



edTech Innovations

Department of Educational Technology

Spring 2012

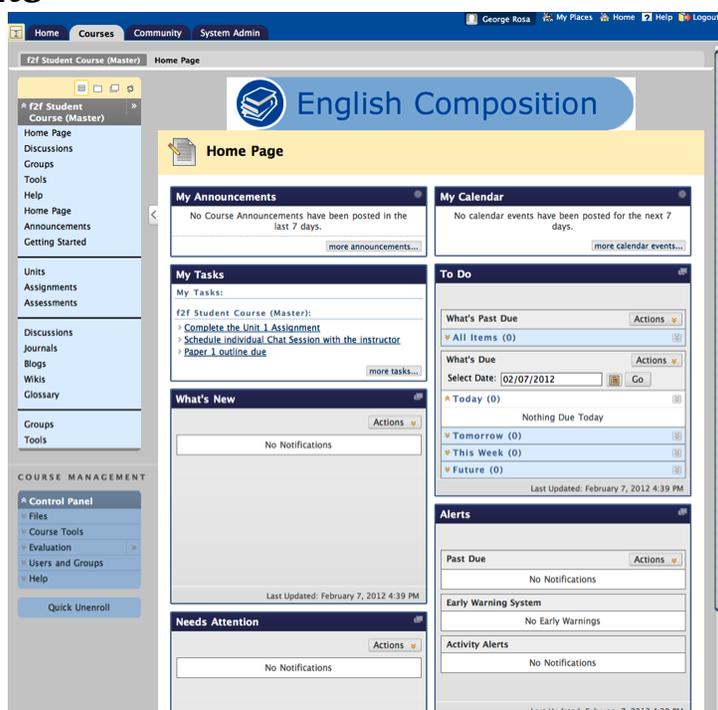
Issue II

Blackboard 9.1 Upgrade Set for Summer 2012 Semester

Includes video conferencing and improved navigation and content management functions

2012 semester will see a whole new interface and have at their disposal some powerful new tools and capabilities to more effectively manage their online teaching/learning component. At first sight the difference will appear huge and maybe a little daunting to those who have not experienced it previously.

“clicking” involved in managing the course. This was achieved mainly by making many of Bb’s present capabilities more accessible to users as well as implementing new innovations,



by George Rosa

The long-awaited upgrade of Blackboard (Bb), CUNY’s Learning Management System (LMS), from the current version 8 to 9.1, has finally been set for June 2012. Faculty who log into Blackboard at the start of the summer

But once you start using it you will realize the advantages of Bb 9.1 over Bb 8 in navigation, document and rich media posting, and communicating and assessing student performance. The goal of Blackboard in building version 9.1 was to eliminate unnecessary

In This Issue:
Bb 9.1 upgrade
E-Portfolios at Hostos
Lecture Capture
The Hostos Hybrid Institute
E-Whiteboards
Faculty Learning Commons
plus...
Faculty Technology Workshops (including Blackboard 9.1)!

which together, bring Blackboard closer to an environment that users accustomed to Web 2.0 take for granted.

The BIG question that many faculty will ask immediately is “Will my Bb 8 courses be lost after the migration to Bb 9.1?” which will logically lead to “How do I copy course content from Bb

8 into Bb 9.1 courses?” The answer is that you won’t need to worry about that. Nor do you need to be concerned when CUNY CIS transfers courses from Bb 8 to Bb 9.1, because course content will not be transferred manually. What will occur is an “in-place” upgrade. In other words, the CUNY Bb 8 environment will transform into Bb 9.1 through code installment with little impact on faculty. All previous course content will be present in the new environment.

Here is a sample of some important changes and additions that makes managing a course in Blackboard 9.1 easier than in Blackboard 8:

...The goal of Blackboard in building Blackboard 9.1 was to eliminate much of the “clicking” involved in managing a course...

The Control Panel: For instructors, the Control Panel in Bb 9.1 appears in the entry page of a course as a menu, significantly improving navigation among different tasks and areas.

Blackboard Collaborate: This is a collaborative platform with powerful capabilities such as web video conferencing, instant messaging and voice authoring, and, group discussions and debates—which is especially useful

for language classes. To learn more and to try a demo version of Collaborate, visit <https://www.blackboard.com/Platforms/Collaborate/Overview.aspx>.

Test Lockdown Timer option: With Bb 9.1 you now have the option to have the test automatically end when the time limit has been reached. In Bb 8 a timer can be set for an online test but this will not automatically end the test at the set time. Instead, an alert in the form of an exclamation point appears in the test’s grade column in the Grade Center for students that exceeded the time limit.

Multiple File Upload: Now, when you have multiple documents that you wish to post, you can select a group of documents to upload into the content area simultaneously instead of tediously browsing and posting each one at a time

Content Management: In Bb 9.1, document and image files can be uploaded and stored in a content area, and then inserted into the desired locations in the course site. It is no longer necessary to copy or upload the same document multiple times in order to make it available in multiple locations. At a later date the Content Manager will come online, making it easier to share content among different course sections.

Needs Grading Page: Instructors can view student attempts ready for grading or review on the Needs Grading page.

Multiple Assignment Submission Attempts: In Blackboard 8, in order to allow a student to redo an assignment and submit it using the same assignment link, the instructor needs to delete the previous submission from the Grade Center. Blackboard 9.1 allows the option of letting an assignment accept multiple attempts.

Mashups: Mashups allow instructors to add content to a course from an external website, such as embedding a YouTube video and other rich media. With the Mashup tool you can search for, within Bb, and embed an item from YouTube, FLickR, and Slideshare.



Other powerful features include drag-and-drop of content placement, Assessment Rubric tool, Email Notification of Course Changes (pending approval from CUNY), What’s new/due viewed in one location (pending approval by CUNY), Group Random enroll, and many others. Also, Blackboard has greatly expanded its support in terms of online video and print tutorials and other online help and documentation, through its On Demand Center and “Ask Dr. C” forum, and CUNY itself is planning a centralized online support site.

Currently we at EdTech are making plans for the changeover in terms of developing training materials, scheduling workshops, and testing the new environment. We’ll be posting workshop schedules soon on our website. A Blackboard 9.1 training environment will be available to faculty where they can see their courses in the Bb 9.1 environment and practice using its tools. Make an appointment if you have any questions or are interested in trying some of these new features. Another good place to get a head start is to sign up at www.Coursesites.com, which is Blackboard’s free LMS site. This is available for anyone to create and develop courses using the Bb 9.1 platform. However, since it’s a Blackboard showcase, it has more bells and whistles than CUNY’s Bb 9.1 version. I’ll continue to keep you posted in my Educational Design blog on the Hostos Social Network.

Visit the Educational Design blog at: <http://oit.hostos.cuny.edu/georgerosa/>

Educational Technology

Design Interns

by Carlos Guevara

In the fall of 2009, the Office of Educational Technology (EdTech) started to train select students to serve as EdTech design consultants on campus. These students not only help their peers navigate the technological innovations in courses and programs at Hostos, but also help EdTech expand its reach to faculty, so that additional technological enhancements can be made to support teaching and learning at the college. Furthermore, this initiative seeks to help interns take advantage of professional development opportunities to strengthen their academic skills and performance, as well as to better

“We have had the opportunity to add something unique and intuitive in the work that we have created”

prepare them for potential job offerings as they enter the workforce.

EdTech design consultants are selected through a competitive process—a reward for students with advanced technology skills. During the first semesters of this initiative, EdTech targeted students in the Hostos Digital Design program, and now has expanded to include students from all majors at Hostos and other CUNY colleges. Thanks to support from the Perkins grant and Technology Fee, 8-10 students are selected and receive stipends, as well as a MacBook Pro for the duration of their internship. Interns provide 10 hours per week of tech assistance to their peers and faculty.

As EdTech design interns, students are assigned different web and multimedia design projects, and work closely with the EdTech specialists. Interns assist faculty in designing and/or developing educational content (graphics, presentations, podcasts, rich media, etc.) and guide / train students to create and design their ePortfolios.

The EdTech design interns’ website (<http://oit.hostos.cuny.edu/oitinterns>) was created to showcase the various designs and projects created by the interns, as well as to share their ePortfolios. Below

are some of the comments from students who have been part of this initiative:

Ruben: “I learned how to work in a professional environment, as well as the importance of deadlines, and



having projects accomplished on time, overall it has been a great experience.”

Andre: “We have had the opportunity to add something unique and intuitive in the work that we have created”

Jose: “The internship has helped me to improve my resume, [I] am really happy, and hope to continue being an intern”

Eduardo: “I learned how to deal with clients, how to share an idea, and work with it, and also work within a setting”

Adam: “I learned how to correct my design and to improve my overall work...and little by little my artistic skills are growing”

Michael: “This internship has taught me a lot...I’ve learned new things that I never thought it would be within my range of skills”

Matthew: “I definitely like it, I think it is a great program. It does give you a hands-on field on what to expect in the digital field, and see what is expected of you”

For EdTech, the experience working with the interns has been rewarding and refreshing; their energy and new ideas have contributed to transform the work environment to be more dynamic and engaging. For the EdTech specialists, working with the interns helped them to be more productive and open to new ideas. For faculty, the support provided by interns has helped them reconsider technology adoption in their teaching. In a nutshell, this initiative has been, and will continue to be, a nurturing experience for everyone.

E-Portfolios at Hostos

by Francisco Ordoñez

E-Portfolios at Hostos are used to create a new dynamic, begin a process of reflection, and to empower students to see their learning as part of a continuum rather than isolated fragments of attaining information.

Implementation of e-Portfolio began at Hostos in fall 2011.

The student embarks on the e-Portfolio journey in the first semester that he or she attends Hostos. The student begins to archive his or her work and reflects on each stage of the learning experience. The student amasses these artifacts in the form of essays, term papers, journal assignments, to name a few. The faculty members assist and mentor the student in the reflection process of these artifacts. The goal of this reflection process is to empower the student

to take control of the learning process and development of a skill-set.

The e-Portfolio is also used to demonstrate a student's mastery of a skill. For example, students in the Digital Design program show their final work to their peers,

...The goal of this reflection process is to empower the student to take control of the learning process or development of a skill...

professionals in the field, and potential employers. An employer may ask a student, "Can you complete this task?" during a job interview and the student can confidently answer the interviewer with, "Yes, I can and here is my proof—my e-Portfolio." The e-Portfolio, therefore, is a résumé with flesh--artifacts and reflection.

Should an e-Portfolio represent the "social you" or The "professional you? Students have to develop their e-Portfolio as their professional digital identity. The experience gained in creating an e-Portfolio will certainly be useful in achieving this task. The challenge of the e-Portfolio is to develop a professional digital identity and not just another Facebook profile. For each professor who requires a student to open or create an e-Portfolio, the student is presenting his or her professional goals and objectives and an understanding of why a particular course is of value to a student's professional development.

At Hostos, incorporating e-Portfolio in course syllabi has just begun. The college awaits the next phase of e-Portfolio in the academic programs.

What is Lecture Capture?

by Gloria Lee

Today's students are growing up in a world that is very much integrated with the internet and the World Wide Web. They arrive already accustomed to the wealth of rich media content available to them on Web 2.0. Thus, lecture capturing, the audio and video recording of lecture for online viewing, is essential for educational institutions like Hostos which offer an expanding suite of online asynchronous, hybrid and even classroom course offerings where the instructors want lecture content to always be available online for students.



When we say "lecture capture", we are specifically referring to not only the recording of the instructor's voice and possibly his or her image, but also of notations both prepared before recording in a "slideshow" format as in PowerPoint, or written as the instructor lectures, as on a tablet or Smart board. Lecture captures can be pre-recorded with a script or recorded extemporaneously by the instructor as he or she teaches in front of a class. Either way, the idea is that you present the lesson as you are most accustomed to, only the software is recording it, with options to edit afterward before making it available to students.

The EdTech office has the following technology options for the faculty to implement to capture either online classes or face-to-face classes:

Camtasia

<http://www.techsmith.com/camtasia.html>

<http://www.youtube.com/watch?v=zWYPLWfyM>

Camtasia is the most powerful software available for creating full-blown interactive multimedia e-Learning presentations and modules. Camtasia is a program that basically records every second of audio and video as they appear on the computer screen once you click record. The recording can be edited afterwards in its powerful editor which has features comparable to iMovie and Movie Maker. However, the popular features

of Camtasia are capturing attention and highlighting specific information. It has many built-in shapes, errors, speech bubbles, and preset animation available to make a clip more dynamic. It is especially powerful in the huge range of output options and file formats, including mp4 (podcast), Flash video, and mov (Quicktime). It is also capable of creating a website with an embedded multi-media player. It is the preferred software for creating podcasts from a PC.

Tegrity

<http://www.tegrity.com/?gclid=CPyu3pKJvK0CFUio4AodUFX0g>

<http://www.youtube.com/watch?v=gbbzeG5O4DU>

Tegrity is a basic program, with a simple but essential tool an instructor would need for recording a session. A lesson can be prepared in PowerPoint and recorded in the home, office, or in front of a class as it is presented.

“ . . . You present the lesson as you are most accustomed to, only the software is recording it.. ”

It is built on a server connection which allows users to upload material directly and to make minor editing. The files can be easily organized through the server as well. The most important aspect of Tegrity, is that it is accepted by all

devices including notebooks, desktops, tablets, and smart phones. Tegrity is the simplest, fastest way to record a lesson and get it out to your students.

Blackboard Collaborate

<http://www.blackboard.com/Platforms/Collaborate/overview.aspx>

Blackboard Collaborate is a live collaboration platform mainly used for web video conferencing, which CUNY plans to make available with Blackboard 9.1. Instructors can teach in real time, or anytime. Unlike the other programs for creating instructional clips, Blackboard Collaborate is more focused on two-way instant interaction between instructor and audience. You can show students your presentation slides as well as a whiteboard

for writing notes, and the sessions can be recorded for future student access.

Adobe Connect

<http://www.adobe.com/products/adobeconnect.html>

Adobe Connect is one of the most popular software available. This is a live distance conference platform which allows for high speed delivery of High Definition material with simultaneous multiple user webcams. Its



secure system could allow only particular IP address user to join the meeting.

SMART Board

<http://smarttech.com/us/Solutions/Business+Solutions?gclid=CMbSufCbw60CFUgQNAodLHs2Jw>

Smart board is a well-known device for creating a digital learning classroom. Basically a large touchscreen tablet, instructors do not need to walk back and forth between a whiteboard and a computer. This device can record every written and audio comment that a teacher makes during the session on the interactive board. A Smart boards accessories make a user feel as though he or she is using a traditional blackboard .

The lecture capture industry is growing and becoming more innovative. Look for future innovations in lecture capture with the iPad and other mobile devices and web-based eLearning platforms such as McGraw-Hill Connect. We'll keep you posted in future articles.

Please contact Ed Tech Office if you have any question.

E-Whiteboards

by Iber Poma

SMART Boards, often called Electronic interactive whiteboards have arrived at Hostos Community College.

SMART classrooms are being constructed in the college at a steady pace. All classrooms in the renovated B building 5th floor will feature an interactive SMART Board. Currently, available SMART Board classrooms are located in the C building. You may reserve one using our reservation system in <http://oit.hostos.cuny.edu/reserve/>.

To log-in into the system you will need to use your Hostos Email credentials.

... The key to the SMART Board interactive whiteboard is touch. Write, erase, move objects and control applications by touching or writing on the interactive

SMART Boards have a range of different models, sizes, and functions, however, all use touch recognition software for user input in the same way a mouse or keyboard detects input in a PC. A projector is used to display a computer's video output on the interactive whiteboard, which then may act as a large touch screen. The SMART Board interactive whiteboard in general comes with four pens and an eraser. It uses digital ink and replaces traditional whiteboard markers. In some models you may even use your finger as an input device.

The software which can enhance teaching and learning is called SMART Notebook version 10 and is installed in PC computers attached to the Smart Boards.

Facilitate hands-on learning

The key to the SMART Board's interactive whiteboard is touch. A user can write, erase, move objects, and control applications by touching or writing on the interactive whiteboard. You can also write with a pen, erase with your palm, and move objects with your finger without having to press buttons, access on-screen menus, or replace tools in the Pen Tray. Touch Recognition software makes it all possible.

Save and share your work

With SMART Notebook software, which is integrated with all SMART Board interactive whiteboards, you can capture all your notes, screenshots, images, and videos to a single file that can be opened in both Windows and Mac operating systems. Notes and multimedia can be saved as objects

that can be manipulated, reorganized, and reused. You can also save digital notes directly into several software applications including Microsoft's PowerPoint, Word and Excel, as well as Adobe Acrobat software.

References

<http://www.smarttech.com/us/Support/>

The Hostos Hybrid Institute

by Kate Lyons

In the fall 2011 semester EdTech began a new initiative to work with faculty to develop and offer more hybrid courses. Dubbed the "Hybrid Institute" after an earlier attempt at a similar incentive-based initiative, this new program is centered on a mentoring relationship. During the fall semester five faculty new to teaching hybrid courses were paired with five seasoned faculty with extensive online teaching experience. The experienced faculty members acted as mentors for their designated participants, guiding the new (to hybrid teaching) faculty members while they developed one of their courses as hybrid. The entire commitment was two semesters: one to develop the course (fall), and the next (spring) to teach the course.

...One hundred percent of the participants developed their hybrid courses and all are being offered as hybrid courses in the spring

Developers and **2012**

mentors each received stipends that were divided into two major milestones. The first payment was made after the course was developed and accepted by the EdTech Leadership council. The second payment will be made after the faculty members teach their courses in the spring 2012 semester. Additionally, all participants (mentors and developers) were invited to participate in monthly gatherings to discuss issues relevant to online course development.

The mentor-participant relationship was very successful. One hundred percent of the participants developed their hybrid courses and all are being offered as hybrid for the spring 2012 semester. Thus, five new hybrid courses will be offered as a result of this initiative. EdTech is planning to bring in another five pairs of faculty (ten total participants) for the spring 2012 semester. The courses developed during this spring semester will be taught next fall.



EdTech welcomes GLoria Lee, our newest Instructional Designer

EdTech Faculty Workshops

The Educational Technology Department invites you to participate in a series of workshops aimed to help you take full advantage of technology tools and strategies to enhance teaching and learning. These workshops are centered on experiences acquired through the use of different technologies in the classroom, and will demonstrate the pros and cons when used in the educational setting.

All sessions will be held in the Faculty Commons (C-559). To find out exact times of the workshops, and to register, go to: <http://oit.hostos.cuny.edu/for-faculty/workshops>

SMART Board Essentials

Tuesday 2/07/12, Thursday 2/09/12

Blackboard Essentials Wednesday 2/15/12

Blackboard Grade Center Wednesday 2/22/12

Web 2.0 Tools Wednesday 2/29/12

Assessment Tools Wednesday 3/07/12

What's New in Blackboard 9.1

Wednesday 3/14/12, Wednesday 4/18/12

Course Navigation in Blackboard 9.1

Wednesday 3/21/12, Wednesday 4/25/12

Course Management in Blackboard 9.1

Wednesday 3/28/12, Wednesday 5/02/12

Smartboard Advanced Wednesday 3/21/12,

Wednesday 4/25/12

Self Tutorial Online Modules

EdTech has made available several modules to offer self-guided training, which can be accessed at any time at:

<http://oit.hostos.cuny.edu/for-faculty/online-tutorials>



**edTech2012
SHOWCASE**

Education Technology Showcase 2012: Call for Submissions

The theme of this year's Education Technology Showcase is Online Learning. The showcase is a half-day event, comprising two sessions of presentations, which include multimedia presentations, technology demonstrations, and a keynote speech. These presentations will discuss recent practical technology uses in education, focusing on strategies, experiences and techniques with regards to improving student participation, performance, and engagement. Showcase presentations are generally 10 to 15 minutes in length, including time for any Q&A.

<http://oit.hostos.cuny.edu/edtechshowcase/>



EdTech: Who We Are

We support the use of technology in teaching and learning. We want to enhance faculty development, provide students with a high level of computer literacy, and foster online education. Through collaboration with Academic Computing, we hope to empower faculty, serve students, and create a supportive environment for all types of learners. And we work to make technology an integral part of the academic websites and develops all sorts of specialty applications.

EdTech Office Location
Room C556

Ext. 718 319-7915

EdTech Office Hours
Monday - Friday 8:30am to 5:30pm

EdTech Email Address
edtech@hostos.cuny.edu

EdTech Staff

Carlos Guevara
Coordinator of EdTech
cguevara@hostos.cuny.edu
liaison for: Library

Iber Poma
Coordinator of Student Services
ipoma@hostos.cuny.edu
liaison for: Counseling

Ibrahim Ekin
Instructional Design Specialist
iekin@hostos.cuny.edu
liaison for: BSS, Education, and Mathematics

Gloria Lee
Instructional Design Specialist
glee@hostos.cuny.edu
liaison for: Allied Health, HALC

Francisco Ordonez
Instructional Design Specialist
liaison for: Business, Humanities, and Language and
Cognition, CLIP
fordonez@hostos.cuny.edu

George Rosa
Instructional Design Specialist
liaison for: English, Natural Sciences, Writing Center
grosa@hostos.cuny.edu

Educational Technology Leadership Council

formerly the Committee on Academic Computing

Catherine Lyons
Chairperson, EdTech Leadership Council
clyons@hostos.cuny.edu

<i>Current Membership</i>		
Allied Health	Prof. Mary Manning	mmanning@hostos.cuny.edu
BSS	Prof. Felipe Pimentel	fpimentel@hostos.cuny.edu
Business	Prof. George Cheng	gcheng@hostos.cuny.edu
Counseling	Prof. Fabian Wander	fwander@hostos.cuny.edu
English	Prof. Vermell Blanding	vblanding@hostos.cuny.edu
Education	Prof. Sonia Maldonado	smaldonado@hostos.cuny.edu
Humanities	Prof. Catherine Lewis	clewis@hostos.cuny.edu
Language & Cognition	Prof. Norma Peña de Llorenz, Prof. Mildred Rabry	ndellorenz@hostos.cuny.edu/ mrabry@hostos.cuny.edu
Library	Prof. Catherine Lyons	clyons@hostos.cuny.edu
Mathematics	Prof. Tanvir Prince	tprince@hostos.cuny.edu
Natural Sciences	Prof. Vladimir Ovtcharenko	vovtcharenko@hostos.cuny.edu



<http://oit.hostos.cuny.edu/edtech>

