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Technology is profoundly changing education. If students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize "naked" face-to-face contact with faculty. "Teaching Naked" shows how technology is most powerfully used "outside "the classroom and when used effectively, how it can ensure that students arrive to class more prepared for meaningful interaction with faculty. Jose Bowen introduces a new way to think about learning and technology that prioritizes the benefits of the human dimension in education. Here he offers practical advice for faculty and administrators on how to engage students with new technology, while restructuring classes into more active learning environments.

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning Details

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From Reader Review Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning for online ebook

Michelle says

Really enjoyed this book. Many good ideas for ways to get content coverage outside of class using technology so that class time can be spent on interesting problems and interactions with the material. Also makes a good argument for how college education can be beneficial over online courses. Definitely worth the read if you work at an institute of higher learning. Feel like I got a number of ideas for my classes.

Bonnie Irwin says

Inspiring and terrifying by turns, *Teaching Naked* challenges it readers to take some risks, build on their strengths, and transform higher education. Bowen argues that technology is crucial to higher education, but that we should not rely on it too heavily in the classroom, reserving class time for meaningful, integrated interactions with students. Bowen makes small suggestions that one can adopt without trying to overhaul everything. These suggestions are the inspiring part of the book. The terrifying part are his predictions of the demise of traditional higher education: the task of reform is huge. Lots to think about here.

Tonya says

If you can will yourself to ignore the obsession with Twitter and Facebook as educational tools, Bowen does present some interesting ideas about crafting institutes of higher learning for the technical natives some schools will see in the near future. Bowen is currently the president of an extremely expensive undergraduate school ($43,000/year currently), so he seems largely aloof to the issues faced by those of us who work in poor communities. Some of his ideas can easily be implemented anywhere but you have to dig for those golden nuggets. His work is more so one for inspiration, especially in the third section. If you have the time and the drive, it's worth the read.

Ivan says

Trans-formative and affirming! Full of excellent ideas and compelling arguments for how and why higher education must change to meet the demands of the new marketplace. Sure to stir up much controversy, but the dialogue that results is essential. If you're in higher ed, I really feel this is a must-read book.

Charmin says

Highlights:

1. Universities will need to do much more than deliver content. Application, integration and personalization of content opens more minds more effectively.

2. Millennial students are much more interested in the speed of your response than in your physical presence. Students learn more outside of class than in them

3. We can almost certainly improve learning by offering more choice for pre-class first exposure. Giving students in smaller chunks and getting them to apply it before more content is provided is how both good education and goo apps work. College should provide a customized but structured path through progressively more challenging learning.

4. The best and most lasting learning is motivated by emotion and solidified by practice. that learning requires more than just new facts; it is motivated by forcing students to confront, analyze, and articulate compelling discrepancies that require change in what they believe. Students perform better when they understand both what and how they are supposed to be learning. It is easier to teach change after failure than after success, so we need more planned failure in the college experience. Improve students' ability to solve problems by allowing them to practice on each other. Offer comments but no grade. Grade the final product without commenting. ask them to go beyond the class content and evaluate the arguments used today or describe how the last two topics are connected.

5. Faculty complaint: students are unprepared for class. Students rate professor preparation as one of the most important variables in good teaching. Intensive use of homework raises student ratings. Podcasts more effective tools than their textbooks and more efficient in helping them learn than their own notes. The most productive meetings are those where the goals/agenda and any required background information have been circulated in advance. The abundance of web resources has made oration of content in class completely redundant.

6. Articulate what students really need to do before class and WHY, and then hold them accountable. Structure class activities or assessment to reward those who did all of the reading. Professors are role models and our messages have power. Short online quiz on just the syllabus + close-book quiz on the syllabus the first minute of class = communicates class preparation is important and useful. Connecting class sessions back to course learning outcomes increases learning. The class will be a supportive place for failure and learning. High standards + nurturing environment. Learning how to triage information is a crucial professional skill. 21st life is about find the right information quickly, analyze what it means, and then put it to use before anyone else.

7. A test before every class is a simple but effective way to encourage better preparation for class. Instant feedback about who understands what can also be used to improve teaching. Requiring that students bring a short essay to share can ensure that everyone is prepared for class discussion. Telling students that other students may read their writing improves both the motivation and the product. Making tests open book and open internet creates situations that is much more like the real world, but it also requires a radical rethinking of the notion of testing.
Provide: bad, good, and excellent samples. Practice Exams.

8. Reduce the content and aim to inspire. Getting good responses to questions raised in lectures requires silence and time for contemplation. Tip: Attention and retention decrease after 15 minutes. Pausing for 2 minutes three times during a 45 minute lecture to allow students to compare and clarify their notes significantly improved both short and long-term content retention. Bring the most pressing problems of the world and your discipline into the classrooms. Make paying attention a learning outcome. The naked

classroom allows us the time to focus on creating significant learning experiences for our students.

9. Our classroom and assignments were meant to create habits that could transferred to the real world, but that real world has changed. The world is becoming a place of collaborative work and social isolation. *The best education of the future will be a hybrid*. Most faculty can give up lecturing.

10. Faculty, like students, are motivated by autonomy, mastery, and purpose because intrinsic rewards are the ones that really change behavior.

11. Reduce grading time = guided peer-review assignments, oral presentations or graded studio, discussion or lab time. Use under-graduate assistants. Students want: personal growth, social benefits, end entrees to careers (connections), academics and opportunities for real-world learning and internships. Developing new values and interests, learning about yourself, encountering new ideas, and learning to apply new skills are critical parts of significant learning. Building a curriculum of constant but small challenges, allowing performance before competence, requiring mastery before moving forward, encouraging risk and more play with intellectual ideas, and fostering internal motivation.

CarolynKost says

Music educator Bowen, recently appointed president of the very-crunchy Goucher College, makes the argument that technology can save the university. How? In part by improving pedagogy to ensure that the university liberate itself from those who "teach as they were taught, going back in an unbroken chain to the founding of Bologna, Paris, and Oxford universities in the 11th and 12th centuries (predating the invention of the printing press)," even though it is the least effective means of transmitting knowledge. He calls us to engage our students in new ways and focus less on content and more on application and the 21st Century Skills upon which the K-12 schools are so intent. If we do not appeal to students' needs and desires, they will turn to cheaper and more flexible online degrees, and the university, particularly the small liberal arts version, will go the way of the music and newspaper industry dinosaurs.

On the negative end, many of Bowen's ideas for communication with and among students have been made obsolete by any learning management system like Blackboard. He is also an advocate for flipping the classroom, but don't hold that against him. If you've tried it, you have likely found flipping to be a great concept that doesn't work in practice since students don't do the work, don't watch the video, don't do the web quest, or what have you outside of class. They are accustomed to passively receiving information and castigating through negative evaluations the instructors who depart from that mode. There are ways to surmount that obstacle, however, with varying degrees of success.

Nevertheless, Bowen provides some extremely valuable observations and solid creative tips to rethink tests and "create meaningful new types of assignments" and "build the inevitable Google search [or SparkNotes, etc.] into the assignment." He also suggests a number of other reforms that are bandied about in The Chronicle of Higher Education: badges, focus on demonstrating achievement of learning outcomes rather than credit hours, flexibility in terms of course start dates, staff contracts, pricing models, etc. There needs to be a great deal of intrepid experimentation at this stage in order to determine what methods work in specific contexts; it is doubtful that one model will or should work everywhere.

Despite its flaws, this book gives excellent and specific ideas for stimulating discussion about how to save

the university for those of us who believe that it is in peril and are setting about building the ark avant le deluge. Everyone else, wear your swimsuit.

Bowen is more relevant to instructors. If you are interested in the future of the university from an administrative or theoretical perspective, immediately read College (Un)Bound by Jeffrey Selingo, editor of The Chronicle of Higher Education. It is unsurpassed and insightful.

Bob says

The subtitle of this book actually explains the attention-grabbing title of this book. Bowen contends that the onslaught of technological resources that in the minds of many jeopardize traditional higher education can in fact enhance the basic thing professors and teachers do in the classroom--advance student learning. And the way this occurs is for those who teach to employ all these technologies outside the classroom, including those beloved PowerPoints!

These along with online lectures, podcasts, emails, Facebook posts, tweets and course management systems can be used to promote outside-the-classroom learning so that interactive and action-based learning in the classroom or lab can take the lecture (often described as the transfer of information from the notes of the teacher to the notes of the student without engaging the minds of either!).

All of this is based on the premise that the face to face (naked) interaction between teacher and student is the value added that the brick and mortar institution offers over the virtual classroom. What Bowen tries to do is to maximize the effectiveness of the teacher through sound in class pedagogy through interactive and action-based learning rather than the default lecture. He also argues for teachers as "curators" of technology--guiding students to the best resources and using social media and even gaming outside the classroom to help students with course content, homework and preparation for the in-class experience. He even proposes that courses should be like video games, or even developed AS video games where students only progress to higher levels of knowledge as they master lower levels.

Part 1 of the book explores the new digital landscape. Part 2 gets very practical in the design of courses that are a hybrid of technology and "naked" teaching. Part 3 is perhaps the most thought-provoking as he poses the challenge of what kind of adaptation he thinks needs to take place. He points to the digitization of music and print and how the change in the form and delivery of product radically transformed music and book outlets--for example, the demise of Tower Records and Borders. Yet other brick and mortar outlets like Barnes and Noble have (so far) survived because they shifted to a hybrid model that has both digital and human interaction components--likewise the case with the independent booksellers that have survived. He believes the same will need to happen in higher education in redefining the product, re-thinking the curriculum and how it is delivered and even re-tooling matters of infrastructure and pricing.

The one thing I struggled with in the end is the commoditization of education that I think will inevitably militate against the human values of the naked classroom. While Bowen tries to fuse these, the bottom line at the end of the book seems to be the bottom line. I hope the "hybrid" that Bowen proposes in some form is in fact the direction things take. There is no way to put the genie back in the bottle--it is in fact on every student's smartphone. Yet I wonder if today's university has an adequate philosophy of education to resist the siren call of the technology and the pragmatism of the bottom line. Without strong, principled, and savvy leadership, I wouldn't be surprised if technological and market forces decide these questions in the next decade or two. That's just how fast things are moving.

Jeff Stern says

Insightful book, some great suggestions, although the title is a bit of misnomer as the bulk of the book is about more effective ways to use technology, rather than encouraging one to give it up entirely.

Brett Francis says

Mostly helpful for current professors with PhDs and some administrative power who have been weary of using technology in the classroom. As a younger graduate student, I found some of the chapters (6-8) helpful for practical advice, but part one was mostly marketing and an argument for using a wider range of technology in teaching (something I already do), and part three was mostly geared toward change on an admin level (a level which I am currently not a part of). My biggest concern was a lack of student voice in the book. I found two quick sentences that mentioned research about the students' perceptions of tech activities, and only one quote from an actual student mentioning enjoying one particular activity. I wish there had been more support from students as to "yes, these things are good" or "no, that's not really what we want." Much of the book continued to say "students want X" and then failed to show me where that assumption came from. Advocating the inclusion of technology like Twitter and other social networking sites is good, but assuming that they will be happy to be getting updates from you wherever they are could be faulty. Some students might like keeping school at school, and not be interested in random academic assignments popping up while they are shopping for groceries.

Lindsay says

I'm not sure how interesting this book is to non-educators and people who are not working in higher ed. That said, it was very well-written and Bowen has great ideas for fixing higher ed. He has the background of an administrator (and is going to soon be the president of Goucher College) but the passion of a professor. I enjoyed this much more than I expected to, and there are some great tips in here.

Lisa says

This book was really annoying to read. He makes a bunch of weird assumptions about what college classes are like, as if the terrible teaching practices he mentions are considered acceptable. The author gives several suggestions that seem innapropriate to me (tweeting instructions to students, asking one of them to "spend an afternoon with you" setting up a podcast, Facebook groups for class (with a joke thrown in about how your presence might curb photos of them out drinking on the weekend). It's also hard to place what decade some of the advice relates to. we should use Twitter, or Facebook, or AOL instant messenger because variety is good, like how sometimes you like to watch grainy videos on YouTube and other times you want to rent the bluray from the local video store. It seems from reviews that some people found this helpful, but to me it was a terrible mix of obvious advice and bizarre suggestions for making college hip and cool for the millenials (there are also some strange suggestions about what millenials want). I'm also shocked that any book can make it through the editing process as full of links to webpages as this one has.

Julia Hendon says

Yet another effort to grapple with the role of "technology" (by which is meant digital resources such as Google or Wikipedia, and digital devices such as smart phones) in teaching, this time at the college level. Bowen avoids a "rah rah" approach in favor of a more balanced discussion that stays focused on tried and true values such as encouraging critical thinking, allowing more time for meaningful engagement between faculty and students, and preparing students to be informed citizens. Thus he advocates using technological tools outside of the classroom rather than in. His discussion of social media, forms of communication, and ways of assessment are useful and may be helpful to teachers. I know I found some useful ideas and suggestions.

Patrik says

I found this book to be an eye-opener! Jose Antonio Bowen has written an important book related to how technology is changing the landscape for how education is provided and how learning is best achieved. It is an ambitious book as it is written for both University teachers and administrators.

For administrators - The availability of online course content for free and the fact that today's students are very willing to access it is clearly changing the competitive landscape for traditional colleges and universities. The question is, how to respond? There are two main avenues, either improve the on-campus experience by building better wellness centers and coffee shops or increase learning through better teaching. Bowen does not believe in the long-run efficacy of the former approach (think Borders getting better couches and coffee on its way to bankruptcy). However, Bowen does argue that we can use technology in a better way to maximize teachers' face-to-face contact with students and thus increasing learning (especially higher-level learning). This approach is the Teaching Naked approach.

For teachers - Bowen provides both rationale and the hands-on advice for Teaching Naked in the face of new technology (podcasts, facebook, twitter, etc). The main argument is that students being lectured by a professor is both ineffective for student learning (we knew this of course) and can be better done online. That is, students can learn more by watching a superstar lecturer (from Stanford or MIT?) that allows the students to pause his/her presentation. What online courses (MOOCs) cannot achieve is the type of active learning that we know from careful research maximizes student learning. This can only be done in a room filled with actual people, including an expert on the side. Hence, Bowen recommends that content transmission takes place before the class through technology, so that the in-class time can be devoted to higher learning activities.

Bowen therefore, in the end, promotes the flipped classroom model.

Annalisa says

I actually didn't finish this book because it annoyed me so. What wasn't obvious platitudes and pandering was stereotypes about "Millennials" and how they are different than any other generation of college students. "Teach naked"? Seriously, we have to be told not to lecture from the book? I don't know anyone who does

that. And I fail to see how holding office hours on line or having a Facebook class page is going to make students any more excited about my class. This book was pointless.

Jennifer says

Easy to read.. some ideas make sense and others are just some more education-ese. I do agree that what will make the in-person classroom unique (as opposed to online) is the human interaction, so that will be the most important thing for the professor AND students to bring to class.