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TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

COLLABORATION THROUGH TECHNOLOGY

by Tracey Hunter-Doniger (Teacher Education)



This year, the Faculty Technology Institutes focused on Engaging the #Tech Generation. TLT delivered sound pedagogical practices, demonstrated technological tools, showcased experiences from CofC faculty, and provided a forum for open discussion. In these sessions I learned how to embrace technology through Twitter, Instagram, and other social media. I also learned how to get my students to work together collaboratively through a program called Popplet.

Popplet: A Visual Mapping Tool

Popplet is a tool that allows users to visualize ideas through an organized mind map. A mind map is a diagram used to visually outline information for a project, an idea or research. It is often created around a single word or idea. From that central idea lines radiate in all directions to which additional ideas, works, phrases and images can be attached.

A single individual can design a mind map easily with a pen and paper; however, through Popplet technology the mind mapping becomes even more organized. What is more useful, classmates can "invite" their peers to join a Popplet and collaborate simultaneously. This is useful when planning group projects. The students can work from a single location or from anywhere there is internet access.

Popplet in my Class

My students are required to create a cultural unit infusion the arts into their academic lessons. These groups of 4-5 usually find it difficult to schedule a time to plan their unit. Popplet has allowed my students to collaboratively work on their projects from across campus, while creating an aesthetically pleasing outline of their lessons. When they meet with me to discuss their lessons, it is well thought out, easy to follow and I can clearly see that each student participated in the process.

APP FOR CREATING PRESENTATIONS

by Laura Plotts

Looking for an app to create a PowerPoint type presentation all on your iPad? Then checkout *Haiku Deck* (<http://goo.gl/Ed20PX>).

Haiku Deck is the simple new way to create presentations. Sort, select, and import multiple images in one step from your iPad's Camera Roll or Albums. Automatic image attribution and sizing for Creative Commons and Getty Images saves time. It is a free and easy app that you can share via email, Twitter, Facebook or embed in your blog or website.

For a list of more apps for creating presentations, please see our *iPad matrix* (<http://goo.gl/du6BCW>).



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PREPARING FOR A NEW SEMESTER: OAKS TRAINING SESSIONS

by Kaitlin Woodlief



As you may know, TLT offers small group training sessions for faculty on a weekly basis. These sessions focus on educational technology tools and applications. The training offered includes applications such as **Poll Everywhere**, **Prezi**, **VoiceThread**, **Echo360**, and **OAKS**.

In preparation for the spring semester, TLT is emphasizing **OAKS** training sessions. There will be training available on how to prepare for the next semester as well as sessions on the most widely used tools within OAKS, such as **Content**, **Grades**, **Quizzes**, **Discussion**, and **Dropbox**. If you are a new OAKS user or just need a refresher, we encourage you to attend a session. In an effort to accommodate varying schedules, we offer repeat sessions at different times during the day and throughout the week.

Please visit our **Eventbrite** calendar to view the full schedule and sign up for a session (<http://tlt.eventbrite.com/>).

If you are unable to attend our training sessions, the **TLT Tutorials and Apps Blog** (<http://blogs.cofc.edu/tltutorials/>) is an excellent resource for detailed OAKS instruction. You can also contact your instructional technologist to set up a consulting session.

TOOLS FROM THE FTI

by Janalyn Byrne (Hispanic Studies)

The FTI this summer was tremendously helpful and I've already implemented a few features into my classroom. None of them are particularly life changing, as the curriculum and syllabus requirements of basic language courses are predetermined, but I've implemented the following tools thus far:

Google Moderator as a forum for students to post questions and comments prior to exams. My students enjoy using Google Moderator and were able to receive more personalized help they need before an exam. I used their comments to determine what topics to focus on during review sessions and also to clarify details that they missed. Some of them even took to helping each other in the comments section.

PPT games from www.powerpointgames.com, for in-class practice and review prior to exams.

Remind 101 to contact students with reminders about quizzes, exams, and to cancel class last minute.

Also, while I haven't required it for an assignment, I've mentioned **Popplet** to students and showed them how to use it as a study tool to organize the things they have learned, such as:

- Tenses and conjugations/endings
- Pronoun charts (subject, direct object, indirect object, reflexive)
- Vocabulary words with uploaded corresponding photos

Thank you to the wonderful TLT team for organizing and hosting the 2013 FTI and for the continued classroom and technology support!

WINTER ROUNDTABLE DISCUSSION RECAP

by Chris Meshanko



TLT's latest roundtable session, on **December 3, 2013**, encouraged participants to explore five stations which focused on tools and best practices relating to research, assessment, and student learning. TLT would like to recognize and thank **Andrea DeMaria, Merissa Ferrara, Michael Hemphill, Mark Hurd, and Jessica Smith** for presenting and sharing their experiences. Below is a summary of the content delivered at each station:

Station 1 - Merissa Ferrara, Ph.D. | Department of Communication

Dr. Ferrara described how she used the app, "Scavenger Hunt With Friends Lite", on the first day of class to establish a culture of collaboration, creativity, and acceptance.

Presentation Handout: <http://goo.gl/bRKRvR>

Station 2 - Michael Hemphill, Ph.D. | Department of Health and Human Performance

Dr. Hemphill described how he uses the app, "Go Observe", to evaluate students in both teaching methods and field experience courses. He also explained how his students use the "Observation, Analysis, and Recording System" (OARS) app to provide feedback to peers during student teaching.

Presentation Handout: <http://goo.gl/7TXXGA>

Station 3 - Andrea DeMaria, Ph.D. | Department of Health and Human Performance

Dr. DeMaria described how she and her students use the app, "SoundNote", to record notes that sync with the audio from a qualitative interview or focus group. Her students also use the app when taking notes during lecture.

Presentation Handout: <http://goo.gl/PtyqMr>

Station 4 - Mark Hurd, Ph.D. | Department of Psychology

Dr. Hurd described how he uses the Web 2.0 tool, "Remind 101", to alert students of upcoming assignments and exams via free text messages. He also shared how his students use the app, "Splice", to create video documentaries on the various drug classes for Behavioral Pharmacology.

Presentation Handouts: <http://goo.gl/9HYIk2> | <http://spliceapp.com/> | <http://goo.gl/5w24WK>

Station 5 - Jessica Smith, Ph.D. | Department of Communication

Dr. Smith described how her students use Google Apps—specifically Google Drive and Google Docs. Students use Google Drive to store and evaluate their work (over time) as a digital portfolio. They use Google Docs to collaborate on group assignments, as well as to provide peer editing. Dr. Smith also uses the commenting feature in Google Docs to provide student feedback.

Google Apps are available to all CofC faculty and students.

Presentation Handout: <http://goo.gl/s5UGwX>



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