Turnitin returns

Save the date:
Celebration of Innovation!
Thursday, Dec. 8, 2016
12:00pm - 2:30pm
FDR, C Building
refreshments served!

Articles.
- Turnitin arrives at Hostos
- The Power of Story
- Teaching With Technology

News and Events.
- Are You Ready Course 2.0
- Campus Pack leaves Blackboard
- Innovation Celebration Dec. 11

Workshops.
- Team-Based Learning
- Digital Storytelling
- Intellectual and Practical Skills
- Blackboard and Rich Media Tools
- and more!
Team-Based Learning Level 1: Creating a Sustained Group Experience in the Classroom

My students hate group work. Why would I want to engage in group work for the entire semester? What really is the focus of group work and how is Team-Based Learning different from regular group work? Is Team-Based Learning a legitimate pedagogical technique or another distraction for our students? I want my students to interact with the content and not think they can’t learn from each other. Will Team-Based Learning help my students learn the material while working with their peers? In Session 1, you will learn the pedagogy and theory behind Team-Based Learning. You will receive resources that will assist you to create a Team-Based Learning syllabus for the spring 2017 semester.

Presenter: Sandy Figueroa, Elisabeth Tappeiner & Iber Poma
Friday, October 21, 2016, 10:00 AM - 1:00 PM, FDR - Breakfast and Lunch Provided!

Digital Storytelling Level 2: Creating Educational Digital Stories

The purpose of the Digital Storytelling track is to introduce faculty to simple digital storytelling techniques and illustrate how these techniques can be used to enhance student learning through creative reflection. In this track participants will:

- Create a subject matter Digital Story
- Explore easy to use mobile applications
- Work on developing a project that can be used in Spring 2017
- Address potential problems that can occur using Digital Stories
- Learn how to evaluate student work

Presenter: Aaron Davis & Karin Lundberg
Friday, October 28, 2016, 10:00 AM - 1:00 PM, FDR - Breakfast and Lunch Provided!

Using Online Tools to Develop Intellectual and Practical Skills

This two-part workshop will introduce participants to pedagogical methods, topics, and activities that enhance student intellectual and practical skills and are appropriate for a course. We will explore how an online presence can be used for course activities that foster and reinforce skills such as critical thinking, inquiry and analysis, written and oral communication, teamwork, problem-solving, and quantitative and information literacy. The use of Blackboard tools such as Panopto, collaborate, blogs, journals, wikis, discussion and groups will be covered. Non-Blackboard web tools such as Nearpod, Prezi and Socrative will also be discussed. The workshop will include presentations by faculty practitioners and skills-enhancing activities that could be used in a course.

Presenter: George Rosa, Jorge Matos, Juan Preciado, Karen Steinmayer, Kate Wolfe & Julie Trachman
Friday, November 11, 2016, 10:00 AM - 1:00 PM, FDR - Breakfast and Lunch Provided!


This hands-on workshop is a follow up to Level 1 of the Tools for 21st Century Learners: An intro to Academic Technologies track. Be ready to roll up your sleeves and dive deeper into Blackboard as well as some CUNYfirst basics. Organization is a key element of any successful course, and Blackboard has many tools for both faculty creating a course and student assignments and activities. Attendees will learn the appropriate applications of the various Blackboard functions and how to apply them as effectively as possible.

Presenter: David Dos Santos
Friday, November 18, 2016, Friday, November 18, 2016, 10:00 AM - 1:00 PM, FDR - Breakfast and Lunch Provided!

http://commons.hostos.cuny.edu/edtech/for-faculty/workshops/
It’s been many years since Hostos had a site license for Turnitin, the premiere online plagiarism-checking application, giving faculty free access to its services, and many faculty have been urgently waiting for it’s return. Instructors could always purchase their own account, at their own expense. But at last, Turnitin returns to Hostos, and all of CUNY, as a building block within Blackboard.

Users of Blackboard have had access to SafeAssign, Blackboard’s own anti-plagiarism service, for some time, first as a separate Assignment type, and then as an option within assignments. SafeAssign remains in Blackboard, but now faculty will have the ability to choose either Turnitin or SafeAssign, and some may prefer to use both.

Why use both? How are Turnitin and SafeAssign different? How do anti-plagiarism services work?

SafeAssign checks papers against the internet using its own internet database and the ProQuest ABI/Inform database. SafeAssign will also check papers submitted through CUNY Blackboard against its global database. Students can opt out of submitting their papers to the global database. All submissions will go into the CUNY institutional database unless you tell SafeAssign not to archive them.

Turnitin checks papers against the internet using its own web crawler and 6 different databases including EBSCO, Emerald and Sage. Turnitin will also check against its global database. All submissions will also go into an institutional database unless you tell Turnitin not to archive them. Students can opt out of submitting their papers to the global database.

NOTE: The SafeAssign and Turnitin institutional and global databases will not talk to each other even if your campus is using both to check for plagiarism.

Just after the Summer 2016 semester ended, Turnitin was upgraded to include Feedback Studio. Feedback Studio allows both the checking for originality and grading of content in one view, and easy switching between the student’s paper and Turnitin’s tools. The focus of Feedback Studio places more emphasis on helping students with their writing as well as checking originality. Turnitin has its own grading tools called QuickMarks and its own rubric tool. Neither of these tools can be imported into Blackboard or tracked by Blackboard reporting tools.

Other features of Feedback Studio is that it works on a PC, tablets and smartphones, upgrades are compliant with Web Content Accessibility Guidelines (WCAG) 2.0 AA standards, and an expanded content database and enhanced anti-plagiarism technology that includes identifying content hidden behind Javascript.

Both SafeAssign and Turnitin drop grade data into the course Grade Center. However, if you modify the grade information in the column for a Turnitin assignment through Blackboard, you will encounter a error — any changes to the Turnitin grade must be made through Turnitin, which will then pass the data back to Blackboard. Also, the turn it in assignment must be “synched” with Blackboard.

The bottom line is that both SafeAssign and Turnitin will be available to Hostos faculty who use Blackboard, and ultimately it is up to the instructor as far as which to use. Some may choose SafeAssign because its greater integration into Blackboard and the Assignment tool. But Turnitin has a greater reach and offers a robust set of tools, especially the advantage of having grading and originality-checking tools at reach simultaneously with Feedback Studio.

For the Faculty Turnitin Blackboard User Manual go to:

https://guides.turnitin.com/03_Integrations/Turnitin_Partner_Integrations/Blackboard/Blackboard_Learn/Blackboard_Basic/Instruction_User_Manual/01_Creating_a_Turnitin_Assignment
1. In the Blackboard course go to the section where you plan to post the assignment, and in the Assessments drop-down menu click on Turnitin Assignment.

2. In the Add Turnitin Assignment tool insert the assignment attributes and parameters, including Assignment name, point value and dates available.

3. Continue choosing assignment options. These options include allowing students to submit after the due date, filtering out small matches, submitting paper to a repository, searching the internet, periodicals and journals.

4. Continue choosing assignment options. Then Click Submit.

5. You can access submitted assignments through the Grade Center or Needs Grading link.
5. The Feedback Studio uses 2 “layers” - the Grading layer (blue) for marking up and grading content, and the Similarity layer (red) for checking originality.

6. In the Grading layer you can use Quickmarks to mark up a paper by dragging and dropping commonly-used comments, and create custom Quickmarks comments.
Text and voice commentary can be added.

Turnitin has its own Grading Rubric creation tool.
9. Using the Rubric tool makes grading easy.

10. The Similarity layer will reveal unoriginal content, percent originality and percent similarity to possible online sources.

Sources

Digital Storytelling works as an effective strategy for learning in the arts, sciences, humanities and social sciences. It adds a level of reflection that asks students to become aware of what they have learned, what they know, and what they think they know. Through effective digital storytelling projects, students may challenge and question fundamental assumptions of material being taught.

The educational objectives of Digital Storytelling includes:

- Appeal to the diverse learning styles of students by using Digital Storytelling as a presentation media;
- Generate interest, attention and motivation for the “digital generation” kids in our classrooms;
- Capitalize on the creative talents of your own students as they begin to research and tell stories of their own;
- Publish student work on the Internet for viewing and critiquing by others;
- Promote the accomplishment of cross-curricular academic standards and learning objectives.

Through the creation of digital media students gain an empathic learning experience that leads them to care about the product being produced. Through this process they gain a better understanding of content knowledge because they have to learn how to communicate that content through additional means other than the traditional educational communication model of words. Meaningful thought goes into not only what the content will be, but how will it be represented. Students learn how to explore an idea based on content instead of being taught content alone.

Digital Storytelling also helps to raise digital literacy among both students and instructors. Many classes whether synchronous or asynchronous utilize some form of digital media to help facilitate classes. Whether through videos, online interactive multimedia, or text based online media, it is important for students and instructors to have:

“The ability to locate, organize, understand, evaluate, create, and communicate information using digital technologies.”

If you are interested in learning how to utilize digital storytelling in your class, consider taking the Digital Storytelling professional development workshop track this fall.

In this workshop series, instructors will learn the power of storytelling, how it better prepares users with a professional skill set, and helps to conceptualize abstract topics.

Additionally this track will have a hands-on component where you will create digital stories with easy to use tools in both a desktop and mobile environment, and finally this workshop will help participants brainstorm and develop a digital story project for your course.
have created courses in the hybrid or fully online mode since the College began its first initiative in instructional technology more than 15 years ago. I am a strong proponent of instructional technology because of its abundant benefits for student engagement and learning. But I have also found that it provides unexpected benefits to me as well. It reinvigorated my teaching and has allowed me to learn and continue learning a new area outside my expertise. Moreover it has kept me relevant. My courses have evolved over the years with the addition of newer technologies that each more sophisticated version of Blackboard offers. I take advantage of You tube videos to explain subjects which require a more concrete exemplar than I can provide in a classroom, for example a video of a deposition, or to provide a novel approach such as a song to make the complex concept of burden of proof more exciting.

For students, I appreciate that the virtual environment democratizes the classroom and allows students, even ones who feel uncomfortable speaking in class, to express ideas through online communication and collaboration tools. Moreover, the course websites provide research and writing spaces and thus offer more opportunities to perform high and low stakes writing than does the traditional setting. Students weigh in on the current events in real time, e.g. when an affirmative action court decision is handed down, a same-sex referendum is over turned or a criminal justice event occurs, through a discussion forum or blog. The online courses also help students develop computer skills, whether in database research, Power point presentations or brochure creation. Computer proficiency is required for positions in law, criminal justice and public administration and generally for academic success. It is noteworthy that for fully online courses, which lack any face-to-face component, using the collaboration tools and grouping students in teams for assignments can actually create community which has an impact on retention.

Amy Ramson

This fall I will be facilitating a workshop on developing students’ intellectual and practical skills in a course using online tools. Much of this workshop will cover how Blackboard tools, including Panopto, Collaborate, groups, blogs, wikis, discussion board, and peer review can be used to build learning communities, allow for project - based and problem - based ac-

Teaching with Technology

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I have been involved with technology in teaching and learning for many years, both working in the EdTech office where I help faculty transition into online teaching, becoming familiar with Blackboard and using technology in both classroom and online teaching, and developed and taught a hybrid BIO 110 (Principles of Biology) course, and have had an online presence, using Blackboard, in my BIO 110 and anatomy and physiology classroom courses for over ten years now. I am a firm believer in technology in teaching and learning, seeing firsthand how technology makes the complex and extensive quantity of content more accessible for students to study, examine, analyze and absorb, at a pace they are more comfortable with. Also, I believe that technology increases access by students to their professors.

I think one of the biggest obstacles for instructors to taking their teaching on-

line is that they believe they must learn to teach a new way, change their teaching style, adopt new practices, use unfamiliar tools. I believe the best strategy for successful teaching online or with an online component is to find the appro-

George Rosa
The Office of Educational Technology has deployed a new version of the “Are You Ready?” Online Learning Assessment. This assessment is currently in Blackboard, and can be used to help determine and prepare your students for what may be their first time using Blackboard in either face-to-face, or online modalities. Despite many students entering higher education being dubbed “digital natives,” online learning environments like Blackboard, are not as intuitive or familiar as the online environments such as social media, which digital natives use on a daily basis. The 2016 National Education Technology Plan calls this the Digital Use Divide, which describes the difference between a student’s passive use of technology and their active use of technology.

The assessment is divided into six sections:
1. Pre-Test to help gauge a student’s readiness
2. Online Learning Overview
3. Basic Technology Proficiency
4. Using Blackboard
5. Netiquette and Hostos Services

Each section contains video and text based content to inform students and a short quiz at the end.

In order to proceed to the next section students must pass the quiz in the current section.

At the conclusion students are presented with a certificate to prove their proficiency in an online learning environment that you may ask as proof of completion.

We strongly recommend you to use the Are You Ready? Online Learning Assessment with your students. Please direct them to

http://commons.hostos.cuny.edu/edtech/for-students/am-i-ready/ for instructions in how to enroll.

To view video content for this assessment check out the online learning assessment playlist here:

https://www.youtube.com/playlist?list=PLS_6oYxR07gHcHRAhx8sKQwT43hJv-oQA

We hope this assessment helps your students prepare for success in your course.

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Faculty who use blogs, journals in wikis in their Blackboard courses may have noticed that there were two sets of these interactive authoring and posting tools available to use - Blackboard's own blogs, wikis an journals, and blogs and wikis which are labelled as belonging to “Campus Pack”. Campus Pack is a Blackboard building block (basically a plug in) provided by a third-party vendor, Learning Objects. CUNY had an agreement with Learning Objects for as far back as Blackboard 6, but the relationship will end after the Fall 2016 semester, and their tools will no longer be available in Blackboard. Our experience in the EdTech office is that, although many faculty now use Blackboard's built-in blogs, journals and wikis, some faculty are still using the Campus Pack versions. We've been encouraging using the Blackboard versions because they offer serveral advantages, including being built into Blackboard, are upgraded with each Blackboard upgrade, a basic architecture that's easy to use, and because CUNY Blackboard uses an outdated, unsupported version of Campus Pack and it was never clear whether the contract would be renewed and Campus Pack upgraded.

What's critical is if you are using Campus Pack blogs and wikis in your courses, please begin transitioning to Blackboard tools. Campus Pack blog and wiki content cannot be migrated into Blackboard tools. To save them they can be downloaded in HTML format to be archived. For assistance please contact us at EdTech.

by George Rosa
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