



MAY 2013

# TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

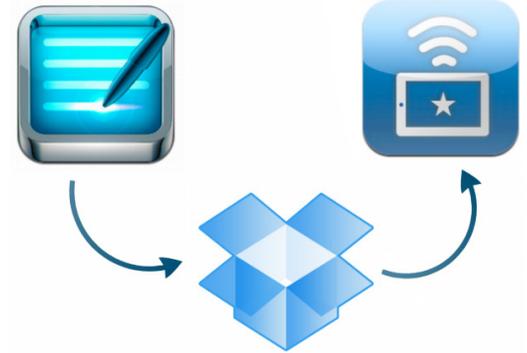
## COMBINING THE POWERS OF GOODNOTES AND AIRSKETCH

by Mendi Benigni

GoodNotes (<http://goo.gl/G45Bm>) and AirSketch (<http://goo.gl/leVwn>) are iPad apps that allow you to draw and annotate but they both have different strengths and weaknesses. Dr. Richard Nunan in Philosophy came up with a great idea to combine these two amazing apps. For his class he wanted to create Venn diagrams that his students would then complete as a group in class as a discussion prompt. AirSketch doesn't have the shapes tool that GoodNotes has which makes creating these diagrams easy and neat. GoodNotes however, does not have the wireless presentation capabilities found in AirSketch that he needs in his classroom. He came up with a solution to the problem by creating the diagrams in GoodNotes then moving them to AirSketch for the classroom presentation.

Here are the steps:

- Create the initial diagrams or documents in GoodNotes. This will allow you to use the Line Tool and the Shapes Tool. In it you can write out some of the instructions or expectations in the document as well.



- Export the GoodNotes notebook as a PDF to Dropbox.
- Go into Dropbox and open the newly created PDF.
- Choose "Open In" and choose AirSketch.
- Present in the classroom wireless via AirSketch.

For a full set of instructions on how to complete these steps see our tutorial at <http://goo.gl/9EXVw>.

GoodNotes has a fully functional free version. The full version is available for \$5.99

AirSketch has a majorly hindered free version. The full version is available for \$9.99

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## GOOD TIMES WITH GOODNOTES

by Dr. Emily Neil Skinner



Attending the Faculty Technology Institute 2012: Teaching the Tech Generation last summer was reminiscent of going to the Cooper River Bridge Pre-Race Expo. Or seeing Cirque de Soleil. Like the race expo, there was so much to see and try on- only the (free) merchandise was tech tools instead of running gear. Similar to Cirque de Soleil, the tech tools presented a lot of eye candy....

I was instantly engaged. But, a little overwhelmed. I needed to focus. I could relate to

the tech generation students whose technology practices and identities were the focus of the institute. So much technology. So little time. What to focus my attention on? I remembered the advice of my mentor when I was a 6th grade ELA teacher in Michigan and we attended the National Council of Teachers of English Annual Conference together: Just pick a couple of things to take away and implement immediately.

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## GOOD TIMES WITH GOODNOTES cont.

So, I strategically approached the institute with this advice in mind. Pick a couple of ideas to take away from the smorgasbord of technologies and tools presented and start using them before I forget them. Which of the seemingly multiplying apps would be most useful to me tomorrow and also on a day-to-day basis?

I currently serve as a co-editor of the *Journal of Adolescent & Adult Literacy* (with Margaret Hagood, TEDU). We collectively adjudicate 250+ peer-reviewed manuscripts a year, and keeping track of our manuscript tracking is almost as challenging as reading and responding to the manuscripts themselves. However, with the professional development offered at the 2012 Faculty Technology Institute last summer, ongoing assistance and insights from our super-savvy tech liaison, Mendi Benigni, and our wicked smart and efficient administrative assistant, Meg Manuel, we have set up a system that utilizes multiple tech tools to help organize, share and collaboratively respond to hundreds of manuscripts and related documents.

For this blog entry, I will zoom in on my use of GoodNotes, an app that I was introduced to at the FTI. GoodNotes allows users to download pdfs, annotate the documents, organize docs in files and share your notes with others. I started with the free app, but once I had hit my two "notebook" limit for saving documents, I shelled out the \$4.99 so I could save an unlimited amount of notebooks (pdf's). Users can save multiple documents within one notebook if, for instance, needing to respond to students' work, all assignments could go in the same

notebook and users may have two



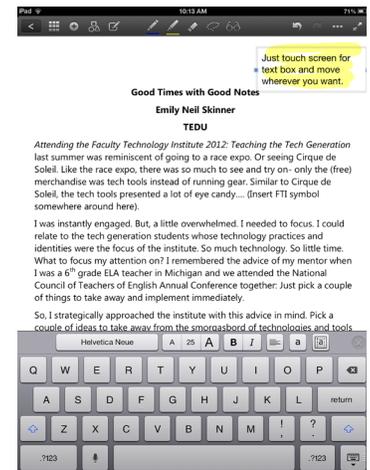
notebooks available at all times (users can delete a notebook at any time).

Since I prefer to save each manuscript separately, the upgraded app was a no-brainer. The free app has all of the capabilities of the \$4.99 app as far as annotation.

Basically, from start to finish, this is how it goes with GoodNotes:

- When users touch on the pdf on the iPad from downloading context, an "Open in Goodnotes" option is given.
- Users are then given an option to start a new notebook, or if a notebook is already open, the pdf can be opened at the bottom of that notebook.
- Users can either write with a stylus, fingertip, or in a text box. Text boxes can be stretched to fit any size/shape and moved around on the pdf.
- Users can also highlight text as part of reading or highlight comments to ensure they are easy to find when returning to the document later. I always highlight my comments

so that I can locate them later when drafting decision letters.



- Users can view pdfs a single page at a time or flip to the navigation tool where all the pages can be seen at one time (along with highlights and comments). Like all iPad apps, users can zoom in as much as desired. GoodNotes saves instantaneously so writing is never lost before it has been saved.
- PDFs can be exported (either a page or the whole notebook) with or without notes with collaborators via email, iTunes, Dropbox or other external apps on the iPad. Printing wirelessly is easy.
- Filing documents is user-friendly-through selecting "edit" and then exporting, moving, duplicating or deleting files.

In short, GoodNotes is user-friendly and time-efficient. If you decide to try it out, I'm confident you'll have a GoodTime with GoodNotes! GoodLuck!

## PBL AND TWITTER IN CLASS

by Susan Flynn

I have been teaching in post-secondary education for over 17 years. I continue to seek out opportunities to learn, improve, and adapt my teaching strategies and delivery of content to engage the ever-changing college student and to incorporate new ways to enhance the learning process.

Such an opportunity was presented in the 2012 Faculty Technology Institute. The FTI provided creative ideas and tools to enhance technology integration in the classroom. To fulfill the FTI training goal to infuse technology into courses, the use of AirSketch, Dropbox.com, iMovie, Prezi, GoodNotes, Twitter and Problem Based Learning (PBL) were used in my courses this past year. Seeking new strategies to understand the attitudes, motivations, and approaches to learning by the new, young technology savvy generation has been an interesting challenge. By infusing more technology and using PBL for some assignments, students have been able to connect learning to real life situations and generate excellent discussions. Highlighted below are two strategies I learned at the FTI and implemented in my classes this year.

Thanks to the guidance from Teaching, Learning & Technology (TLT), I was able

to develop a scope and sequence to implement the PBL approach in my First Year Experience class providing an interesting strategy for delivering course content. Colleagues from HHP also implemented PBL and we surveyed the students before and after their experience to examine their perceptions and knowledge gained through the use of problem-based learning.

To implement the PBL approach, my freshman were given a global research question related to the courses main topic. Throughout the semester students were asked to be prepared with information they gathered on their topics for each lecture and be able to discuss in class and during their group sessions. Each group of four students was assigned a specific role/position to guide them in their research. Lecture material was presented to accent and guide the students' searches to answer the proposed question. Students were given tasks to complete each week in their group sessions and as an instructor, I provided guidance on expectations of tasks to be accomplished.

One highlight for the students PBL experience was when professionals were invited to class and "role-played" specific positions and the students interviewed them. The students were able to use the anecdotal information for their culminating research paper and presentation. My freshman class was receptive to the

PBL approach as evident by a survey I administered. One of the strengths PBL offered was the structure requiring students to use critical thinking, prepare materials for each class and collaborate with classmates. I was pleased with the results of my first PBL experience and will seek out more ways to use PBL in my classes.

Another highlight of the FTI training was finding ways to use Twitter. Thanks to the FTI, I now have a twitter channel and engage in the world of "tweeting." I began integrating Twitter inside and outside the classroom as it relates to concepts about the course material. I've created a class Twitter account and the students tweet when they see something that relates to the course content outside the classroom. It could be an article, a link to a unique website, or a YouTube video. Each week, at the beginning of class, I bring up the Twitter feed and we look at the interesting information posted. The students who tweeted the information, then share what they learned during class. Students earn points for tweeting content-related information. I also tweet new information each week that will provide students with new "quick bits" of information to accent course content. Implementing PBL and Twitter has added new flavor to my classes. I appreciate the FTI training for educating and providing new tools to enhance my teaching and providing an opportunity to share with other educators on campus.

## OAKS DISCUSSION TOOL

by Dr. Adam Mendelsohn

In the semester following the FTI, I spent some time mulling how to incorporate technology into my teaching. I've long used digital slide presentations (steering clear of the constricting hand of PowerPoint) and webtools (such as Mapping America) alongside more traditional materials like printed handouts. Even here, however, I remain cautious. Dimming the lights in the classroom may signal an opportunity

to switch off mentally, or turn on Facebook. I continue to see computer use in the classroom by students as a source of distraction for themselves and others. How then to use technology in a new way that aids me as a teacher and provides educational benefit to my students? How to persuade them that

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## OAKS DISCUSSION TOOL cont.

technology is not about finding shortcuts that will enable them to do less work (primarily less reading!) but instead about them doing more work more efficiently? And how to use technology to encourage students to think of themselves as part of an intellectual community?

I have previously experimented with students working on non-traditional projects (such as researching, designing, and then producing online historical walking tours). Such ideas were less practical this past year since much of my teaching involved large survey courses. So instead I chose to experiment with a technology that is far from flashy, but when used right can work as a sophisticated teaching tool. While I have previously set up restricted Facebook pages for my classes, I have found them problematic in two ways. Firstly, since students associate Facebook with their social lives, they seem reluctant to take it seriously as a teaching tool. Secondly, although I invited all students to join these Facebook groups, participation was limited to those who had Facebook accounts (astonishingly not all of them did). Given the limitations of the system, none could make anonymous postings, a particularly useful option for freshmen who are often still lacking in confidence.

So instead of Facebook, I fell back on the Discussion tool on OAKS, and used it in a very directed way. I have found that students are most likely to seek me out during my office hours in the weeks before assignments are due. Although I'm delighted by the onrush of students, I'm available at times that are not convenient to everyone, and more importantly, I find that students almost invariably come with the same questions and seeking the same clarifications. While I might send out an email to my entire class clarifying common issues that crop up again and again in my meetings with students, email seems like a crude way of doing so. I am also reluctant to provide too much prompting, spoon-feeding them ideas and information that they themselves should come up with.

So roughly 10 days before a large paper was due, I created a series of online forums on OAKS that broached several broad issues relating to the assignment. These forums ranged in purpose from the practical (what sources should I be looking for? What style of footnoting should I use? etc), to the informational (questions were raised by the assignment itself), and the compositional (how should I structure the paper?). I posed several questions in each forum, but encouraged students to ask and answer questions themselves. I also provided a handful of tips (websites to avoid, where to begin looking for sources etc) that I would

have provided to those students who came to my office hours, but would not have been available to the broader class.

Although at first students were slow to participate, by the weekend before the paper was due, discussion had become lively. It did so for several reasons. Firstly, students came to realize that I was an active participant in discussion. If they wanted an answer to a question or needed guidance, the forums were a handy place to start. Instead of having to come to my office hours, or write me an email, they could help themselves and others by posting their question online. I responded to postings on the forums several times a day. This was more demanding of my time than waiting for students to stop by my office. And it took some care and thought on my part. I tried to ensure that my answers to questions provided enough guidance and encouragement, but not so much as to save them from having to think and read on their own; gently pushing them in the right direction without narrowing the answers that they themselves might come to.

The second and more important reason why this technology is worth incorporating more routinely into my teaching is that after several days of posting to the discussion forum, I could begin to lighten my own online footprint. A genuine online classroom community had come into being. Instead of relying on my input and direction – waiting for me to answer their questions – students began to offer each other advice and suggestions, and pose questions for others to answer. I only (gently) stepped in when this advice was misleading or erroneous. This happened relatively rarely; instead some students assumed the role of fact checkers and editors, pointing out earlier discussion in the forums that contradicted false claims. I assume that they adopted these roles for several reasons. Some might have hoped to impress me or their peers. Others may be drawn to teaching (or editing). Some may have been motivated by altruism or a sense of kinship and esprit de corps with their classmates.

Over the time that the discussion was active, I and my students posted 134 messages. From the available statistics, it's clear that students used the discussion in variety of ways. Some read everything or almost everything that was posted. Others read more selectively, asking an occasional question, and just read the answers to it. A handful posed no questions and offered no answers, but followed the discussion closely, clearly using it as a resource when preparing their papers. One student posed two questions, but did

Continued on page 5

## OAKS DISCUSSION TOOL cont.

not read the answers to them. More than a third of the class did not participate at all. Ironically these were on average the weakest (and perhaps least engaged) students in the class, those who might have benefited most from this exercise. A little under a quarter of the students in the class used the discussion forums most heavily. Three students read every single of the 134 messages posted; they were among a group of ten students who participated most actively.

There is some irony in my finding greatest value in a somewhat conservative and limited technology like online discussion forums,

something that can be traced to the earliest days of the internet. This, however, will be a technology that I plan to use again in future years. The challenge will be to reach and engage those students who are least inclined to participate, and, paradoxically, could benefit most from the input of their peers. Here I may have to explore incentives, either making participation mandatory (which has significant downsides, likely discouraging those who voluntarily took on the role of editors and fact checkers from performing this role), or encouraging them by supplying extra credit (a weak incentive for disengaged students). Suggestions welcome!

## GOOGLE+ HANGOUTS ON AIR

by Zach Hartje



A Google+ hangout feature that is now available in the CofC Google Apps for Education Suite is Hangouts On Air. This feature allows you to live broadcast, and record your hangout with just a few clicks.

Over the past couple years we have seen the demand for web conferencing in the classroom grow. Instructors are inviting colleagues from other institutions as well as professionals in the industry to speak to their class from remote locations. Google+ Hangouts On Air will allow users to live broadcast and record these web conferencing session(s) to reach a broader audience. The live broadcast will be delivered through Google+ while the recorded video will be archived on your YouTube channel. Note that you do have the ability to delete the recording if you only want to live broadcast, but this must

be done manually after the event, through your YouTube channel.

The Google+ Hangouts On Air feature does require you to sync/verify with your YouTube account, which uses the same Google Apps account. Once synced with YouTube it's just a matter of setting up your Google+ Hangout and clicking the broadcast button. If you decide to broadcast your web conference it is always a best practice to get consent from everyone who will be recorded.

If you would like to learn more, and see who's "On Air", visit <http://www.google.com/+learnmore/hangouts/onair.html> for more information.

## FACULTY FINAL EXAM... TWITTER STYLE

by Bryan Luce

With the end of the 2012-2013 school year approaching, we thought a Final Exam for the CofC Faculty would be fun (and a good distraction from grading exams).

Via Twitter, using the hashtag **#CofCFacultyFinal**, please tell us the most important thing you learned this year as a Faculty at CofC. All entries are due by **May 7th at Noon (just like grades)**.

The winning entry, as selected by an elite panel of CofC colleagues, will be given all access to the TLT twitter account (@TLTcofc - <http://goo.gl/tReJy>) for 24 hours. In other words, we'll turn over our Twitter account for a day to the best CofC Faculty tweeter.

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