HOW TECH IS CHANGING COLLEGE LIFE

by Bryan Luce

With the most recent Faculty Technology Institute (**http://goo.gl/fvAeW**) still fresh in our minds, we are still thinking about techniques to engage our #TechGeneration students.

From the teaching perspective, there will always be an issue of ageism ("Get off my lawn!"), and there will always be content dependent issues (teaching Art versus Chemistry). However, as illustrated by the following infographic, our students will continue to evolve andadapt technologies in new ways. For better or worse, technology will become more and more integrated into the learning sphere visit (**http://goo.gl/SxsF3**).

image: http://goo.gl/zePlu

Apply Now for the Maymester FTI – May 20-24th, 2013 at (http://goo.gl/fvAeW)

ENGAGING THE #TECHGENERATION

by Bryan Luce

There are many varied opinions (and some myths) about the characteristics and capabilities of current students. In fact, there is no single accepted label for Americans born after 1990: Net Generation, Digital Natives, and the Tech Generation are all referring to the same demographic.

However, here are three commonly held beliefs about this generation of students:

They constitute a largely homogeneous generation, and speak a different digital language from their parents.

They learn differently from preceding generations of students.

They demand a new way of teaching and learning involving technology. (Thomas, Michael. Deconstructing Digital Natives. New York: Routeledge, 2011)

In addition, the common wisdom describes this generation (though somewhat contradictory) as technically savvy, participatory, isolated, free-spirited, socially aware and engaged, lacking fundamental skills, distracted, and action oriented.

To address this fundamental shift in instructional design, TLT will offer a week-long Maymester session, know as the Faculty Technology Institute (FTI).

The purpose of this professional development seminar is to:

- Identify the challenges and benefits of

ENGAGING THE #TECHGENERATION (CONT.)

- engaging the current student population.

- Examine "alternative" instructional strategies and technologies for engaging and assessing students.

- Analyze their own instructional practices to:

  - Identify areas of potential improvement

  - Incorporate appropriate technology tools into their instruction

  - Provide ample opportunity for reflection, creativity, and engagement with the provided content.

We are excited to offer this to the CofC Faculty. For more information about the expectations and application, please visit (**http://goo.gl/fvAeW**).

image 1: http://goo.gl/NS3wX

image 2: http://goo.gl/U34NY

GOODNOTES AND AIRSKETCH IN THE CLASSROOM

by Mike Flynn

In my final year at Purdue before coming to the College of Charleston, I was walking down the hallway of the Health and Kinesiology building. I saw a retired professor who came back to the building daily to exercise. He was peering into a classroom, shaking his head, and grumbling. "Tony, what's up?" I asked him. Tony turned from

the window with a scowl on his face and said, "Too much doggone technology. Doesn't anybody just teach anymore?… Just too much darn technology…" In mid rant, I stooped and peered through the glass slot in the door to see the professor using…an overhead projector!

I suppose that each of us has a different perspective about technology use in the classroom, which is why I was so excited to be involved in the summer 2012 FTI.

After participating in summer 2012 FTI I left with several great

ideas for using technology in the classroom. I immediately started using the GoodNotes app in my lectures, because it allowed me to put much less information on my slides and to use my stylus on the iPad to fill in the missing information.

For me, use of the GoodNotes app in this fashion had two primary benefits. First, it prevented the students head-down-scribble with each new slide… that is, the students trying to write down everything on each slide (this despite my posting slides on OAKS). The students didn't have much to write because my slide only had a few bullet-point prompts for me or a question that I could ask to stimulate the discussion. Second, being able to write the information in on the PowerPoint slide helped me greatly with my pacing and ability to place emphasis on important information. I could trace the line on a graph in a bright color, circle an important anatomical structure, or check off the bullet points as I covered them. Several students commented favorably on the GoodNotes/stylus combination.

My only complaint about using the GoodNotes app was that my iPad connection to the classroom computer was made with a... (continued on page 3)

TLT

GOODNOTES AND AIRSKETCH IN THE CLASSROOM (CONT.)

very short cable (GoodNotes requires the iPad to be connected to the projector). I felt like I spent too much time with my back turned to part of the class. However, after soliciting some help from Mendi at TLT and going through some trial and error (you have to use the right WIFI/browser combination), I started using the AirSketch app. Airsketch (which is a wireless whiteboard app and doesn't require the user to be wired to the projector) allows me to walk around the classroom with my iPad…and when I draw on the PowerPoint slide with my stylus, it automatically shows on the screen. Magical stuff for an old Luddite like me!

The primary downside of AirSketch for me…I found some difficulty getting the PowerPoints to load easily. There is likely an easier way to manage this than the clunky method I developed, but the process of getting the presentations into AirSketch was not as simple and intuitive like most of the iPad work I have done. The upside is tremendous. I can roam the aisles, engage students in class, check to make sure they are following classroom technology rules, etc. Students really

seem to perk up when you walk down the aisle and stand next to them while you are speaking. It is also good way to engage some of the quieter students as they seem more willing to answer questions when you are standing close by.

A minor downside of both GoodNotes and Airsketch is that you lose the PowerPoint animation. Some of my old slides would not work because there was information, typically brought in later in an animation, that blocked other info on the slide. (This is because the PowerPoints must first be converted to PDFs to be used by the apps) The loss of animation is a minor annoyance compared with the positives I outlined above.

Overall FTI was a great experience for me. I often wondered why I would need an iPad, now I am rarely seen without it. I use it for taking notes at meetings, for accessing old minutes or agendas at faculty meetings, and doing everything I can do on my desktop—except type quickly! Maybe with some practice, I will increase my speed and accuracy?

image: http://goo.gl/oMo7g

GOOGLE READER WILL BE RETIRED ON JULY 1, 2013

by Laura Plotts

Back in October of 2011 the College of Charleston announced the availability of Google Apps for College faculty and staff and one of the many features, Google Reader, will no longer be available after *July 1, 2013*.

If you'd like to download a copy of all your Reader data before then, you can do so through Google Takeout (**http://goo.gl/kSVIC**).

So now what? Checkout these articles for some alternatives:

- Five worthy alternatives (**http://goo.gl/rt4c6**)

- More alternatives (**http://goo.gl/igchw**)

- And one more! (**http://goo.gl/PgBkV**)

What is Google Reader? From the Google site (**http://goo.gl/3Hpm1**) " Google Reader helps you find and keep track of interesting stuff on the web. You can subscribe to your favorite websites, and keep up with what's popular. New content comes to your Google Reader when it's posted, so you don't need to visit individual sites. Plus, Reader keeps track of which items you've read, so you only see unread items when you come back. If there's a blue border to the left of an item, Reader is marking that item as read."