CREATING A SOCIAL MEDIA AND BYOD POLICY FOR YOUR CLASS

by Amy Ostrom

I had a conversation with a new professor this week. Although she was new to teaching, she was knowledgeable, enthusiastic, passionate, creative…everything that we look for in our new CofC faculty. Listen in on part of our conversation when she met me (her friendly neighborhood instructional technologist) for the first time:

New Faculty Member: *Oh, so you help with technology? Well, my big concern is what to do about students with cell phones in class. And how do I know if they are really using those laptops to take notes?*

It was inevitable, wasn't it? As a teacher, you are always concerned about whether or not your students are engaging with the material and focusing their attention where it needs to be. My response?

Friendly Neighborhood Instructional Technologist:
When it comes to devices in the classrooms, there are two main ways to look at it: Ban them and cut off all ties, or harness their powers for good instead of evil and open up a whole new world of interaction and engagement.

No matter what your position is on using technology in the classroom, your students need to know where you stand. Creating a policy statement is essential for communicating your expectations to the students.

Here are some tips to consider when creating your technology use policy:

- Examine your school culture: There is a massive amount of information available about teaching the Tech Generation as a whole, but how is that reflective on College of Charleston's campus? Conduct your own research or student panel to see what students really use their technology for and what THEY expect in the classroom. You may be surprised at what you find out…

- Look to your colleagues: interview other faculty members who teach similar courses to see how they use technology in their classes. You may also want to check and see if your department has a technology use policy or recommended tools.

- Consider possible exceptions to the policy: For example, a student requiring assistive technology may stand out in class if all technology is banned, but if devices were allowed to all students for note taking purposes, the student wouldn't be identified as having a disability to their peers.

- Be familiar with the technology: It is easier to make a policy when you understand the ins and outs of how the device works and how the programs can and shouldn't be used in the classroom environment.

- Broaden the scope: instead of making separate policies for cell phone vs. tablet vs. laptop use, consider making one all-encompassing statement about acceptable and responsible use. It is best to state your expectations using positive language. For example, instead of "don't use Facebook in class", try "use applications that are appropriate for class, like productivity or note taking apps." Remember, "tools and media have no intent…people do and the policy is made for people," (Neilson, 2012).

- Review your policy frequently: Keep up to date with new technologies that are emerging on a constant basis. A great way to do this is by attending TLT training sessions and Faculty Technology Institutes (Yes, that was a shameless plug…but it's still true!)

Resources:

Neilson, Lisa. "The Innovative Educator: Looking to Create a Social Media or BYOD Policy? Look No Further." The Innovative Educator: Looking to Create a Social Media or BYOD Policy? Look No Further. N.p., 3 June 2012. Web. 10 Jan. 2013.

Anderson, Steven. "Social Media Guidelines." Edutopia. N.p., 11 Apr. 2012. Web. 10 Jan. 2013.

IPAD IN THE CLASSROOM – DR. KATE OWENS: MATH

by Kate Owens

Here at the College, one of the departments of the IT division is TLT: "Teaching, Learning and Technology." One of their functions is to offer equipment check-out for staff and faculty at the College. Last semester (Spring 2012) I was able to check out an iPad 2 from early February through the end of final exams. I was teaching three sections of our 3-credit "Elementary Statistics" course (MATH104) and one section of our 3-credit "Linear Algebra" course (MATH203). I abandoned the use of chalk boards in favor of lecturing on the iPad.

My Pre-iPad Lectures

For the last few years, I moved to using ELMO-style document cameras (**http://goo.gl/O0CWe**) instead of board-based lectures. Originally I made this swap because the particular classroom where I had been assigned had only a tiny blackboard and I realized I would spend half of the class time erasing the board. But after a couple weeks of ELMO use, I was a big fan. Instead of presenting material while facing away from the students, writing on blank paper using pens under the ELMO camera allowed to face the students for the entire class period. Doing this enabled me to catch many "I'm confused!" facial expressions from students who may not have felt comfortable voicing their concerns. Also, I was able to keep track of exactly what we had completed in any given class
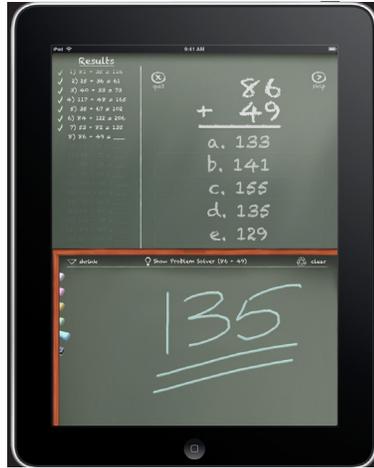
period since every day I walked out of the classroom with a written record of what we had done. I also experimented with the iPad.

What I Do Now

As my class prep, I produce PDF files of class lecture notes for all of my courses, and I upload the PDF files to OAKS. My students can access the files on a password protected site. I don't require my students to print out the notes, but I'd say about 95% of my students do print the notes and bring them to class because they find them useful.

Meanwhile, I load the PDFs onto my iPad and then project them in the classroom. I use a stylus to annotate the notes and my students write on their printed copies. The best app I've found for this purpose is GoodNotes (**http://goo.gl/0pHgN**). Currently I am using a Bamboo Stylus (**http://goo.gl/8l23J**), which isn't perfect but works well enough.

I have found it useful to name my PDF files like this: *104-ch7s123.pdf* where the "*104*" designates the course and "*ch7s123*" means these notes cover Chapter 7, Sections 1, 2, and 3. Last semester when I

was teaching three different sections of the same course, I made three copies of each PDF file in GoodNotes and named them *104-ch7s123-05.pdf*, *104-ch7s123-12.pdf*, and *104-ch7s123-14.pdf* for sections 05, 12, and 14. This helped since sometimes the classes wouldn't be on exactly the same problem and each class I could re-load exactly where we had been the day before.

Here is some helpful information:

Hardware and Classroom Requirements

Classroom requirements:

- A digital projector and a screen
- VGA-in connection
- A desk

To bring to class:

- An iPad. I am now using a college-owned iPad3.
- My stylus
- A dongle – It connects the iPad to the VGA input for the projector

Useful Apps

- ***Dropbox (Free)*** iTunes Store: **http://goo.gl/a0gMy** Website: **http://goo.gl/bEsx** Dropbox makes it easy to sync files across different computers (and the iPad). They have a free desktop application that installs as a directory, something akin to C:\Documents and Settings\My Documents\Dropboxwhich allows for easy "drag and drop" functionality as well as the ability to save files directly to your Dropbox. You can also share your Dropbox (or just part of it) with other people by extending them an e-mail invite. Good reasons to consider this

IPAD IN THE CLASSROOM – DR. KATE OWENS: MATH CONT.

would be sharing course materials among colleagues teaching the same class, or to store joint files produced during collaborative research. The "Basic" service is free and gives 2GB of space. You can upgrade Dropbox to 50GB ($99/year) or 100GB ($200/year).

- *GoodNotes* (Free; or Paid version $3.99) iTunes Store: **http://goo.gl/Px1BT** Website: **http://goo.gl/0pHgN** The best feature of GoodNotes is that it behaves well with the projector. The projector will display only the PDF file and not all of the annotation features. (That way, my students don't see me messing around with choosing different pen colors or highlighter widths.) GoodNotes easily syncs with Dropbox, which makes moving files from where I produce my notes (my computer in my office) to where I need them (my iPad in the classroom) simple. Another feature that makes GoodNotes great is the little "write here" box at the bottom of the screen. This allows me to write using big lettering, but it appears as a normal size on the screen. Writing in 12pt font using a stylus can be a bit tricky. In essence, what the "write here" box allows you to do is to write in 48pt handwriting but have it appear like you're writing in 12pt handwriting instead. *As an aside, a recent version of GoodNotes had an unhappy bug where all files would appear blurry when projected. This was a bummer for my class that day! I contacted GoodNotes customer support and they got back to me in eight minutes! That was amazingly fast and I was impressed. They knew of the problem and fixed it within a couple of hours, and took the time to update me about how it was going.*

- *CourseSmart (Free)* iTunes Store: **http://goo.gl/ Evr08** Website: **http://goo.gl/UN8C** CourseSmart is an eBook subscription service. Digital textbooks can be rented for 180 days. As an instructor, you can get free subscriptions to most textbooks. You will need

a CourseSmart account. If you have used any other digital Pearson product (e.g., MyMathLab, MyStatLab, MathXL) your same login information should work on CourseSmart. If not, you can register as an Instructor at **http://goo.gl/WBTrK**. *You need to register from a computer (not a mobile device)*. Once you register, you can add different books to your eBookshelf. Once books have been added, the CourseSmart iPad app will allow you to access them. You can browse through them, flip to a particular (printed) page, take digital notes in the margins, put a "sticky note" down on a page, etc. CourseSmart is a great tool to avoid bringing the textbook with you to class every day. I have found this app useful in cases where a student will ask during class about a particular homework problem, or in-text Example.

I have many books in my eBookshelf. I have several "Elementary Statistics" textbooks to browse through when I need more example problems, project ideas, etc. This is the digital solution to having bookshelves in my office with thousands of pounds of textbooks I don't need.

The one downside of the CourseSmart app is you need a live internet connection. On the "Wireless only" iPads, this means you can only access the textbooks while you have a wireless internet connection. So if you were hoping to read the Linear Algebra textbook while on a flight, this won't work.

Students can download the CourseSmart app and purchase a digital textbook subscription. Here is a pricing comparision for "Elementary Statistics (11th ed.)" by Triola.

MSRP: $160.00 (new book)

Amazon: $125 (new book with MyMathLab), $115 (new book), $75(used book)

CourseSmart: $63.99 (eBook)

SLOAN C MEMBERSHIP

by Monica Lavin

Good news! The College now has a Sloan Consortium (Sloan C) Institutional Membership, provided by Teaching, Learning and Technology. The Sloan C is an institutional and professional leadership organization that is committed to quality online education in higher ed. Sloan C offers a variety of conferences and workshops to help improve online programs. You can learn more about Sloan C at **http://goo.gl/tJbNr**.

What's available to you as a member?

- *Online Workshop Discounts.* Membership includes unlimited $150 discounts on online workshops. Additional workshops are added throughout the year, so please make sure to check the schedule often (**http://goo.gl/fJRDH**).

- *Webinars*. Webinars (**http://goo.gl/IklLO**) are free to all members (normally $99.) No coupon code is needed.

- *Conference Discounts*. Don't forget to take advantage of the $50 discounts off of the registration fee for the three annual conferences. Once you are logged into the system, you will automatically see the code in a block on the left hand side of the conference registration page. Please note that each conference has a different code.

- *Publications Discounts*. Members receive a 10% discount on all publications.

- *Website Resources.* All members of CofC now have full access to website resources including the Quality Scorecard for the administration of online education programs (**http://goo.gl/OW4Kl**), articles from the Journal of Asynchronous Learning Networks (**http://goo.gl/95vZv**), surveys (**http://goo.gl/U1fka**), practitioner documents (**http://goo.gl/5Ti4p**), JobLine (**http://goo.gl/di95P**), effective practices (**http://goo.gl/kdCe2**), Listserv (**http://goo.gl/WQgBj**), catalog of online programs (**http://goo.gl/P9xlg**), and more. (You need to be logged in to access the website resources.)

- *Monthly Newsletters*. Sloan-C sends out two monthly newsletters and additional special event e-mails if needed. The Sloan-C View newsletter is a general e-mail about what's happening with Sloan-C. The Sloan-C Insider is a member's only newsletter alerting members to new benefits and events. You can join the mailing list at: **http://goo.gl/iO3c2** .

To create an account, follow the instructions listed on the site: **http://goo.gl/Cs1JE**.

To start off the new year I wanted to take a look at two apps that allow you to annotate on video. You may be asking, What does that even mean? or Why would I want to do this? Well, here's the answer. Annotating video allows you to take a video using your mobile device (iPad, iPhone, iPod Touch, Android tablet or phone) and then pause the video and draw on it. You can then export out the annotated video so that others can view it and and see your drawings. These annotated videos can have many uses:

- Record a student presentation or teaching demonstration. Use the annotation tools or voiceover tools (not available in all programs) to

point out areas for improvement.

- Record a physical activity and use the annotations to point our body position, areas of good or bad form and areas for improvement.

- Record a demonstration and use the annotation tools to highlight or point out important steps or specific features of the demonstration.

- Have students record themselves demonstrating a competency or giving a presentation then have them self-evaluate using the annotation tools and turn the evaluation in to you.

- Record and evaluate a dramatic performance.

MOBILE VIDEO ANNOTATION APPS

by Mendi Benigni

While there are many online and computer-based applications that allow you to annotate video (YouTube and VoiceThread to name a few), this article will focus on two mobile apps: *Coach's Eye* and *Coach My Video*. Before we go on, you can tell by the names that these two apps were created with a very specific purpose in

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# MOBILE VIDEO ANNOTATION APPS CONT.

mind, coaching and pointing out areas of improvement for athletes. However, the tools offered by these apps can be used for a myriad of uses in different subject matters so don't judge an app by its name.

Coach's Eye – iPad/iPhone/iPod Touch ($4.99) and Android ($1.99) - produces a video that can contain both drawn and audio annotations. The final output is a video. Works best for delayed feedback where the video voiceover will be the primary means of feedback.

Capture: Coach's Eye allows you to record directly into the app using the device's built-in camera or import videos already on your mobile device. It uses video only.

Analysis Features:

- Slow motion playback

- Drawing tools include rectangle, circle, straight line, free-draw line, free-draw arrow.

- Has a flywheel or scroll wheel at the bottom of the video allows you to advance the video frame-by-frame.

- Allows both drawing and voice-over annotation on the video. This is great for giving voice-based feedback to a student or for the student to use during self evaluation. One negative is that the only part of the video that is captured in the annotation is what occurs when you click on the "record" button. Therefore you must have the record button pressed for the entire playback if you want to annotate at multiple points in the video.

- Zoom – if you zoom in on the mobile device during annotation the software captures that zoom.
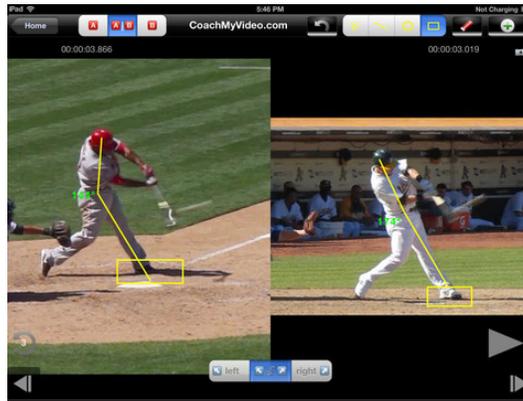
Sharing: There are many sharing options however, depending upon the size of the video, not all will work. You can share via Facebook, Twitter, YouTube, Text message, Email or the Camera Roll on the device. When sharing it appears that you can set it to public or private so that the video is not available for public view, however, I did not test this.

Coach My Video – iPad/iPhone/iPod Touch (free) - produces a still image that contains the drawn annotations. The final output is an image. Works best for live or real-time feedback and for comparison feedback.

Capture: Coach My Video allows you to record directly into the app using the device's built-in camera or import videos already on your mobile device. You can also use still images from the device. You can also pull videos from the web easily using the URL as long as it's an mp4 or an mov.

Analysis Features:

- Slow motion playback.

- Drawing tools include rectangle,

circle, straight line, free-draw line.

- When drawing angles the software will calculate the angle.

- Has both a fly-wheel for fast advance and a frame-by-frame advance button.

- Has a three-second rewind button.

- Can run two videos side-by-side for comparison. You can then control the playback together or separately.

- Zoom

Sharing: The sharing options are more limited. Once you have marked up a frame of the video(s) you press a capture button that will create an image of the video frame. This image can be emailed or saved back to your mobile device.

Final Thoughts:

So after that, which one do I like better? Well I guess that depends upon what I'm trying to accomplish. The side-by-side feature in Coach My Video offers some great comparison opportunities especially if you can talk to the student in person while reviewing the video. Plus the angle calculation opens a few possibilities in math and science. The voiceover feature of Coach's Eye offers great opportunities for self-reflection and for instructor feedback that can be viewed at a later date and is probably best for presentation evaluation. Since Coach My Video is free it's easy to add them both to your mobile app collection.

Coach My Video: **http://goo.gl/8TTT3**

Coach's Eye: **http://goo.gl/ynB4v**