Chapter 7

# Training as the Beginning of a Deeper Conversation:
## Challenging How It Is Offered and What It Includes

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## EXECUTIVE SUMMARY

*A substantial renovation to a historic college and building resulted in a state-of-the-art building, full of new technologies and possibilities for new kinds of technology-enhanced teaching. Technology malfunctions slowed adoption and exploration of these possibilities, but limited communication and training accompanied by institutionally-mandated scheduling system stagnated adoption and innovation further. This case explores these issues and how an unconventional training series has started a deeper conversation about these issues and promoted more pedagogical experimentation.*

## ORGANIZATION BACKGROUND

Ohio University, founded in 1804, was the first university in the Northwest Territory and the new state of Ohio. Today, Ohio University has over 36,000 students across its six campuses and two satellite centers. The Normal Department, the precursor to the Patton College of Education (PCOE), was established in 1886 and was the first state-supported teacher education program in Ohio. Prior to the department's formal establishment, teacher education courses appeared as far back as 1831. Beyond being the first of its kind in Ohio, the PCOE remains one of the largest producers of K-12 teachers in the state as well as being responsible for producing a larger number of other types of educators and human services providers. The PCOE is the setting for the case discussed in this chapter. Starting in May 2015, the PCOE was moved out of its home in McCracken Hall, as a $32.8 million renovation was completed over the next 19 months. The renovation included the adding of over 34,000 square feet to the building through the addition of a new wing and a functional fourth floor (replacing previously unused attic space). As part of the renovations, every classroom, seminar room, and conference room gained some combination of projectors, moveable projection screens, large screen display panels, wireless presentation systems to connect to the different displays and projectors, and enhanced instructor stations to navigate the different features. Every room was also outfitted with chairs and tables with wheels to promote active learning pedagogies and flexible classroom setups. Some of the tables also had the capability of being combined together through locking mechanisms and also had a power pass-through capabilities.

## SETTING THE STAGE

Having arrived at Ohio University during the renovation, the author has no firsthand knowledge of McCracken Hall prior to the renovation. The author joined the faculty of the PCOE as a new faculty member in the Instructional Technology program housed within the Educational Studies department. In addition to being a faculty member, the author was also appointed to chair a technology outreach group on behalf of the dean and chair the technology sub-committee of the larger PCOE assessment council. Colleagues and students have shared stories of an old building that was well worn. Limited classroom space resulted in a number of classes being taught in other buildings, heating and cooling inconsistencies could be found in different parts of the building, and classroom technologies were not present in all instructional spaces. At the conclusion of the renovation, McCracken Hall became

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