



FEB 2014

# TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

## NEW FROM TLT: EXTENDED IPAD MINI CHECKOUT

by Kaitlin Woodlief



**H**ave you been hoping to try out an iPad mini for an entire semester? Do you need a handful of iPad minis for a long-term classroom project?

TLT is introducing a new iPad mini equipment reservation program. Faculty can check out **up to five** iPad minis for **up to one semester!**

Instructors at College of Charleston are using iPads in a variety of ways, including class preparation, interactive lectures, recorded videos, and group assignments. This long-term reservation program is an excellent option if you have been considering the possibility of lecturing from an iPad, but desire extra time to become comfortable using the iPad and practicing a lecture prior to implementing it in the classroom. This is also the program for you if you have a long-term student project which would be complemented by the use of a few iPad minis during class.

These iPads are available on a first come, first serve basis. The Extended iPad Reservation Form can be found here: <http://blogs.cofc.edu/tlt/extended-ipad-checkout/>

*Remember that TLT has additional iPads available for reservations lasting up to 10 business days if you miss out on this opportunity.*



## AIRSKETCH

by Bill Barfield (Health and Human Performance)

I use Air Sketch in kinesiology and personal and community health (summers) and plan to begin using it in my biomechanics class. The Air Sketch application allows me to make notes on PowerPoint slides in real time, and I can even have the students participate by having them write on the slides. It is especially helpful when I walk around the room because I can make points from anywhere, without being tethered to the teacher station by a cable. I also think the students think it is cool that I can actually use technology, simple as it may be.



[blogs.cofc.edu/tlt](http://blogs.cofc.edu/tlt)  
email: [tlt@cofc.edu](mailto:tlt@cofc.edu)  
twitter: [tltcofc](https://twitter.com/tltcofc)

COLLEGE of  
CHARLESTON  
INFORMATION TECHNOLOGY

# COMPARISON OF TWO VIDEO PROJECTS IN AN UNDERGRAD AND A GRAD CLASS

by Kelley White (Teacher Education)

I was fortunate to have the opportunity to attend the summer 2013 FTI (Faculty Technology Institute). It was a great experience for many reasons. I met and collaborated with new colleagues and learned about several new tools that could enhance my teaching and research. Based on what we learned about video projects, I decided to require students in two different courses to create videos as part of their final projects in the course. In both classes, students were required to choose a topic of interest, read research on the topic and write an annotated bibliography. Then, they were to choose an audience (parents, children, elementary school teachers, or community members) and create a video to share what they learned about the topic in a meaningful way. I used a similar assignment in the past, but often simply required students to present their work using PowerPoint for the final presentation. After seeing what other colleagues had done with video, I thought using video might challenge my students to present their work in a more creative way. I was particularly interested in how they would create the video with specific consideration of the audience they selected. A majority chose to make videos for parents or teachers, but I had one create a video for young children.

As far as tools go, I gave the students the choice of using iMovie, MovieMaker, VoiceThread or Splice, but a majority of the students chose to use iMovie. Honestly, I did not provide a whole lot of support to them in class in regards to use of technology or in creating the videos beyond providing them with a rubric. I did make myself available for individual meetings if needed, but very few requested them. The majority of the rubric focused on evaluation of video content, implications and consideration of audience, but I also evaluated creativity, editing and video construction. Looking back though, the rubric needed to be much more specific in differentiating levels of quality in regards to "good editing" and "smooth transitions." It's also important to note that this criteria was worth only 15% of the grade on the project so it may have needed to become a more significant portion of the grade in order for students to better understand its importance. *If you're reading this, email [tlt@cofc.edu](mailto:tlt@cofc.edu) with the subject: "newsletter easter egg" and the answer to the following question for a chance to win a great prize: What was the second app that Reid Adams decided to try?*

As mentioned previously, I used different versions of this project in both a freshman class and a graduate course. In the freshman course, students worked collaboratively to create the videos. In the graduate course, it was an individual assignment and the requirements for topic selection, length of video, annotated bibliography and sources were more rigorous. As you might expect, the projects were fairly different in quality. The freshmen did not seem to be as concerned with quality of the video. Several had major problems with audio and transitions. Whereas it was obvious that most of the graduate students spent a good deal of time editing and polishing their work. The graduate students were also much more thoughtful in their consideration of audience and in how they integrated research and theory.

If I were to do this again, I would provide more support across the semester to the freshmen in particular. I would require them to check in with me at least once prior to the end of the semester with a detailed plan for the video. Perhaps, requiring them to plan their video using a storyboard and incorporate it into their grade. I also would take more time to better review my expectations for quality of the video (beyond what I included on the rubric), show more examples, and spend more time in class teaching them how to appropriately edit. Finally, I would also consider requiring use of a specific tool (Splice, for example) so we could troubleshoot and discuss video construction and quality together as a class. Overall, it was a good experience for me and for the students and I would definitely try it again.

## EVERNOTE AND REMIND101 FOR TEACHING AND SCHOLARSHIP



by Reid Adams (Teacher Education)

During the 2013 FTI, we were introduced to a number of iPad applications and given tutorials on how they might be implemented into our courses and in a few case, our research. The applications all seemed interesting, convenient, and relatively easy to use. Some of the apps were specific to video editing (Splice, ScreenChomp), some to document editing (GoogleDrive, and others to aid in the delivery of lessons (AirSketch, SyncPad) and apps used for organization and communicating with students (Remind101, EverNote, Dropbox). The next step was deciding which ones made the most sense to incorporate into existing courses I taught or current research projects.

I chose two apps to use based on a couple of existing needs. First, I was looking for a better way to organize the work I was doing on a couple of manuscripts being developed and an ongoing research project. Evernote seemed the obvious choice and I began using it as soon as the FTI ended. It allowed me merge a number of existing digital texts (notes from other iPad apps, articles for lit reviews, links to articles online, videos) into one central location. Better yet, I could take this collection anywhere with the iPad and also run the same application on my home and office computer while keeping all three synced. So far, this app (Evernote) has allowed me to streamline how I work on manuscripts and also allowed me a new tool to help keep texts organized for courses I teach. In short, the app allows for easy organizing.

The second app I chose was based on my effort to communicate more efficiently with my students and provide another level of access to them. I often teach field-based courses that don't allow as much face time with students that one gets in traditional courses so I am always looking for new ways to interact with them. I decided to try Remind101. The app is fairly straight forward. It allows you to send text messages to students. Most of us are aware that students spend a good bit of time texting and that many of them find texting more efficient than emailing. I used Remind101, along with email, to send students reminders about assignments in all courses but the app was really helpful in getting "last minute" messages to students when scheduling was disrupted or changed in field-based courses. These were instances when they may have not had access to email or they weren't checking email regularly. With Remind101, they would receive a text (IM) from me and be alerted to it on their phones immediately. Students do have to register for the app to work but it is free and fairly easy to initialize. I informally surveyed all three courses and most students agreed that getting texts from me was much easier than having to check emails. I saw a slight bump in student evaluations regarding access and I feel like this additional tool probably helped.

Overall, the apps discussed in this post were very helpful. It was nice to find ones that applied to teaching as well as scholarship and I plan to continue using both. Since both apps are straightforward in their use and setup, I would encourage other faculty to give them a try.

### EASTER EGGS! (NO, NOT THE COLORFUL EDIBLE ONES)

From now on, each TLT Newsletter will contain a hidden easter egg somewhere within the text. To be clear, this type of easter egg is a hidden message, cue, etc. that, once found, will give an explanation of how to enter to win a prize. You've got to find it for a chance to win, though! Can you find this month's easter egg?

Protected information entrusted to the care of the College of Charleston must be maintained and managed as defined by the College of Charleston Privacy Policy. Use of 3rd party tools must not violate the College of Charleston Privacy Policy, or Peer-To-Peer File Sharing Policy.