

## Backing up with Backchannels



WMU 2015 Teaching with Technology Symposium  
 Presenter: Julia VanderMolen, Ph.D

## Abstract

- Students need our guidance to use virtual platforms for academic purposes. As faculty we cannot rely on their “so called” digital native status to know how and what to do with technology. Just a few years ago, no one had heard of “backchanneling”, nowadays, it has become mainstream. Students’ desire to participate in the backchannel is increased if they have a sense of community within the channel, which is most easily built through social interactions and shared experiences. Learn the role of the backchannel in a collaborative learning environment.

## Objectives

- Identify the key elements of backchannels
- Identify the benefits to students
- Identify the benefits for faculty
- Explore backchannel tools used in education
- Explore example learning activities

## Key Elements of Backchannels

- Community
- Audience
- Comment



Photo credit [www.graphic-design.com](http://www.graphic-design.com)

Based on Kerawalla et al. 2009

---

---

---

---

---

---

---

---

## Benefits

- **Student Benefit**
- Informal learning through informal communication
- Feedback on thoughts
- Collaboration independent of time and place

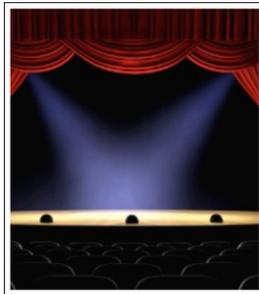


Image Credit [www.sevencounties.org](http://www.sevencounties.org)

---

---

---

---

---

---

---

---

## Benefits



Photo Credit [epicrabbattlesofhistory.wikia.com](http://epicrabbattlesofhistory.wikia.com)

- **Instructor Benefit**
- Current information on the status of learning
- Possibility for immediate, direct feedback
- Getting an impression of the learning climate

---

---

---

---

---

---

---

---

### Learning Activities



---

---

---

---

---

---

---

---

### Questions and Comments

---

---

---

---

---

---

---

---

# Thank You!

---

---

---

---

---

---

---

---

## Contact Information

- *Julia K. VanderMolen, PhD*
  - Assistant Professor Allied Health Sciences
  - Grand Valley State University
  - Email: vandjul1@gvsu.edu
  - Twitter: @jvanderM
  - Website: <http://www.technteach.info>

---

---

---

---

---

---

---

---

---

---

---

## Reference

- Camiel, L. D., PharmD., Goldman-Levine, J., Kostka-Rokosz, M., & McCloskey, W. W., PharmD. (2014). Twitter as an in-class backchannel tool in a large required pharmacy course. *American Journal of Pharmaceutical Education*, 78(3), 67. Retrieved from <http://search.proquest.com.ezproxy.gvsu.edu/docview/1524714248?accountid=39473>

---

---

---

---

---

---

---

---

---

---

---

## Reference

- Martin Ebner, Conrad Lienhardt., Matthias Rohs, & Iris Meyer. (2010). [Microblogs in Higher Education – A chance to facilitate informal and process-oriented learning?](#). *Computers & Education*, 55(1), 92-100.

---

---

---

---

---

---

---

---

---

---

---