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TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

RECORD A SCREENCAST OF YOUR IPAD/ IPHONE FROM YOUR MAC FOR FREE!

by Mendi Benigni

This is for all my Mac users running Yosemite (OS 10.10). Here's a handy tip that you may not know that allows you to record what you are doing on your iPad or iPhone to a movie that you can share with your students or others. In the past we've been able to do this by purchasing additional software such as AirServe or Reflector but these cost money (not a lot \$14-\$19) and they didn't work on our CofC secured network. Now if you are running the newest Mac OS 10.10 you can do this using only the USB cable you use to charge your phone and the built-in Quicktime Player.

Here's a quick rundown:

1. Connect your iPad or iPhone to your computer using the USB to lightning cable.

2. On your computer launch QuickTime and select File > New Movie Recording from the menu bar.
3. Choose your iPad or iPhone from the dropdown menu next to the record button.
4. Press the record button to record.
5. Press it again to stop recording.
6. Choose File > Save to save the video recording.

Here's a better way to understand what to do: <http://goo.gl/aDzNFJ>

Now remember, this will only work with Macs running Yosemite and iOS devices that use the lightning connection. I hope this helps the Mac folks. For all you Windows users, if you have this need then contact your Instructional Technologist for assistance.

DEAR TLT: HOW DO I REMOVE STUDENTS FROM OAKS WHO DROP MY COURSE?

by Chris Meshanko

Dear TLT,

After looking at my classlist in Banner, I noticed that two of my students have dropped. However, they still show up in OAKS. How do I remove them from OAKS?

Sincerely,

Professor D. Kirke
History

Dear Professor Kirke,

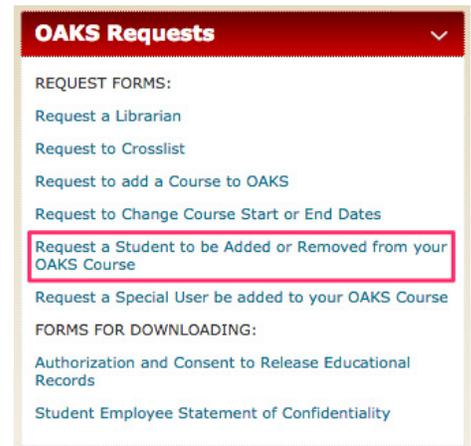
Thank you for contacting TLT! If you notice an inconsistency between your

Banner and OAKS classlists, click on the Request a Student to be Added or Removed from your OAKS Course form under the OAKS Requests widget on the OAKS homepage (see image right).

Best regards,

TLT

Have a question for Dear TLT? Submit the following form to see it featured on our **blog**: <http://goo.gl/n1N2tq>.



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

COLLEGE of
CHARLESTON
INFORMATION TECHNOLOGY

TLT'S TOP TEN TECH TOOLS by Kaitlin Woodlief

In TLT, we are continually conducting research, starting trials, and experimenting with a variety of technology applications to find the best and most useful tools for our faculty. It makes sense that faculty and staff often ask me about apps and other tools I use in my courses, training sessions, and typical day-to-day activities. During iPad training, instructional technologists are nearly always asked some variation of "What's the most popular app?" or "What's your favorite app?" After technology sessions or presentations, I usually get questions from faculty expressing curiosity as to whether there are other faculty members using the tool or technology.

Through the new ranking feature in Poll Everywhere, your instructional technologists ranked nearly 30 of the most popular tools. I asked my colleagues to rank these technologies based on frequency of personal use and overall impression of the tool, while also considering the usefulness of the tool for faculty at College of Charleston. Listed below are the top 10 tools ranked by your instructional technologists in TLT. Please contact us with any questions.

1. **Google Drive:** We use this for everything - meeting minutes, tutorials, brainstorming, group work, etc. It's great for real-time collaboration.
2. **Poll Everywhere:** This is one of the most popular tech tools on campus. We love it so much, it's how we came up with this list.
3. **SMORE:** You might be familiar with this tool if you have paid close attention to the flyers in our emails. We use it because it's very easy to put together a great looking flyer in just a few minutes, and it tracks our views. Faculty

could use it to brighten up weekly announcement emails or for introductions at the beginning of the semester.

4. **Screencasting:** We use Screencast-o-matic to make quick how to videos rather than writing out tedious step-by-step instructions in emails. This program allows you to record your voice and your screen for up to 15 minutes with a free account. I use this technology frequently in my online courses.
5. **Skitch:** All I have to say is Mac users, get this now! Take a screenshot, crop it, add arrows or text, and then drag the file into an email or presentation. The best part is that you can set it up to sync between all your devices.
6. **Kahoot!:** We're addicted. We love this fast and interactive quizzing game. I use it as an alternative to Jeopardy for in class review sessions.
7. **Canva:** This is the best free graphics tool we have tested that offers professional-quality design options. It's a lot of fun to experiment in Canva.
8. **EdPuzzle:** Make an existing YouTube video more instructional or relevant to your class by adding in audio comments and quiz questions. You can track student views too.
9. **Haiku Deck:** Make beautiful presentations in a jiffy on your iPad or computer. The image finder is fantastic and the formats are striking.
10. **Twitter:** Stay up-to-date with news and interact with students and colleagues.

EASY BRAINSTORMING AND VOTING WITH TRICIDER

by Jessica Smith

There have been many times during my teaching career that I've wanted to gather my students' input to make decisions. Would they be amenable to a due date change on their upcoming paper? What resolution would they like to research for their next in-class debate? Would they like to meet in the library or the classroom to work on their group projects?

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TRICIDER CONT.

In some cases, a student may be hesitant to express their opinion in front of others (who wants to be the one person who opposes a due date extension?). Other times, I simply want a quick and easy way to “take the pulse” of my class without counting raised hands or scraps of paper.

Tricider has provided a simple and free solution to all my brainstorming, crowdsourcing, and voting needs.

A user initiates a poll or brainstorming session simply by proposing a question. Then, participants can contribute their own ideas, up-vote other’s contributions, provide arguments for their votes, even upload images. Tricider can be used to help make both large and small decisions, such as where to eat lunch!

Uses:

- Collaborative brainstorming
- Idea ranking
- Making decisions

Benefits:

- Free
- Can be used without registering
- Synchronous or asynchronous collaboration
- Share a poll via email, Facebook, Twitter, LinkedIn, or embedding on a website
- Set deadlines
- Export to Excel
- Application: <http://tricider.com>

PREPARING FOR THE UNEXPECTED by Jessica Smith

On Tuesday, Feb 10, the College of Charleston experienced a safety and communication crisis when a bomb threat was made. Classes in six buildings were officially cancelled and many faculty, staff, and students were prohibited from accessing their offices, classrooms, and dorms until 5:00PM. This unexpected disruption caused many professors to lose valuable class time.

As the daughter of a Boy Scout and a Girl Scout myself, I try to live by the mantra: be prepared. As an instructional technologist, I’ve learned ways to use technology to “prepare for the worst” and want to share that knowledge so you will be ready for the next interruption, closure, or disaster.

1. Think ahead. Before the semester begins, decide how you will manage if classes are cancelled. According to instructional technologist, Kaitlin Woodlief, “your best

preparation is to learn the tools now before you’re put into a situation where you have to use them.” This doesn’t mean you must become an expert on Adobe Captivate to make professional-quality video lectures. Instead, familiarize yourself with one tool so you feel comfortable enough producing something simple that will transmit content.

Given Tuesday’s events, I had to figure out a way to prevent my students from getting too far behind. I uploaded the Powerpoint I intended to use in class into Voicethread and narrated my slides using already created lecture notes. I didn’t need to create new content; I just had to put that content into a different format. And because I had already familiarized myself with Voicethread, the process was simple. There are numerous

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PREPARING FOR THE UNEXPECTED CONT.

tools that will allow you to deliver content online in case of a College closure or class cancellation, including Kaltura, Jing, Screencast-O-Matic, EdPuzzle, and Google Drive. Of course, TLT has you covered with workshops that focus on online content delivery! Browse tlt.eventbrite.com for those sessions.

2. Include a syllabus policy. As you prepare your classes, craft a policy that establishes expectations and procedures in case an emergency occurs. For example, Penn State encourages faculty to include the following language in their syllabi:

"In the event of a campus closure, course requirements, classes, deadlines and grading schemes are subject to changes that may include alternative delivery methods, alternative methods of interaction with the instructor, class materials, and/or classmates, a revised attendance policy, and a revised semester calendar and/or grading scheme. Information about course changes will be communicated through [e-mail, etc....]"

3. Determine communication protocols. If an emergency closes the College or you have to cancel class at the last-minute, how will you communicate with your students? There are numerous options, including email and posting a notification in the OAKS News tool. This semester, I'm using both Twitter and Celly to communicate with students. I don't know about you, but I've found students don't routinely read their emails, so I decided to meet them where they are and use text messaging and social media.

The numerous ways I use Twitter in the classroom is a blog post for another day, but on Tuesday, I tweeted numerous times to inform students that the Cougar Alert was not a test, that they needed to pay attention to their email, and that class was cancelled. I also used Celly to communicate the same information. Celly provides a way to send SMS text messages without exchanging phone numbers (you can also use the mobile app or website if you don't text). I've found students to be much more responsive to these text messages than email.

For more serious emergencies, when campus is closed for a longer period of time, you may want to communicate with your students synchronously. Skype and Google Hangouts provide simple and free options for hosting virtual, synchronous meetings. The OAKS Discussion tool can also be used for conversation and collaboration.

As my colleague Chris Meshanko says, while we always hope for the best, we must plan for the worst. Anticipating disruptions and making plans can prevent students and faculty from losing valuable contact hours. Most importantly, let students know within the first two weeks of classes what your expectations are if classes are cancelled due to an emergency. And as always, TLT can assist you in choosing the right tools for keeping your class on track.