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TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

INTRODUCING OAKS VERSION 10 – COMING DECEMBER 18TH!

by Mendi Benigni

We are excited to announce the new version of OAKS that will be available

December 18th! This new version contains user interface changes for a more intuitive experience for all users. The new user interface includes:

- A new top bar that provides easy access to courses, alerts and personal settings
- Redesigned homepage tool with more modern branding and layout options and a smaller top banner
- Redesigned navigation tool that allows links to be grouped in menus for a focused and streamlined navigation experience
- Most tool features are now accessible with less clicks

There are also new features and functions in some of our most popular tools including Dropbox, Discussions, Rubrics, and Grades. If you would like to read a detailed list of all of the new features see the Desire2Learn (D2L) Version 10 Features Guide at <http://goo.gl/dhyb5>.

These updates are going to make OAKS much easier to use and more intuitive with less clicking! To help you make a smooth transition to the new interface TLT will be hosting "OAKS: What To Expect in Version 10" sessions where you will get a chance to see the new interface and all the great new features. In addition, the new text-based tutorials and video tutorials are available on our TLT blog (<http://blogs.cofc.edu/tlftutorials>).

The new upgrade will not affect any of your existing courses in OAKS. You will still have all of your course material, quizzes, discussions, assignments, etc. They will just be in an easier to use interface.

OAKS: What To Expect in
Version 10 Sessions:

November 1st from 1:30-2:30
November 12th from 8:00-9:00
November 13th from 8:00-9:00
November 30th from 9:00-10:00
December 4th from 8:30-9:30

All sessions are in JC Long 317.
Don't forget to register for a session at <http://tlt.eventbrite.com>

APPLY FOR THE SPRING FACULTY TECHNOLOGY INSTITUTE!

by Monica Lavin

The Teaching, Learning and Technology (TLT) Department will be conducting two Faculty Technology Institutes. The first FTI is scheduled from March 4-8, 2013 (Spring Break) and the second during Maymester, May 20-24, 2013. Both FTIs will cover the same content.

This year, our Faculty Technology Institutes focus on Teaching the #TechGeneration. Our intention is to deliver sound pedagogical practices, demonstrate technological tools, showcase experiences from CofC faculty, and provide a forum for open discussion. In other words, our intent is to further the discussion and pedagogy revolving

around what it means to teach, connect, and engage with our current CofC students.

Apply for Spring 2013:

The Spring 2013 FTI online application is now available at <http://goo.gl/4YZPg>! The application **deadline** is **January 4th, 2013**. All applicants will be notified if they have been accepted during the first week of February.

A tentative agenda is available to help you decide if this FTI is right for you (visit <http://goo.gl/ue93k>).

For more information, please visit:

<http://goo.gl/fvAeW>



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REVERSING OR FLIPPING YOUR CLASSROOM – TWO APPROACHES

by Mendi Benigni

Reversing (a.k.a. flipping) your classroom is a form of blended learning in which faculty move much of the traditional lecture and in-class information delivery to the web for the student to view outside of class. This in turn allows the professor to spend more time interacting with students in the classroom. That classroom time is used to perfect a skill, work through case studies or problems, hold engaging discussions, really anything that allows the student to apply what they have learned in some way that is meaningful to them.

Susan Rozzi and Michelle Futrell are



professors in the Athletic Training Education program in the School of Education, Health and Human Performance. They were kind enough to sit down with us and talk about their experience in reversing their classes. In this interview they talk about how and why they did it, what worked and what did not

work, and how they changed both their and their student's views on learning.

The Innovative Instruction Series highlights College of Charleston faculty who have used technology in innovative ways to enhance their teaching and student learning. To see all of the videos in this series, including this interview, check out <http://goo.gl/5Xilv>.

Further information can be found at:

<http://goo.gl/sWpeq>

<http://goo.gl/FxSfE>

<http://goo.gl/xprbY>



FIVE OR SIX ONLINE RESOURCES THAT HAVE NOTHING TO DO WITH YOUR CLASS

by Bryan Luce

Student engagement is always at the heart of good instruction. Without engagement, instructors are simply talking to an empty room. But despite our best efforts, sometimes the content is (let's admit it) boring. And other times, when the content is good – or even great – there are external factors that just seem to suck the lifeblood out of the classroom.

In an attempt to invigorate the classroom, and possibly re-engage students on a different level, here are some interesting online resources that probably have nothing to do with your class:

- The Wilderness Downtown (An interactive film by Chris Milk) <http://www.thewildernessdowntown.com/>

- The Impact of Kickstarter, Creative Commons, and Creators Project | Off Book PBS <http://goo.gl/MIBQA>
- Incredibox <http://goo.gl/BNP0z>
- Where Good Ideas Come From by Steven Johnson <http://goo.gl/OO1x>
- OK Go: Needing / Getting <http://goo.gl/celUN>
- Reggie Watts Disorients You in the Most Entertaining Way | TED <http://goo.gl/jGByf>

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FIVE OR SIX ONLINE RESOURCES THAT HAVE NOTHING TO DO WITH YOUR CLASS cont.

Obviously, none of these links are meant to replace core concepts, important ideas, and the engagement provided through thoughtful instruction. But they are meant as segues, intros, and break-time entertainment that can lead into personalized conversations in the classroom.

The Point: Student engagement is not always supported by the content of a course. But rather than trying to fit in the square peg of an obtuse concept, students can also be engaged with everyday, entertaining, and informative information; the key is to relate these concepts or practices to class, and to foster an appreciation of shared experience.

Image: <http://goo.gl/gHRjl>

OAKS NOTIFICATIONS

by Mendi Benigni

Did you know that OAKS has notifications that allow you and your students to stay on top of what's happening in your classes? Using the Notifications area on your OAKS Homepage you can set how and when you want to be alerted of new discussions, dropbox deadlines and new news items. You can be notified by email or text message so you'll never miss anything important.

What Comes In Notifications?

Discussions - If there is a particular discussion forum or topic in which you want to follow just click the SUBSCRIBE TO TOPIC/FORUM link within the topic/forum and choose the frequency. You will be notified, only by email when new messages are posted to a forum or topic for which your subscribed.

Dropbox - Enabling the Dropbox will text or email you two days before an assignment is due.

News - Enabling the News item will text or email you when a news items is added or updated.

In the new, upcoming OAKS version 10 (coming December 18th) students can also receive notifications of **quiz/test** dates and when **grades** are updated or released.

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OAKS

How Do I Enable Notifications?

In our current version (9.4.1) it is done via the NOTIFICATIONS link on the OAKS Homepage (My Home).

- Once in, verify your email and set up your cell number if you'd like to receive texts.
- Choose how often you would like to be notified.
- Choose which notifications you'd like and by what method (email or text).
- Click Save when finished.

In version 10 it will work the exact same way but will be accessible via the Notifications link under your personal menu on the minibar.

Be sure to let your students know that this is available. It will really help them stay abreast of all the new happenings in your class.

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.