

Teaching and Learning Online Foundational Badge Artifact

Keely Gohl, CPA, CGMA

Adjunct Professor, Executive Education at the Daniels College of Business

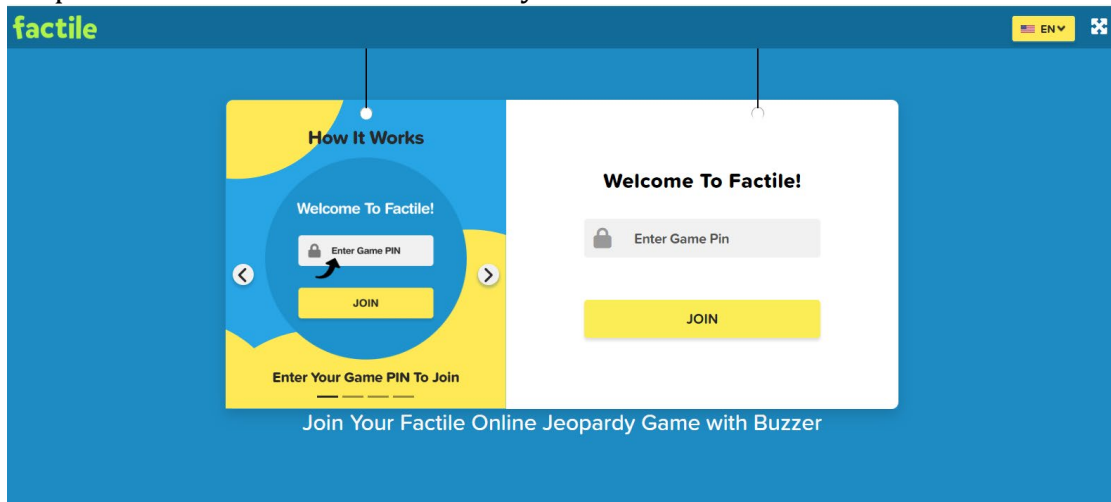
Artifact or Course Description

Teaching with Technology Tech Ed Tool Instructions

Artifact

The purpose of our course, "Finance for Non-Financial Managers" is to help students become informed consumers of financial information. Therefore, it is critical that we gauge how you are doing with the material at the end of each session, so we know what to revisit. We have chosen to make this fun by using a technology called Factile! Factile allows collaboration by having you work together in groups to answer questions in a style much like Jeopardy, Quiz Bowl, etc. It includes images, music, and sound effects. It even has an option to allow you to use your laptop or phone to buzz in!

To get started – please visit playfactile.com and click "Join Game" and enter the Game PIN we provide at the end of each class day.



Guidelines:

1. Each team needs to have members that they don't work with/are not from their own organization (sometimes people do register as teams or small groups).
2. Each team needs to create a team name and mascot.
3. Each team needs to ensure at least one team member can access the technology. If technology is an answer, the team should let us know so we can brainstorm alternate ways of "buzzing in".
4. Each team needs to agree to how the team feels about "buzzing in" - does the team want to ensure they agree, or can one person with the answer decide to buzz in for everyone?

5. If you'd like to challenge an answer, please do so respectfully. No name calling or putting down other teams or team members.
6. This isn't the NFL. Nobody is getting paid – so please make it fun and we'll abide by who the technology said rang in first. 😊

Artifact Reflection

I have been looking for a long time for something to add to our course to make it a bit more fun and interactive for the learners. I wanted something people could do individually or in groups. I had explored some tools when I was completing coursework for the Adjunct Teaching Excellence program. But preparing this artifact for the Teaching with Technology short course allowed me (also forced me) to pick a tool and dive into how exactly it would work with our class. I chose Factile (at playfactile.com) after researching tools on the OTL site.

The assignment required me to engage with the tool and create instructions for the class to use. I am currently building out the questions in the tool as I complete this reflection. It is so much fun to populate the questions! I'm excited to launch this with our class on our last session. I'm also very happy with the functionality of the tool itself. With the free version, I'm able to create a lot of interactivities and modify things as I would want. The subscription offers even more functionality. So, if the trial in our session goes well, I might subscribe to the enhanced versions. And – I can allow the learners to play the game on their own as a review tool. This allows it to be more accessible to students if they do not feel comfortable interacting live in the class online.

Interacting with Factile, I'm learning that I can use its built in AI function to create questions. However, since AI has (up to the point of this writing) has failed the CPA exam, I'm not relying on that at the moment. I can also create an Excel file or a CSV file and upload the questions from those files. So, I can create multiple versions. I look forward to learning more with the tool as I continue to use it. I'm grateful for the TLO program for facilitating this knowledge!