



APR 2014

TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

NEW OAKS VERSION COMING - MAY 9TH, 2014

On May 9, 2014, OAKS will be unavailable while it undergoes an upgrade to version 10.3. This upgrade will bring increased functionality to several of the tools you use most such as Content, Discussions and Dropbox. **It is important to note that OAKS may be unavailable for the entire day so please plan accordingly.** For more information regarding the upgrade, visit <http://goo.gl/BdYPax>.

A PLAN OF ATTACK FOR IMPLEMENTING TECHNOLOGY INTO YOUR INSTRUCTION

by Amy Ostrom

Here at Teaching, Learning, and Technology part of our mission is to support, develop, and educate faculty in the integration of educational technology into pedagogy and assessment. Our goal for doing this is that it will enhance student learning and promote effective or innovative practices. Lately, I have met with several members of the College of Charleston faculty who are interested in getting started with incorporating more technology into the classroom or starting to look at it for the first time. It can be daunting when faced with the choices of technology tools that are on the market. Which one is the best? Can my students use it? Do I really HAVE to use technology to get my point across?

Here are our top 5 tips to consider when you are looking at implementing educational technology into your courses:

- Above all, technology should be chosen to ENHANCE instruction.
- Define what you want the tool to accomplish and the relevant features.
- Plan ahead and test it out.
- Have a backup plan just in case.
- Don't be afraid to try something new!



When you start to look at integrating new tools into your lessons it may seem like there are so many options and only one of you, but keep in mind that there is always safety in numbers. Talk to your colleagues to see what they are doing and what they have found to be successful and what has not. You can learn just as much from a failed attempt as you can from a successful one. Attend workshops and training sessions to help with your comfort level. In addition, you can always contact your Instructional Technologist to help with an individualized plan of attack!

This post has been substantially edited; to view the post in its entirety, visit <http://goo.gl/tRq431>



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USING THE BAMBOO TABLET TO GRADE

by Sarah Davis (Teacher Education)

It was a little more difficult than anticipated to get up and running using the Bamboo tablet to do freehand annotations and write comments on student submitted assignments in .pdf format. What I had thought would be an imbedded feature of the Bamboo table, turns out to require 3rd party software. It took me a few hours and a few different softwares to find one that did what I wanted. Skim 1.4.4 is the one that works best for me (<http://skim-app.sourceforge.net>). There is a small learning curve, you change the ink color in Preferences and you have to Export and Replace instead of saving, but these solutions were not too hard to find. Now that I have a software that allows for freehand annotations, I have been able to grade a series of papers in fully digital format. I can write comments, circle portions of the text and even put in a text box if I want to type out, or use speech to text for more lengthy comments.

MERGING MULTIPLE PDFS INTO ONE FILE

by Chris Meshanko

Don't have Adobe Acrobat XI Pro and need to merge multiple PDFs into one file? Luckily, there are there FREE solutions available! The following chart explains a few options.

Application	Description	Operating System	Website	Tutorial
Combine PDFs	Combine PDFs is a free Mac application that will allow you to quickly and easily combine multiple PDFs into one.	Mac	http://goo.gl/TirXkv	http://goo.gl/6opk6g
Mac Preview	Mac Preview is a free PDF and image viewing application that is part of the Mac operating system. In addition to viewing and annotating, it will also allow you to merge multiple PDFs into one file.	Mac	N/A	http://goo.gl/Vp3SOI
CutePDF Editor	CutePDF Editor is a free, web-based application that allows you to combine two or more PDFs into one document by clicking the "Merge PDFs" button and adding your files. It can accommodate individual PDFs up to 5.0 MB (with no more than 1,000 pages). CutePDF Editor also includes other features such as the ability to reorder, resize, rotate, extract, crop, and delete individual pages. In addition, you can add a header and/or footer as well as password protection to your PDF.	Mac/Windows	http://goo.gl/I7HPX	http://goo.gl/YMnzzg

USING THE IPAD AND AIRSKETCH FOR IN-CLASS ACTIVITIES

by Faye Hicks-Townes (Teacher Education)

I was a participant in the Summer 2013 Summer FIT. Initially I was overwhelmed with the sheer number of available apps. Although I must admit I was impressed with AirSketch when I first saw it. I wasn't certain how I would use it in class, but I was attracted to the freedom it provided. I could present, discuss, and highlight material without being tethered to the computer. I have used AirSketch in two types of assignments, a primary source analysis paper and in-class assignments requiring visual representations.

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IPAD AND AIRSKETCH CONT...

I am teaching a class that requires the use of primary documents for a writing assignment. Students are required to read and interpret primary source materials to respond to questions on the history of education in Charleston and the Lowcountry. To help introduce my students to this type of material and I wanted to work with them as a group to facilitate discussion. AirSketch fit this role perfectly. The primary documents the students are using are located at the Avery Center and available on line in digital format. I was able to download some of the material to use in class. The material includes diaries, interviews, and minutes. Many are handwritten. After downloaded examples, I was able to take pictures of the documents to share with students by using AirSketch. To use AirSketch, I just had to open the app and type in the displayed URL into the computer in the classroom. It was very easy and quick. I then chose the document that I wanted to use. Once I had the document up on the screen, I could walk through it with my students. It was also easy to select a writing tool to highlight or circle specific information for discussion. As the students asked questions or responded, I was able to give them my tablet so that



they could also highlight or circle information. The students did not have to get up from their seats and go to the front of the class. They could respond, ask questions, or discuss while highlighting or even writing on the material on the screen. I liked being able to focus on sections of documents by highlighting and circling. The students and I had clarity throughout the discussion and were able to easily address areas of concern.

To continue reading this post, please visit <http://goo.gl/kRIjmH>

POLLEVERYWHERE AND GOOGLE MODERATOR TO INCREASE STUDENT ENGAGEMENT

by Miriam Klous (HEHP)

In May 2013 I attended the Faculty Technology Institute (FTI) training. We learned about new technologies that could be useful in a classroom setting, research or service. In my classes, I have been trying to increase the interaction with the students and particularly between students. Through the FTI I learned new iPad applications that could help me increase this interaction. One of the applications that was very helpful is 'PollEverywhere' and in another project I have been combining Google Moderator and video creation apps.

Many times in my classes when I ask questions, the same students answer. Of course there are several ways of dealing with this, but I found 'PollEverywhere' to be an effective tool to influence this. Basically, I create questions online with the app 'PollEverywhere' and provide them with multiple answers (true-false and open-ended questions can also be created). The students have to text or email a number representing the answer they pick to a (phone) number. You are able to follow the voting directly on screen, and it can be anonymous. For me it is a great way to see if students have difficulty with a question/content. If everybody answers the question correctly, I know I can move on with other content. If the answer to a question is very diverse, additional explanation of the topic may be necessary. Besides, the student can see that he/she is on the right track or, if not, that he/she is not the only one choosing that answer (while staying anonymous). When discussing the question and the topic after the vote, I perceive more interaction with the students. It seems like students trust asking follow-up questions now that they know they are not the only one that picked a certain answer. The questions can be created very easily and quickly and could be done in class. I prefer to prepare the questions ahead of time and login to 'PollEverywhere' to provide them to the students.

To continue reading this post, please visit <http://goo.gl/0hvn11>

Answer the following question and email your response to tlt@cofc.edu with the subject line "April newsletter easter egg" for a chance to win a fabulous prize: 'If you had access to a 3D printer, what would you print for your course?'

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.