Innovations

Spring 2014, Issue 6

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INSTRUCTOR/INNOVATORS win medals in EdTech’s own Olympics

EdTech Innovator Chase

Office of Academic Affairs

Office of Educational Technology
www.hostos.cuny.edu/edtech
EdTech Fall WORKSHOPS

EdTech 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 the cons when used in the educational setting.

All sessions will be held in the Faculty Commons (C-559) except some Smart Board Essentials workshops, which are posted on the online registration page.

Blackboard Essential
Feb 6 - 3:30pm
Feb 19 - 3:30pm
March 13 - 3:30pm

Blackboard 9 Enhanced
What’s New
Feb 5 - 3:30pm

Blackboard Grade Center
Feb 13 - 3:30pm
Feb 26 - 3:30pm

Web 2.0
Apr 10 - 3:30pm

Grade Center Advanced
Part 1 Jan 29 - 2:00pm
Part 2 Feb 6 - 2:00pm

Assessment Tools
Mar 6 - 3:30pm

Blogs, Wikis and Journals
Mar 27 - 3:30pm

Blackboard Collaborate
Mar 20 - 3:30pm

Improve Your Course Look
Mar 13 - 3:30pm

Course Copy and File Management
Apr 3 - 3:30pm

Smart Room
Feb 3 - 11:00am
Feb 11 - 3:30pm
Feb 18 - 11:00am

To find out exact times of the workshops, and to register, go to:
http://www.hostos.cuny.edu/edtech/for-faculty/workshops/
Technology adoption in the education landscape could become challenging and hard to keep up with due to constant emerging technology trends. As The Educause Learning Initiative and New Media Consortium point out on the 2013 Horizon Project report, digital media literacy’s importance will continue to rise in every discipline and profession; hence the need to focus on rethinking faculty training, as well as incorporating and rewarding new forms of scholarly work.

EdTech has been researching different approaches to enhance the innovation adoption process. According to innovation adoption theories, successful technology adoption efforts must give equal consideration to cognitive, emotional, and contextual concerns (Straub, 2009). In this respect, EdTech is seeking to leverage the power of organizational culture levels to nurture a growing Innovator community of practice.

These elements are present in various facets, and are used as engaging factors to support the success of technology initiatives offered by EdTech. The mentor-mentee approach, context-based technology trainings, EdTech Innovation Celebration, and Innovator Chase are some examples of the application of above-mentioned elements.

Gamification is the process of applying game elements and mechanics to an activity to help increasing engagement through the leveraging intrinsic and extrinsic motivations. A Gartner Research report estimated that by 2015, more than 50% of organizations that manage innovation processes will gamify those processes.

EdTech is piloting the “EdTech Innovator Chase,” a gamified activity that seeks to showcase the effort our faculty make to try new technologies and innovate their teaching practices. This game also introduces the concept of “digital badges,” to recognize an accomplishment or level of proficiency. A digital badge is an online representation of a skill you’ve earned or mastered. These badges also trigger motivation for learning and achievement.

What the game’s about
Each semester we celebrate our campus EdTech Innovators– everyone who’s using technology to explore new pedagogical approaches. We applaud you for being the first, for developing best practices yourself (because maybe you’re doing something nobody else has). For the epic win, innovate in the most EdTech categories and (most importantly!) help your colleagues level up. The ultimate award will be yours.

How to Win
Earn the most badges each semester. Level up your current badges.

Leader Board
Log into the Hostos Social Network (http://commons.hostos.cuny.edu) to see your current achievements (badges) in your Profile page.
Visit the Leader Board to see who’s in the lead.
The Spring 2014 semester sees some big changes to Blackboard 9.1. The changes, brought by the installation of Service Pack 13, or known at CUNY as “Blackboard Enhanced,” includes a new look and some major new features that improve navigation, assessment options, grading workflow and other functionality for faculty.

EdTech has scheduled workshops to introduce faculty to the features of Blackboard Enhanced in addition to Introductory Blackboard, Grade Center, Assessment and other technology-related pedagogical tools. Please visit the EdTech Workshop Page (page 2 in this issue for the workshop schedule. The CUNY Blackboard website has video and pdf user guides covering Blackboard Enhanced features. You can access these by going to www.cuny.edu/blackboard, then go to User Guides under the CUNY Blackboard menu. You can also reach this site by using the Blackboard 9.1 tab in Blackboard. Please explore the new Blackboard Enhanced and see how well it fits your teaching requirements, be they for classroom or online teaching.

An Improved Calendar
With the rebuilt Blackboard calendar users can add personal events, keep track of important course dates, and even export to third party calendars like Outlook or Google Calendar. An item with a due date is automatically added to the calendars of all users in the course. Instructors can also update due dates by simply dragging items to new calendar days.

Global Navigation Menu
A button at the top of the Course page opens up a menu that allows you to access the enhanced Course Calendar, the Retention Center as well as your courses and organizations from within the course. No more having to go back to “My Courses” on the Blackboard page whenever you want to go to another course.

Discussion Board
With the improved Discussion Board, all the posts in a thread are shown in one page. Also, a new feature can be implemented that requires students to post an answer to a thread before they can read the other posts.
New Content Editor
The new Content Editor displays an easy to use interface with an improved Math Editor and better retains formatting of Microsoft Word and Dreamweaver documents.

Inline Grading
This change, one of the most anticipated, allows the instructor to markup and grade submitted assignment documents online, without needing to download them. Students can view there graded assignments with the markups. The graded documents can be downloaded in pdf format.

Improved Test and Survey Options
Now, when using the Test Options for launching a test, Test Availability Exceptions can be defined for students and groups. In addition, when and the kind of results displayed to students can be specified.

Item Analysis
The Item Analysis feature provides statistics for tests and student performance on individual questions in exams. Among the data it provides is Discrimination – how well performance on a particular question reflects performance on the entire test) as well as question Difficulty based on student performance.

Retention Center
Formally replacing the Early Warning System, the Retention Center allows the instructor to follow at-risk students’ grades, activities, missed deadlines and course access more easily.
As the Faculty Liaison to the Office of Educational Technology, membership on the CUNY-wide Committee on Academic Technology (CAT) is one of my responsibilities. Carlos Guevara and I attend monthly meetings of the committee, which is chaired by George Otte, Associate Dean of Academic Affairs at CUNY’s School of Professional Studies (he regularly blogs at http://purelyreactive.commons.gc.cuny.edu).

CAT is divided into many sub-committees, all of which are comprised mostly of CAT members, with some additional outside guests. Each sub-committee takes on projects or topics related to academic technology initiatives that affect all CUNY campuses. One sub-committee works with the group administering Blackboard, so that the faculty voice guides Educational Technology decisions at CUNY. Another group, headed by Matthew Gold, was responsible for the creation of the CUNY Academic Commons (http://commons.gc.cuny.edu/), and for bringing that project to the next level with the Commons in a Box (http://commonsinabox.org/) initiative. All CUNY faculty and graduate students are encouraged to join the Academic Commons.

Over the last year I’ve participated on the Sub-Committee for Digital Scholarship and Teaching with Technology. The latest working draft of our group’s mission “is to ensure that institutional frameworks support digital productivity and scholarship in a variety of ways, including through the personnel review and evaluation process at the City University of New York. We will advocate for written guidelines that provide clear directions for appointment, reappointment, merit increases, tenure, and promotion that take into consideration the growing number of resources for evaluating digital scholarship and the creation of born-digital objects” (our mission is not available publicly online). As technology enables scholarship through alternate means of creation, publication and peer-review, this group’s goal is to ensure that the work of faculty in these new, emerging areas doesn’t go unrecognized.

Hostos faculty who are interested in Educational Technology policies both at Hostos and CUNY should contact Carlos Guevara (cguevara@hostos.cuny.edu) or Kate Lyons (clyons@hostos.cuny.edu) to help find ways to participate. We strongly encourage everyone’s voices to be heard on these important topics.

To create an account and participate in the CUNY Academic Commons go to:

http://commons.gc.cuny.edu/
It is a fact that every student is unique and each one learns differently even when taught by the same professor, in the same classroom and under the same circumstances. Some students are fast learners while others learn at different paces. This has been the case since the history of education due to the fact that it is one professor for 20 and up to some times 300 students. However, adaptive learning may remediate and shift how content is delivered and create a personalized learning environment for every student.

How does adaptive learning software know each student’s curricular needs and how does it decide the content it delivers to students? Well, it basically profiles students as they interact with the software. It learns how students behave based on the vast amount of data it collects from students’ answers. Thus, if students demonstrate mastery of a subject, adaptive learning presents students with a different and more advanced content. On the other hand, if a student struggle with the content presented to her/him, the software keeps reinforcing the material until the student learns it and is able to continue thru the curriculum. This technology is great because students will learn the material at their own pace independently of their learning speed.

Adaptive learning technology will revolutionize the teaching and learning experience for both, faculty and students. Nowadays, students still have to adapt to the curriculum to keep up with the course materials. Nonetheless, adaptive learning turns this concept around because it adapts the curriculum to the students’ learning styles and learning speed.

In a nutshell, adaptive learning promises to improve student learning by adapting curriculum content needs or at least this is the promise.

Devoting time to each student in need in a large classroom is simply not feasible. Since not all students learn at the same pace, delivering the same curriculum at the same time to students will not drive improved or better results to those students who need additional time to grasp the concepts and move on with the rest of the class. Consequently, some students will stay behind the learning curve and fail because they cannot keep up with the work. To alleviate this situation, it is when technology plays a huge role and adaptive learning comes into play. It is an educational method that uses computers as interactive teaching devices. Computers adapt the presentation of educational materials to student’s learning levels according to students’ answer. This allows a personalized education for almost every student’s needs or at least this is the promise.

References:


ADAPTIVE LEARNING: what is it; how does it work?
Tegrity is a fully automated lecture capture solution used in traditional, hybrid, “flipped classes” and online courses to record lessons, lectures, and skills. Its whole range of features and robustness makes study time easier and allows content access to every Hostos student almost immediately. It is an easy to use solution, whenever you want to share your lecture materials with your students.

Edtech is conducting a Tegrity pilot and exploring the new and improve Tegrity/LMS (Learning Management System) solution using the Blackboard environment we currently use. This means that integration will bring seamless production and delivery of any content you may want to share will be accessible to your students in a familiar environment. Students will have the chance to review course materials as many times they will like to. Recorded course materials are accessed by just clicking a link and are available only to registered students.

In the meantime, while we are exploring the new way of using Tegrity. You can use Tegrity now. You just need a laptop with the software installed and a microphone. To make it more interactive you may want to use a Smart Classroom. C593A has the software and is ready for you to record a session using Tegrity at this time.

Whether you are inside the classroom or out, Tegrity Recorder makes recording your lectures or supplementary course content easy. Click a button to start recording, click again to pause or stop, and Tegrity takes care of the rest. Recordings are automatically uploaded to a Tegrity Server and you can access the content by clicking on a hyperlink.

Step by step instructions to record a Tegrity session:

Step 1: To start PowerPoint, go to the Start menu button and select Programs >Microsoft Office >PowerPoint.

Step 2: Once PowerPoint is open Click on the Tegrity icon on the status bar

Step 3: Select the folder from the dropdown list

Step 4: Create a title for your recording. Note: Do not leave the date and time as the title. You will not be able to distinguish one recording from another if this is not changed.

Step 5: Check the audio “SETTINGS”. You can tell if the microphone is working if the green line is moving in the window. If not, click on “SETTINGS” and click on the down arrow next to default audio source and select your microphone. Then click on SAVE and CLOSE BUTTON.

Step 6: Click on “RECORD A CLASS”. Another dialog box will appear that informs you when you click that, the recording will start. The screen will go black for a few seconds. When the screen reappears, you are now recording your class session and a tool bar will appear in the status bar section of your screen.

Step 7: When you are finished recording, push the STOP BUTTON. A dialog box will appear asking if you wish to perform various functions. There are 3 options UPLOAD, PREVIEW, and, DELETE choose accordingly click on “YES” to upload you will see a window that says the recording will be uploaded later click on OK.
The CUNY eMALL is a virtual shopping plaza where merchants offer a variety of discounts and other promotional programs on goods and services to CUNY faculty and staff. To access the eMall you must log into the CUNY portal. Visit CUNY eMall for additional software purchases including free Microsoft Office for faculty and staff, and for free anti-virus McAfee software.

For special computer offers, log into the CUNY Portal, click on the CUNY eMall icon on your left and click Computers/Office Supplies:

Dell
8% off on any Dimension or Inspiron system with a 3 or 4 year warranty
5% off any Dimension or Inspiron system with a 1 or 2 year warranty
Additional discounts on OptiPlex and Latitude systems

Academic pricing on software and peripherals Additional seasonal promotions!
Also, be aware of Dell's Monthly Member Flyers and seasonal promotions listed in the CUNY eMall.

Apple
Apple continuously has different offers that apply to the CUNY community. Log onto the CUNY eMall to keep current or navigate to the below urls for specific offers.

- http://store.apple.com/Apple/WebObjects/EducationIndividualCustom?qprm=18847&type=higherEd

Screen and then download your free software!

Microsoft
The CUNY Community is now offered LEGAL copies of popular Microsoft software including Office at a discount of up to 75% off!

Symantec
The CUNY Community is now entitled to free copies of Symantec Antivirus software for personal use. Free Antivirus Software for Faculty, Staff, & Students Available for download within the CUNY eMall

McAfee VirusScan versions for MAC and Windows computers are available for free download to use on your personal computers.

Step 8: You will receive your Purchase Receipt in an e-mail to the e-mail address used to register in the CUNY Portal. From here you will click on the Download Only link and your computer will begin the download process. We recommend that you download directly to a flash drive or copy the download to a flash drive.

Please note that you may only download the software once and it must be for your exclusive personal use.

Apple
continuously has different offers that apply to the CUNY community. Log onto the CUNY eMall to keep current or navigate to the below urls for specific offers.

Step 1: Log-in to the CUNY Portal.
Step 2: Click on the CUNY email icon which appears under the top logo
Step 3: From the CUNY email, click on the word SOFTWARE
Step 4: Click on the word McAfee Software
Step 5: In the Product Search Box in the upper right, enter MCAFEE
Step 6: Select the correct McAfee VirusScan for your computer. Click Add To Cart.
Step 7: You will be brought to your shopping cart. Notice the price is Free! Click on Check Out to complete your “purchase.”

Step 9: Once the download is complete, you can log-out of the CUNY Portal and exit your browser.
We support the use of technology in teaching and learning. We strive to enhance faculty development, provide students with a high level of computer literacy, and foster online education. Through collaboration with Academic Computing, we 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 develop a variety of specialty applications.

Carlos Guevara  
Director of EdTech  
cguevara@hostos.cuny.edu

Wilfredo Rodríguez  
Coordinator of EdTech  
wrodriguez@hostos.cuny.edu  
liason for: BSS, Education, Mathematics

Iber Poma  
Coordinator of Student Services  
ipoma@hostos.cuny.edu  
liason for: Counseling, Library

Francisco Ordóñez  
Instructional Design Specialist  
fordonez@hostos.cuny.edu  
liason: Allied Health, Humanities, Language and Cognition, CLIP

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

Faculty Learning Commons (FLC) Staff

Alex Rosado  
Lab Assistant  
alrosado@hostos.cuny.edu

http://www.hostos.cuny.edu/edtech
Educational Technology Leadership Council (ETLC)

Kate Lyons
Chairperson, EdTech Leadership Council
clyons@hostos.cuny.edu
http://www.hostos.cuny.edu/etlc

Allied Health
Prof. Petal Leu Wais See
Prof. Mary Manning

BSS
Prof. Felipe Pimentel
Prof. Amy Ramson

Business
Prof. George Cheng

Counseling
Mr. Fabian Wander

English
Prof. Anne Lovering Rounds

Education
Prof. Michael Gossett
Prof. Sherese Mitchell

Language and Cognition
Prof. Norma Llorenz de Peña
Prof. Mildred Rabry

Humanities
Prof. Catherine Lewis - Cannon

Mathematics
Prof. Tanvir Prince

Library
Prof. Kate Lyons

Natural Sciences
Prof. Flor Henderson

http://www.hostos.cuny.edu/etlc
Hostos iPad Pilot Initiative

Hostos faculty are participating in an initiative aimed at fostering iPad use in classroom teaching and learning at Hostos. The Academic Computing Office will soon have 60 iPad Airs transportable to classrooms in 2 “iPOWs” (iPads on Wheels carts). In the future these iPOWs will be available through the online Technology Lab Reservation System, similar to reserving the COWs, media carts and Smart rooms.

Wednesday, April 9 - Celebration of Technology

Celebration of Technology, Fall 2013

Friday, May 9 - Bronx Educational Technology Showcase

This year the Bronx Technology Showcase will take place on May 9th at Bronx Community College. Sponsored by Hostos EdTech and the educational technology departments of Lehman and Bronx Community Colleges. The Showcase features guest speakers, presentations by faculty from the 3 colleges as well as other campuses, and a raffle with valuable prizes. Watch for the Call for Presentations in your Hostos email.