



SEP 2014

# TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

## COME SEE WHAT'S NEW AT TLT!

by Jessica Smith

**O**n a college campus, each semester offers the opportunity to start fresh. We meet new people, teach new classes, start new research projects, and discover new places that make Charleston such an amazing city. At TLT, we've spent the summer crafting exciting trainings, events, and resources that we are eager to debut to our faculty!



### Webinar Wednesdays

TLT is excited to announce a new opportunity for College of Charleston faculty: Webinar Wednesdays! We understand that you are very busy during the semester, and sometimes you simply cannot leave your office. Your crazy schedule makes it a challenge to attend events or trainings on campus. Webinar Wednesdays makes it possible to attend TLT training sessions from the convenience and comfort of your home or office. All you need is a computer with an Internet connection and a headset! If you do not have a headset, you may call a specific phone number to access the webinar. All this information will be provided to you in advance. During the webinar, an instructional technologist from TLT will lead you through a virtual training session - you will be able to hear us, see what we are doing on our computers, and ask questions.

Be sure to register for a webinar at [tlt.eventbrite.com](http://tlt.eventbrite.com).

### Innovative Technology Trainings

Did you know that TLT offers numerous face-to-face small group trainings every day? Not only do we cover OAKS tools and Google Apps for Education, we also lead sessions on a variety of iPad apps and Web 2.0 technologies.

### Connect With Us Via Social Media

In addition to small group trainings, TLT provides faculty with a huge repository of resources through our blog and social networking sites. Each week, we update our blog with new tutorials, which provide step-by-step instructions on how to use a variety of applications and tools. These are fantastic resources whether you are learning a tool for the first time or need a refresher. Check out our offerings at: [blogs.cofc.edu/tlftutorials](http://blogs.cofc.edu/tlftutorials).

We also share resources via social media. If you're interested in staying abreast of our upcoming events and newest trainings, definitely follow us on Twitter and Facebook. If you'd like to see videos, blog posts, and infographics from other innovative educators, check out our Pinterest page. And if you want to watch tutorials, we have plenty on our YouTube channel. Stay in the loop and follow us!

Twitter: [twitter.com/TLTcofc](https://twitter.com/TLTcofc)

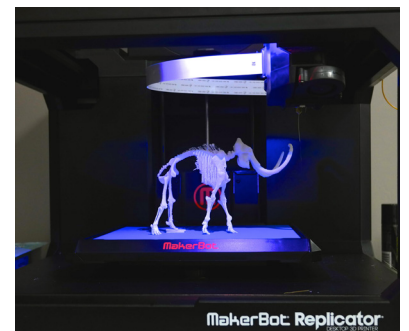
Facebook: [facebook.com/CollegeofCharlestonTLT](https://facebook.com/CollegeofCharlestonTLT)

Pinterest: [pinterest.com/tltcofc](https://pinterest.com/tltcofc)

YouTube: [youtube.com/user/teachandlearn1](https://youtube.com/user/teachandlearn1)

### TLT's New Toys!

Over the summer, your instructional technologists were busy playing with a few new toys, such as a MakerBot 3-D printer! We've been designing and printing a variety of awesome objects including a miniature model of the Great Pyramid of Egypt, an ethanol molecule, and a Mammoth skeleton!



We also purchased a green screen and lighting set to be used for photography and filming. If you're interested in using our equipment, contact your instructional technologist.

Finally, we hung two 4K monitors on our wall to showcase upcoming events, trainings, and a slideshow from our most recent Faculty Technology Institute!

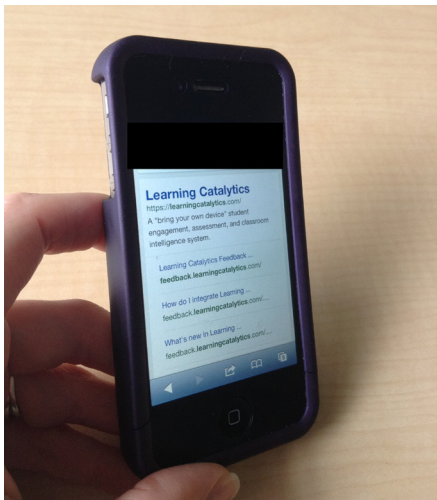


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## LEARNING CATALYTICS

by Wendy Sheppard (Math)



In Spring 2014, I used Learning Catalytics (<http://goo.gl/owwMI>), which is a web based platform similar to Poll Everywhere. We learned about Poll Everywhere in the Faculty Technology Institute at the College of Charleston in 2013. Learning Catalytics is provided through Pearson for the text and online homework.

I first pilot tested the Learning Catalytics in a face-to-face classroom environment. On the first day of class, I asked students to sign in and asked if they had a smartphone. Everyone in the class had a smartphone except for one student, who had a tablet. Next, I had students login to Learning Catalytics to set up their account outside of class, and then bring their own mobile devices (laptops, smartphones, tablets, etc.) to class for a quiz. The first quiz consisted of two questions. One question was a graphing question where students were asked to shade on a graph. Using Learning Catalytics, students could use their fingers on their smartphones or tablets to shade on the graph. Students with laptops could use the mouse to shade.

I could set a time limit if I wanted, but chose not to in this case. The best part was that I could instantly review the students' responses in class, to see how many people were correct. Since the first question was a graph and thus a visual question, this was easy to assess. About half of the class gave correct responses. I immediately knew we needed a little more work on this topic.

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

## INTRODUCING "DEAR TLT"

by Chris Meshanko

Have you ever told your students not to be afraid to ask questions because their classmates probably have the same question(s)? Well, professors shouldn't be afraid to voice their queries either! It's likely the questions you have about implementing instructional technologies are shared by your colleagues. So we are starting an online community, called "Dear TLT," to answer your questions, inspire discussion of best practices, and encourage interdisciplinary collaboration.

Much like "Dear Abby," your instructional technologists will respond to your questions with advice, suggestions, and troubleshooting tips. To submit a question for TLT, please complete the following form: <http://goo.gl/n1N2tq>.

*Please note: Questions will be answered on a first come, first-served basis and added to TLT's blog as space permits. If you need an immediate response, please contact your instructional technologist.*

## GOOGLE DOCS NOW HAS A "TRACK CHANGES" FEATURE

by Mendi Benigni

I love Google Docs for sharing and reviewing documents but I do miss the features of Microsoft Word's track changes. Well, Google Docs has recently added that feature. Now when you open a Doc you will see a new item in the toolbar entitled Editing. This gives you the choice of "Editing" as you normally would, "Suggesting" which turns on the track changes, and "Viewing" which views the original document or the accepted changes. This long awaited feature elevates Google Docs into an even better collaborative tool than it was before. If you are interested in using this feature just open a Google Doc and, under the Editing menu choose Suggesting then make your changes.

As of the writing of this post it appears that this feature is only available in Docs and not in Spreadsheets or Presentations.

For a video tutorial, visit <http://goo.gl/hC5rb0>.

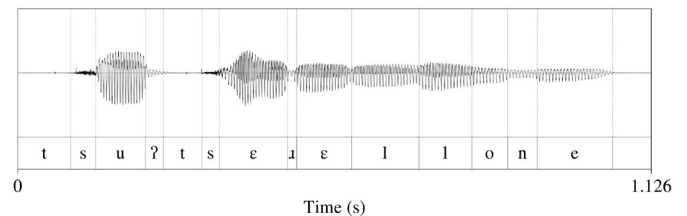
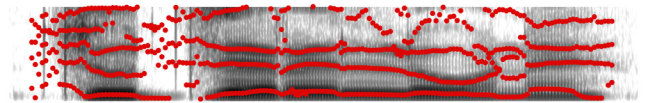
## USING A SPECIALTY MICROPHONE IN A PHONETICS COURSE

by Joey Randich

In the spring 2014 semester, Dr. Garrett Mitchener (Math) ran a special topics course on phonetics and speech analysis. He invited students from many majors to take it, so there were students majoring in math, physics, computer science, Spanish, and some master's students in math. Garrett decided to apply for a TLT Un-grant for a specialty microphone. Specifically, he got a Shure SM58 with a USB adapter.

With the unidirectional cardioid microphone, Garrett was able to capture speech clearly because the microphone won't pick up ticking clocks, humming computers, slamming doors, whirring fans, and other ambient noise that might be present in a seemingly quiet office. With a clear audio recording, Garrett's class was able to focus more on analyzing the characteristics of the speech recording and less on trying to clean up a sloppy recording.

To read Garrett's detailed post about how he used the microphone, visit <http://goo.gl/8Xqjfo>.



## SCAFFOLDING THROUGH SCREEN CASTING AND FLIPPED CLASSROOMS FOR DIGITAL NATIVES

by Joey Randich

Dr. Margaret Hagood (TEDU) teaches literacy education courses to students in the department of Teacher Education. The field of literacy has changed considerably over the past 10 years, now encompassing the ability to read and write words in traditional printed material alongside the literacies required of digital, visual, technological, and pop culture texts. Thinking about the areas necessary for literacy teacher preparation, Margaret decided to use her learning from the Faculty Technology Institute to revamp and rejuvenate a course project for EDEE 377: Teaching Literacies (Grades 5-8) that would both expose her students to reading widely in order to learn about young peoples' literacies and get them using digital literacies and technological texts to produce a project that could use in their classroom instruction.

This project is called the Multimedia Text Set (MMTS).

In thinking of how to use scaffolded learning in her classroom, Margaret decided to use technologies and a flipped classroom model to break the project down for the students. With this idea in mind, she broke up the project into several components, and used a variety of technologies to illustrate for students how to move from one step to the next.

To read Margaret's detailed post about how she implemented scaffolded learning and a flipped classroom, visit <http://goo.gl/hmHbb7>.

For a chance to win a fabulous prize, submit a "Dear TLT" question before the end of the month!

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