



MAY 2012

TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

OAKS UPGRADE COMING IN MAY

by Mendi Benigni

On May 10th OAKS will be upgraded to version 9.4.1 (Desire2Learn). There are some exciting features that will be available once the upgrade is completed:

Preview Audio Recordings: Now users can not only record audio within OAKS but can now preview the recording before submitting it. They can play the entire clip or only a portion.

Improved Math Support: MathJax has now been implemented along with improved LaTeX support.

New and Improved Calendar Interface: You can set due dates and schedule your courses from one central location using a slick new interface. You can consolidate all calendars into one to get an overview of all your important dates. You can also add content into the calendar and view it in an Agenda view.

Task Management: Tasks have been added to the calendar. Now you can manage all your to dos.

Seating Chart: You can create a customized layout of your classroom and build a seating chart within your OAKS class and view your Claslist in the form of a room layout. Attendance Tracking is built into this feature.

Instant Notifications: You can now get notifications from the News and Dropbox tools. These notifications can come to you via email or text message. News can also be subscribe to via an RSS feed.

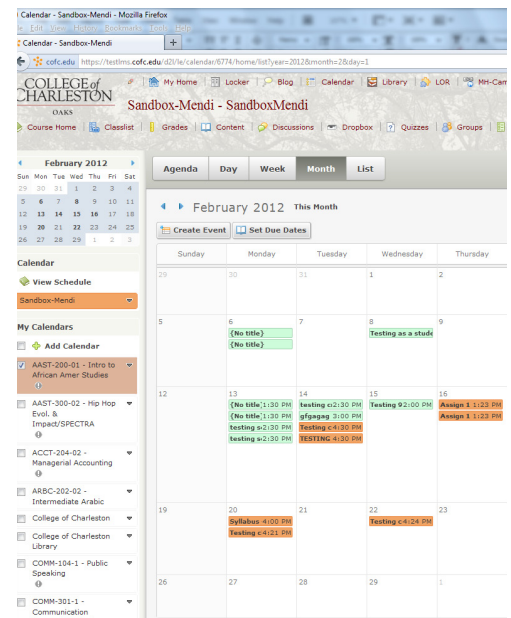
Course Notifications: If instant notifications aren't your thing you can subscribe to a daily digest. This digest includes news activity details, dropbox folders with approaching due dates, and all the information that users typically see in their course's Updates widget. For students, this includes the number of unread discussion messages, the number of new emails, the number of quizzes not attempted, and the number of dropbox submissions with unread feedback. For instructors, these updates include the number of unread discussion messages, the number of new emails, the number of ungraded quiz attempts, the number of new dropbox submissions, and the number of new enrollments.

Redesigned Dropbox Feedback Interface: To make better use of browser window real estate, the new layout arranges components horizontally and removes the navigation. It shows evaluators submissions on the left and space to evaluate the submissions on the right in a format that allows evaluators to grade a list of students with submissions defined by criteria set on the folders

submissions page. You can also view the submitted files directly in the browser. If the files are submitted as .html or .txt you can even annotate directly within OAKS.

There are a few other changes but these are the most major. Training modules for these improvements will be available in the **OAKS Training Course** under your **Student** tab within OAKS.

It's important to remember that OAKS will be down for a short time while the upgrade is installed so watch the OAKS News item and your email more information regarding this downtime.



blogs.cofc.edu/tlt
email: tlt@cofc.edu
twitter: tltcofc

COLLEGE of
CHARLESTON
INFORMATION TECHNOLOGY

TED-ED FLIPPED LESSONS

by Laura Plotts



Hopefully you were able to join us at the first TLT Roundtable, Exploring the Reverse Classroom or you have had the chance to view the video from that session and now you would like more ideas on reversing or flipping your class. Well here is another opportunity! Check out TED-Ed to “flip this lesson.” According to the TED-Ed site “flipping a video allows you to turn a video into a customized lesson that can be assigned to students or shared more widely. You can add context, questions, and follow-up suggestions to any video on TED-

Ed or YouTube.” The site also provides more information about “flip teaching” and describes this as “a method of instruction where classroom-based teaching time and traditional homework time are reversed (flipped). A teacher provides video lessons to be reviewed outside of class, which in turn gives teachers more time in class to focus on higher-order learning skills.” If you do incorporate into your instruction, please share the results with TLT.

YOUTUBE IN THE CLASSROOM

by Monica Lavin

Many professors on campus are already using YouTube in the classroom because of the ease of use and the sheer number of videos available. So I thought I would highlight some tips and share supplemental activities for faculty using YouTube in their courses.

1. Encourage your students to dig deeper.

After showing a video in class, ask your students to create their own YouTube playlist with other quality videos relevant to the topic introduced. This option will require students to learn more about the topic and/or concept by asking students to review more related material. This might even help the students become fact checkers. There

may be hundreds of videos on the Occupy Wallstreet movement, but are they bias? The students will need to filter the content and only choose the few that are the best representation.

2. Experiment with low-stakes testing.

After the students watch the video, ask them to take a 10-15 question quiz relating to the topic. You can use the College’s Google Survey tool to help you create a survey with ease. If you’re already using OAKS to post the video link, you can add or embed the survey in the same module for easy navigation. The low-stakes testing will help you and the students identify areas of weaknesses.

continued on page 3



HIGHLIGHT

The April Faculty Roundtable discussion, “**Maximizing external funding while minimizing administrative headaches**” was hosted by Academic Affairs and TLT, to help provide an overview of the basics of applying for funding and grants administration at CofC. Susan Anderson, Assistant Vice President for Research & Director of the Office of Research & Grants Administration facilitated the discussion while panelists Cindi May and Jim Bowring shared their experience and tips for working with different types of external funding. We would like to thank them for sharing their time and expertise!

Watch the video recording of the session on our blog at <http://blogs.cofc.edu/tlt/teaching/faculty-roundtable-discussions/2790-2/>

YouTube in the Classroom cont.

3. Add annotations to your videos.

If you are using YouTube to upload your own videos, take advantage of the annotation features. This allows you to add comments, notes, and spotlights. Watch this quick video about the features at <http://youtu.be/UxnopxbOdic>. This can help reach your learner in a variety of ways and help highlight important information.

4. Encourage your students to publish!

If you're requiring your students to create a video for a cumulative project, encourage them to publish the video to YouTube. Rather than having an audience of 30 students, they can have a much bigger community that can view their videos. And they can access the videos after college. (Please be respectful of privacy concerns).

5. Take advantage of YouTube's brevity.

Terry Heick, the Contributing Editor for Edudemic, suggests "killing the unit." "While there are feature-length films available, the sweet spot of YouTube lies in quick bursts of videos that allow users to continue self-actuating their own experience." He challenges teachers to "move to persistent, streaming 'lessons.' Leverage the mini-lesson. Use project and mini-projects. Encourage intellectual stamina and endurance not through duration, but anchoring themes and projects that persist."

Do you integrate other activities or want to share tips for using YouTube? We'd love to hear them! Please use the comment feature below to add to the discussion! You can more find ideas at <http://edudemic.com/2011/12/how-to-youtube-your-classroom/>.

INNOVATIVE INSTRUCTION SERIES: DAVID DESPLACES AND CLICKERS

by Zach Hartje

In March 2012, TLT continued its Innovative Instruction Series, which highlights faculty who use technology in innovative ways, by interviewing **David Desplaces**, Director of the Center for Entrepreneurship, and Assistant Professor in the Management and Entrepreneurship department in the School of Business. David is an avid technology user and employs a number of different tools and applications into his curriculum. A technology tool that has become a mainstay for David over the past few semesters has been the use

of audience response systems (aka clickers). By supplementing his classroom instruction with this device, he is able to better engage the students, and have every student participate when questions are asked. David uses Turning Technologies TurningPoint product but the ideas he shares in the interview would relate to any clicker product. Take a look at the interview (goo.gl/yxoTr) and see if audience response systems might work for you!



Protected information entrusted to the care of the College of Charleston must be maintained and managed as defined by the College of Charleston Privacy Policy. Use of 3rd party tools must not violate the College of Charleston Privacy Policy, or Peer-To-Peer File Sharing Policy.