing costs**
- 3.) Saving time**
- 4.) Charting progress**
- 5.) Plagiarism**
- 6.) Flexibility**