PECHA KUCHA IN THE CLASSROOM

by Mendi Benigni

Pecha Kucha is a simple presentation format devised by Astrid Klein and Mark Dytham where you show 20 slides or images, each for only 20 second. The images or slides advance automatically to keep you on time and you can only talk about each slide or image while it's being displayed. Designed to keep presentations short and to the point, each presentation is only 6 minutes and 40 seconds long!

Why use it in your classroom?

The goal of pecha kucha is to encourage the presenter to be concise but also a bit more creative and informal. It's suggested that the presentation consist mainly of images, photos, or graphics with little to no text. These images should advance your story and emphasize your points and the absence of bulleted text tends to steer the speaker more toward story telling and conversation than a rehearsed and robotic presentation. The time constrain is great for student presentations because twenty seconds is long enough to make a solid point but not enough to prattle. The pecha kucha time and slide constraints prevents the student from mentioning everything they could find on the topic in hopes that they hit upon the point you wanted them to make. This encourages the presenter to know the topic well enough to distill what is important and needs to be covered in the 20 slides.

Lastly, when the fast-paced presentation is over the speaker(s) then open the floor for questions and dialogue with their audience, further allowing them to demonstrate their understanding of the topic.

How to use it in your classroom

There are some basic rules to pecha kucha.

20 for 20: I've already mentioned that an entire presentation must consist of 20 slides, no more, no less. Each slide is only allowed to remain on the screen for 20 seconds so it's important to know how to create an autoplay slideshow. You can find short video tutorials on how to create pecha kucha style presentations in Keynote, PowerPoint and Prezi at then end of this post.

Images over Text: Try to use images that advance your story and illustrate your points. When using words steer clear of bullets and use phrases that have an impact and represent the essence of your point.

No transitions or animation: Avoid slide transitions and fly-in text. This eats up time and detracts from the focus of this fast-paced presentation style.

No video or audio: While you can add audio and video files to your presentations they need to fit into the 20 second time frame and normally don't work well with this presentation style.

Rehearse, rehearse, rehearse: While this is meant to be more informal and conversational you must make sure you get your important points across and you won't be able to do that successfully if you don't practice. 20 seconds is a short time and every slide where you go over that time forces you to speed up on all subsequent slides to make it up. Practice is critical.

If you are interested in reading more about pecha kucha in the classroom go to Richard L. Edwards' blog, Remixing the Humanities. He wrote a post entitled Pecha Kucha in the Classroom: Tips and Strategies for Better Presentations and it is one of the resources that I used for this post.

If you would like to learn how to create pecha kucha style autoplay presentations I have created some basic video tutorials for you and your students:

PowerPoint - http://goo.gl/fl8NC

Keynote - http://goo.gl/Xoiu3

Prezi - http://goo.gl/2KVDB

For more information, see the links below:

http://goo.gl/4kcwX
http://goo.gl/sl3Fj
http://www.pecha-kucha.org/

TLT FACULTY SOCIAL!

by Monica Lavin

Food, Wine, and Prizes | 9/20/2012, 2pm-4pm
JC Long, 3rd Floor

Come join us on the third floor of the JC Long Building for TLT's annual Faculty Social scheduled for **Thursday, September 20th, from 2:00pm-4:00pm.** The instructional technologists will be showcasing a variety of educational tools such as Augmented Reality apps, eReaders, OAKS, Echo 360, and more! We'll also have prizes, food and wine! Look for our flyers around campus! We hope to see you there!

Food and beverage is sponsored by School of Business, School of Education, Health, and Human Performance, School of Humanities and Social Sciences, School of the Arts, and the School of Sciences and Mathematics. Thank you for your continued support!

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FREE ONLINE PHONE CONFERENCING AND RECORDING

by Mendi Benigni

I was helping out a faculty member the other day who had a request to record a phone interview and found a website called Free Conference Calling. This site is free and after signing up you are given a phone number, conference code and host code that allows you to initiate a conference call with up to 1,000 callers (note: only 25 can talk at one time). This site allows you, the host, to control the conference call completely, either via your phone or a call management web interface. Using these tools you can fully control the conversation. You can mute all participants and have the participants "raise their hand" to speak, invite guest speakers with a special code that exempts them from the Mute All feature, request caller names, and best of all record the

call. The great thing is when you turn on call recording all call participants are alerted to the fact so no one is recorded without their knowledge. This recording can be made public or private, shared via Facebook, Twitter or email or downloaded to your computer as an MP3. No need for a fancy or expensive conference phone, everyone can just dial in from the comfort of their own office or even their home and participate in the call.

This free account allows you to talk and/or record for up to 6 hours at a time and is available 24/7. There is no scheduling needed, just send your conference phone number and participant code out to those you wish to participate and that's it. They can call in up to 10 minutes before you, the host, call in and can listen to music while they wait

for you to dial in and join the call. It was super easy and in our test I was up and running in less than 5 minutes after signing up. I really liked the service in my short test. *The only think to watch out for is that you call in to a toll number (not a toll free 1-800 number) so long distance charges can apply depending upon your phone plan.*

FREE ONLINE PHONE CONFERENCING AND RECORDING cont.

Possible Uses:

- Conference call for research groups with individuals across the country or world (note: international charges apply for those outside the US and long distance charges apply for those within the US)

- Record a phone interview for research or class project

- Record a phone conference or interview for individuals that cannot participate in the call

- Record a phone call with native or international speakers and link the mp3 file in OAKS for your students to hear

- Conduct a conference call for journal editing

- Create a podcast or record an audio file of only you on the call. Great for when you need to record something but don't have a microphone.

Remember – *this call is being routed through a 3rd party number and possibly recorded therefore you should refrain from discussing personal or FERPA protected information.*

Visit the Free Conference Calling website at **http://www.freeconferencecalling.com/**

Image - http://www.homeincomeblog.com/wp-content/uploads/2010/04/telephones.jpg

IMPORTANT INFO ABOUT OAKS

by Monica Lavin

As you're preparing your OAKS courses for the start of the semester, we wanted to bring a few things to your attention to help make life (well at least OAKS) easier for you! First, we wanted to mention OAKS crosslisting. Crosslisting is an option that allows you to combine 2 or more sections of the same course in OAKS. This will help save you time so that you don't have to post the same content to 2 or more courses. *It is highly recommended that you request crosslisting BEFORE content or student work is added as student work will be lost.* However, you can request a crosslist at any time during the semester as long as there is no student work, grades, discussions or quizzes in the class. Also note that it takes about **3 business days** for the OAKS administrator to process your requests.

Also, OAKS allows other users to be added to your course. We broke down the user

roles more in depth for you. All roles can be requested via online forms in the My Home OAKS page. When you log in to OAKS, you will see a widget in the lower left hand corner titled **OAKS Requests**. Please see below for a list of role options:

Content Assistant - *The content assistant is the most commonly used option, and will meet most needs.* Faculty can add any CofC user (faculty, staff and/or student) as a content assistant on their own. (If you would like a non-CofC user added as a Content Assistant, you will need to add in the form's description that the user is a guest.)

Content assistants can **create, edit, re-order, restrict and unhide:**

- Content

- Discussions (They CAN see student discussion posts but CANNOT grade)

- Groups

- Quizzes (They CANNOT see student submissions or grade quizzes)

- Dropbox (They CANNOT see student submissions or grade assignments)

Content assistants can also copy course components from one course to another. Content assistants can **view only:**

- Attendance

- Classlist (They CAN send emails but CANNOT see user progress)

Content assistants **do NOT have access to:**

- Gradebook

- Any student work and submissions

IMPORTANT INFO ABOUT OAKS cont.

Grading Assistant – Grading Assistants can be added to aid in course creation and to assist with grading student work in tools. Grading Assistants **must** be CofC employees or student employees and must sign a Student Statement of Confidentiality.

Grading assistants can **create, edit, re-order, restrict and unhide:**

- Content

- Discussions (They CAN see student discussion posts and grade discussions from within the discussion tool)

- Groups

- Quizzes (They CAN see student submissions and grade quizzes from within the quiz tool)

- Dropbox (They CAN see student submissions and grade assignments from within the dropbox tool)

- Attendance

Grading assistants can also copy course components from one course to another. Grading assistants can **view only:**

- Classlist (they can also send emails but CANNOT see user progress)

Grading assistants **do NOT have access to**:

- Gradebook (Students can ONLY grade student work within the tools)

Instructor - You can request another CofC Faculty member be added to your course with full instructor rights. This includes access to all student work and grades.

Instructional Tech – Your TLT Instructional Technologist can be enrolled in your course to help with any course creation issues, gradebook creation, recommend best practices, and help with tool usage.

Fake Student – You can have a fake student account enrolled in your course to view your course as an actual student.

Student – Students can only be added to special use courses. Students should be enrolled in official CofC courses via the registrar.

Incomplete Student – Students with a grade of an "I" in Banner can be given access to your course for one additional semester to complete the course. Access will be removed at the end of the following semester.

Staff – Staff members can be given OAKS accounts and enrolled in your course with viewing privileges. If they will be assisting with course creation you should request they be added as a Content Assistant.

Guest – Non-CofC users can be added to your OAKS classes as a guest. The Guest role can only see content and participate in Discussion. They cannot access any other tools within OAKS. These requests will be approved by Academic Affairs prior to the user getting an OAKS account.

All roles can be requested in OAKS in the My Home page. When you first log in you will see a widget in the lower left hand corner titled **OAKS Requests**.

FACULTY ROUNDTABLE DISCUSSIONS

by Monica Lavin

Faculty Roundtable Discussions are resuming for Fall 2012!

Join us for the first faculty roundtable discussion of the Fall 2012 semester! September's Faculty Roundtable will be focused on Problem-Based Learning (PBL).

The Roundtable will be held on **Thursday, September 27th from 1:00pm-2:00pm in the Tate Building room 202.**

September's Faculty Roundtable discussion, hosted by Academic Affairs and Teaching Learning Technology within IT, will help provide an overview of Problem-based Learning, identify the pros and cons, and offer best practices and tips for implementing PBL into your courses. The panelists, Dorian McMillan, Celeste Lacroix, and John Peters, have experience with implementing PBL into their courses, and are eager to share ideas and solutions for problems and questions that you might encounter.