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Integrating meaningful technologies in the arts administration classroom: creating a constructivist and connectivist learning environment

ABSTRACT

Using experimental research design, and constructivism and connectivism as theoretical frameworks, we investigated how technologies can enhance students' learning in arts administration classrooms by observing six different courses and surveying instructors and students. We found that lecture-based and teacher-centered lessons tend to use vertical technologies to deliver content. In this setting, many students were engaged in unrelated activities, such as texting and checking emails. On the other hand, when lessons integrated student-centered technologies with a flexible and supportive environment, students were much more engaged. While tools themselves can be important, it is more meaningful for educators to leverage technologies to engage students by creating a flexible, constructivist, and connectivist learning environment where students can use horizontal technologies to explore, collaborate, connect multiple perspectives, and take ownership of their learning.

KEY WORDS

Student-centered pedagogy, technology-based teaching, higher education teaching, horizontal technologies, constructivism, connectivism

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