Online Students at Hostos

Articles.
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Workshops.
- Accessibility and UDL
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Bronx EdTech Showcase - call for presentations! (see back)
EdTech Innovation Celebration

Each semester we celebrate our campus EdTech Innovators—everyone who’s using technology to explore new pedagogical approaches. Among those honored are the winners of the EdTech Innovation Chase. The Chase is a digital badge recognition system established to motivate faculty to engage in professional development, to promote continuous improvement and innovative practices, and to foster a culture of excellence in teaching and learning that advances student success.

For more information about the EdTech Innovation Chase, go to:

https://commons.hostos.cuny.edu/achievements/

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. This end-of-the semester event to have FUN with technology, celebrate faculty success, and meet other innovators on campus.
**Active Learning in Real Time**
Active Learning refers to any teaching strategy where students are engaged and participating in their learning process by performing activities during class time with the instructor.

**Thursday February 14, 2019 at 11:00 AM - 12:00 N**
Room C-559

**Panopto Lecture Capture Showcase**
Lecture capture is a term describing technology that allows instructors to record their lectures and make them available online.
This technology has evolved from simple recordings and screen castings to fully comprehensive software that fully integrates into Blackboard, as well as video platforms.

**Wednesday February 6, 2019 at 3:30 PM - 4:30 PM**
Room C-559

**Roadmap to Teaching Innovation**
An open course in Blackboard open to all current faculty consisting of tutorials covering Blackboard and other topics related to online teaching/learning.

**Ongoing**
**Online in Blackboard**

**iPads in the Classroom Showcase**
In this presentation, Prof. Dushenkov will share his experience using iPads in the class, and the process he has followed to research apps and strategies to successfully implementing in the course curriculum. Faculty will also learn how to borrow an iPad, and start exploring apps and researching the advantages and disadvantages of integrating iPads in the classroom.

**Thursday February 14, 2019 at 3:30 PM - 4:30 PM**
Room C-559

**ePortfolios Showcase your Accomplishments**
Learn how to create and engage your students in the use of ePortfolios.
This workshop has only one session.

**Thursday February 21, 2019 at 3:30 PM - 4:30 PM**
Room C-559

EdTech is pleased to present the workshop calendar for the Spring 2019 semester. This semester includes workshops that encourage conversations focused on faculty issues within the classroom. Included in the discussions will be how different technologies are able to solve these issues and bring about meaningful solutions. To find out exact times of the workshops, and to register, go to: [https://edtech.hostos.cuny.edu/Workshops/](https://edtech.hostos.cuny.edu/Workshops/)
WORKSHOPS

Making your Course Documents Accessible
This workshop covers how to make various document formats, including pdfs and images, viewable and accessible.

**Thursday February 28, 2019 at 3:30 PM - 4:30 PM**
Room C-559

Preventing Academic Dishonesty in Online
This workshop offers some tips to alleviate academic dishonesty in the online environment. Many faculty believe that there is no prevention against cheating in online exams.

**Thursday March 28, 2019 at 11:00 AM - 12:00 PM**
Room C-559

Flipping the Classroom
The flipped classroom is a pedagogical model in which the typical lecture and homework elements are reversed. The flipped-classroom approach draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact in hands-on activities.

**Thursday March 14, 2019 at 3:30 PM - 4:30 PM**
Room C-559

Editing Videos in YouTube
Workshops in this category cover a variety of topics where technology is going to be demonstrated.

**Thursday May 2, 2019 at 3:30 PM - 4:30 PM**
Room C-559

Forensics in the Grade Center
Workshops in this category cover a variety of topics where technology is going to be demonstrated.

**Tuesday March 26, 2019 at 7:00 PM - 7:30 PM**
Room C-559

Designing an Exemplary Online Course
Workshops in this category cover a variety of topics where technology is going to be demonstrated. This workshop has only one session.

**Thursday April 11, 2019 at 3:30 PM - 4:15 PM**
Room C-559

To find out exact times of the workshops, and to register, go to:
https://edtech.hostos.cuny.edu/Workshops/
One of the advantages of having an online component in a course is the ease to which gamifying strategies can be used to motivate learning of challenging course content and guide students through the syllabus. Gamification has been defined as “application of game-design elements and game principles in non-game contexts.” Used in business as a motivator to increase brand loyalty and boost sales - buying a cup of coffee earns you stars towards a free cup - it’s being brought into education now as a motivator. The goal of introducing gamification is not to convert the course into a game which must be played in order to learn the course content. That strategy is called game-based learning. In gamification game elements are positioned in a more traditional course to increase motivation to learn. For instance, completing a particular reading assignment by a certain date could earn you extra credit, or earning 100% grade average on a series of tests could earn you a reprieve from taking the final. Some courses have group competitions with leaderboards. Some courses reward with badges and certificates.

In Blackboard, one of the simplest and most direct ways to bring gamification into a course is to use the Adaptive Release tools. With Adaptive Release, instructors can create a rule or set of rules to control how content is released. Virtually any item in Blackboard can have its availability controlled with Adaptive Release rules including tests, assignments, blogs, wikis, discussions, folders, and documents. An example of setting an adaptive release rule that many faculty are familiar with is when they set an availability date range for an assignment or quiz. Other rules may be related to individual usernames, membership in groups, the “mark reviewed” status of another course item, and Grade Center items, such as scores, attempts and calculated columns.

Gamifying a course with adaptive release strategies could include creating an extra credit reward when students perform some required goal within a certain date range, such as reviewing an article posted in Blackboard, or reaching a certain grade level in the Average Calculated Grade Column for a set of quizzes.

There are two different adaptive release tools in Blackboard, Adaptive Release and Adaptive Release: Advanced. With Adaptive Release you set one rule for an item. With Adaptive Release: Advanced you can go “Boolean” and use multiple rules to manage availability of an item. For example, you may have the class divided into groups with different projects and assignments. With Adaptive Release: Advanced you can limit a specific assignment to different group AND only if they achieved a certain grade level in a previous assessment.

This semester in my own hybrid Anatomy and Physiology I course I plan to introduce gamification strategies to motivate students to improve performance. A and P I or BIO 230 is a rigorous and complex content-driven STEM course. My BIO 230 lecture course is organized into four units, covering about 3 chapters of text. Each unit includes practice quizzes, posted in Blackboard, in which students are allowed unlimited attempts, unit quizzes, also posted in Blackboard, which are timed and taken once, and count towards the Quiz grade, and 4 lecture exams taken in class. In the Spring 2019 BIO 230, students will be required to achieve 100% in practice quizzes that cover sections of a chapter in order to make available the practice quiz of the the next chapter section, as well as the unit quiz. The practice quizzes will draw their questions randomly from a larger question pool of a variety of question types, including short answer, fill-ins and critical thinking questions.
increasing their exposure to greater content of a higher level of complexity. Averages of 95 and above on unit quizzes will lead to automatic extra credit added to their lecture / final exam scores. These high-achieving students will also be rewarded with a certificate that they can present to their BIO 240 professor.

Anatomy and Physiology, as most STEM courses, covers complex, challenging, content-rich topics that are difficult to impossible to adequately cover in the relatively short amount of time assigned during the semester without a high amount of student motivation. With this new strategy I’m hoping that it will make it easier for students to master the more difficult A and P material and allow the course to “raise the bar” on the level of focus of the course, and better prepare these students for training in the health sciences and other STEM careers.

In the next issue of EdTech Innovations I’ll report on the results of the gamification of my Anatomy and Physiology course.

Sources

The 2018 Fall Blackboard upgrade was completed on Friday, Dec. 28, 2018. This maintenance upgrade introduced introduced some new features for faculty and students.

A New look
Blackboard now has a new look whose style matches more closely with Blackboard Ultra, the advanced version of Blackboard that could eventually replace our current version, Blackboard Learn. Locations of tool links and functionalities are basically the same, but it is possible that if you used a custom theme and buttons in your previous course that the look won’t copy correctly into the new course, because many themes as well as buttons have been eliminated. If your course theme did not translate well into the new look, then you should set the style back to default by going, in the Control Panel, to: Customization > Teaching Style, then choose the Default theme.

Attendance tool
With the attendance tool instructors can mark whether a student is present, late, absent, or excused for each class meeting. The attendance records for each student appear in a single column next to other grades. On the Attendance page, profile pictures appear so instructors can easily identify students.

Instructors can use attendance as part of calculating grades just as they can for an assignment grade column. There is a short tutorial on the attendance tool on page 10 of this newsletter.

Integrated cloud storage for all users
Now in Blackboard faculty and students can attach files to content from cloud storage such as Google Drive, Dropbox and OneDrive using a browse button. To use this you will still need to set up an account with one of the cloud storage services and sign into it to retrieve the file that you plan to insert. Students can also now attach files from their own cloud services to assignments, blogs, discussions using the Browse Cloud Storage.

When you click on your storage service you will need to sign into it.
Without the comfort of being able to interact face to face with students in a classroom, it takes more time for participants in an online course to learn about each other. Faculty leading online courses have little sense of who the students are until they start submitting course work or unless they willingly disclose aspects of themselves. Online students typically have even less information on their classmates. Annual surveys administered by the Hostos Office of Educational Technology ask students to share information about themselves and shed light on who the college is educating online. In a Spring 2018 survey, 144 students who enrolled in an online course during the semester reported on their experience as online students.

The majority of respondents:

- identify as female (83%);
- identify as Hispanic (61%)
- are adults in the age range of 21-30 (54%)
- speak more than one language (75%)
- have children (52%)

Almost 44% are the first in their families to go to college. Twenty-nine percent did not have prior online learning experience, which is a significant decrease from 42% in 2017.

The school’s online courses make it possible for more students to study and earn credits towards a degree while meeting other demands in their lives. Asynchronous courses that are largely self-paced offer students the flexibility of studying around busy schedules. The vast majority (94%) report participating in their courses from a home computer. Many of the survey responders chose to take online courses for these reasons:

- 31.5% cite work and family commitments as the main reason for choosing online instruction
- 20% could not find a suitable traditional on campus version of the course
- 15% prefer the convenience and/or independence of being an online student

Most of the findings confirm that online instruction support the school’s goals of serving a greater breadth of students and of meeting their needs. For more detailed breakdown of the 2018 survey results, please see this infographic. Faculty who are interested in teaching online for the first time can contact the Office of Educational Technology to find out more about the Online Initiative training program.

Source:
“Alright class, strap on your goggles, today we are diving into the small intestine to prepare for next week’s exam”, stated the professor. In an instant everyone had their VR goggles on and were cruising through a river of proteins, fats, and enzymes. The nutrients are slowly being absorbed through the walls as if it was a cave with hundreds of inner streams. Alright back to reality. This scenario may be a little way’s off, but certainly well within the near future where virtual reality can be used as a medium to visualize the topics students are trying to gain knowledge and experience in. Currently we have many VR/AR companies mainly for games, such as “Beat Saber”, a rhythm game where you knock projectiles coming at you in the same rhythm as a particular song. However, if it is something you can see and manipulate, there is potential to educate through it.

One highly anticipated field is what medical device VR/ARs can potentially bring to doctors, nurses and patients in higher, safer, and more accurate medical procedures. One such product being brought to the table is Surgical Theater. The software “accesses files from a patient’s traditional image modalities, such as CT or MRI scans, and processes the information to create patient-specific, VR reconstructions to help a neurosurgeon plan surgery, and educate the patient about their neurological condition.” (Surgical Theater). We can potentially use this technology not only in professional settings, but for medical students as well to aid them in better identifying abnormalities within certain organs, and planning the procedure in a visual way so as to minimize potentially harmful mistakes. Eventually we may even simulate the surgeries themselves and visually see the effects on the patient’s body. This would be a great advance over the common practice of having a dummy to “operate” on, needing to assume that everything is being done correctly because no effects are experienced if errors are made. We may even get to the point where we can just scan a patient’s brain and see a real time VR/AR version of it and have no need to for x-rays, which may save time and potentially a patient’s life. This is just one of the many possible careers VR/AR can help students prepare for.

While is very exciting for what we can bring to students, VR/AR is another tool for us to have students engage the material. It is by no means the clear cut solution. Lectures that do utilize this technology will have to be specifically constructed for students to actually be immersed in the topic and not the temporal shift in reality itself. If a professor was teaching geography or history, showing simulations of battles or seeing environmental changes may be beneficial, but it shouldn’t be presented as a movie or a documentary. The professor needs to be active in having this material translate to the student asking questions and providing their own insights on the topic to develop learning and understanding.

Sources
by Eric Ritholz

Please view the FULL VERSION here: https://academicworks.cuny.edu/cny_pubs/263/

It includes greater detail, explanation, and examples from both CUNY students and faculty.

This was a qualitative study to explore the experiences of CUNY students and faculty using technology in online and hybrid courses.

Summary of findings and recommendations
- CUNY students and faculty use myriad technologies intentionally and creatively to achieve learning goals.
- Faculty feel overwhelmed by instructional technologies available to them for teaching hybrid and online courses. More consistent training and support for technology use in teaching is indicated.
- Students do much of their work for hybrid and online courses on campus, and require access to robust wifi as well as computer labs and printing; they may have inconsistent access to technology off campus. Maintaining and upgrading campus-based computing support and infrastructure is key to student success.
- Smartphones are the most common technology that students have access to, though limitations of required digital platforms constrain their ability to use smartphones for their academic work. University supplied/support platforms (e.g., Blackboard, Microsoft365, etc.) should be evaluated for mobile-readiness, and when possible technologies should be selected based on mobile usability.
- Both students and faculty bring into the classroom functional and user experience expectations based on consumer-facing technologies, and often report that required academic digital platforms fall short. CUNY should leverage its position as a significant customer to seek improvements to bring educational technologies in line with commercial standards in user experience and usability.
- Students and faculty express a desire for more connection and community in their hybrid and online courses; increased use of synchronous or asynchronous video could meet these needs.
- Students expressed frustration with a lack of technical support for online learning outside of business hours. Recommendations include moving course deadlines to within business hours and increasing after-hours support CUNY-wide.
- Students and faculty are interested in more training and support around technology used in hybrid and online courses but are largely unaware of existing training opportunities. Increasing awareness of campus training opportunities and creating/promoting online training opportunities across the university (for Blackboard, in particular) may address this need.

Expectations of Online Environment
Responses from both students and faculty contained implicit, and sometimes explicit, expectations for educational technology to perform as well as and in similar ways to technology they used in other settings. These expectations for high levels of usability, user experience, and support set a bar that educational technology is not meeting in many cases.

Time and Support
Both students and faculty articulated hopes and frustrations with how hybrid and online classes impacted their ability to manage their time. Underlying these hopes and frustrations we detect a shared expectation of technology as a time saver. Student responses clustered around their experiences with deadlines, support, and notifications and were framed for many by their perception that the workload in their hybrid or online course was heavier than in their face-to-face classes. Sometimes these three were entangled in the student experience as they were for this student describing frustrations with online learning: more work than on campus classes, shorter deadlines, less examples of what exactly is wanted in assignments. Some professors also are less involved.

HOSTOS edtech: Through training and accurate feedback, issues of time-management can be addressed. In general, one venue for learning is not intended to be easier than any other. However, the demands and support for each need to be handled differently.

Community and Connection
Both students and faculty expressed a wish for more interaction—synchronous and asynchronous—in their hybrid and online courses. Some faculty and students concurred with the assessment of one faculty member that “the best experience is face to face and technology can’t duplicate that.” Some students expressed the same frustration as this student at “the inability to have that person to person interaction that would encourage students to ask questions.” At the same time faculty also wished for more interaction with their classes, specifically for students to be more engaged in their hybrid and online coursework. The class discussion board was mentioned frequently. While

Excerpts from ONLINE LEARNING WITH IN-PERSON TECHNOLOGY
By Prof. Maura A. Smale, Prof. Mariana Regalado, Prof. Jean Amaral
Commentary specific to Hostos Community College provided by Eric Ritholz
use more and varied technologies to deliver content and create interactive experiences. As one faculty member noted, students “are savvy with gadgets and software that enhance their personal lives, but they lose confidence when navigating technologies for learning.” The needed support will not always fall during the institution’s help desk hours, as noted by those students who have 11:59 p.m. assignment deadlines. While many of our study participants articulated frustrations with Blackboard, neither students nor faculty are likely taking advantage of capabilities that might address some of those frustrations. For example, notification or alert options are available in Blackboard and other technologies, though they may be more limited than what students and faculty are accustomed to from banks and other companies. This study indicates that many students and faculty may not be aware of the options available and may require additional training to better leverage their instructional technologies.

Hostos EdTech: New online help desk elements are being developed that will prioritize after hours requests to be put to the top of the queue. FAQ’s and resources are being updated or revised accordingly to address problems specific to HOSTOS students, faculty, and staff.

Overall, this needs to be a constant a reactive system that continues to adjust and reflect the needs of each specific learning community. Facilitating and supporting what is currently in use while readily adopting and integrating new technologies and solutions will result in a better learning experience for all involved.

Blackboard’s New Attendance Tool

by Eric Ritholz

(continued from page 9)

To access the Attendance tool click on Course Tools > Attendance.

1. The class Attendance spreadsheet appears for that day. Click on the Setting icon on the upper right to manage grading.

2. Attendance Settings allows you to manage an attendance grading schema. Each time you take attendance an attendance grade column is created in the Grade Center.

3. Attendance Settings allows you to manage an attendance grading schema. Each time you take attendance an attendance grade column is created in the Grade Center.
Now more than ever technological advances such as high speed internet and highly capable mobile devices give students and learners of all types the ability to learn more independently. As an example, consider the ease of scalability and increasing autonomy of the typical well-designed online course.

The ultimate goal of self-directed learning is to maintain student interest and engagement. They are solving real world authentic problems and directing their own learning. Our goal as instructors is to curate and provide guidance through scaffolding for this self-directed learning, fostering its evolution into lifelong learning skills. For example, in the ‘Are You Ready?’ online Blackboard workshop for students, the EdTech team promotes the concept of using a search engine like Google to solve such typical technology issues as browser compatibility and receiving updates. This translates to the professional world when workers are expected to maintain their own technology equipment and seek out their own professional development by “googling it” when problems and unexpected issues arise.

There are many video resources available online that cover a vast range of topics from precalculus to Advanced Photoshop. You can find and curate independent YouTube channels and professional outlets such as Lynda, Microsoft Office, Khan Academy, and Udemy. Currently, the New York Public Library is offering all members a free Lynda.com membership. Anyone who resides or is a student in New York City can get a library card for free. According to their website, Lynda.com is the leading online learning platform that helps anyone learn business, software, technology and creative skills to achieve personal and professional goals. Through individual, corporate, academic and government subscriptions, members have access to the Lynda.com video library of engaging, top-quality courses taught by recognized industry experts.

In the Office of Educational Technology, we used several Universal Design and Accessibility video courses as part of our professional development. One of the best ways to promote independent learning through technology is to model it to your students by participating in it yourselves. For example, the EdTech team has the Roadmap training course for faculty Blackboard users in three levels. Not only does the course content aid in mastering online teaching, but The Roadmap course itself can be seen as a model for those who wish to design their own video learning modules in their Blackboard courses.

As an educator, it is important to keep in mind that independent learning through technology is not intended to replace your own online materials, your classes, or you. The role of an educator utilizing learning through technology is shifting to that of content creator to a curator of already existing content to supplement their courses and existing materials. By promoting independent learning through technology, you are empowering students who need extra help or are falling behind as well as students who are ahead of the class pace and seeking advanced content. That along with developing their professional learning arsenal is the pillar of academic equality.

Source: https://www.nypl.org/collections/articles-databases/lyndacom
Innovation Celebration
December 13, 2018   An event to have FUN with technology, celebrate faculty success, and meet other innovators on campus. Delicious food, great conversations, and GIFTS await for you!
Need to keep students focused? Want to help them be successful? Panopto is the solution!

Panopto Lecture Capture @ Hostos CC

Today's classroom extends beyond the classroom walls. Check out Panopto Lecture Capture, your single, easy-to-use classroom capture solution fully integrated with Blackboard. Whether you're flipping your courses, creating videos to help your students understand specific concepts or recording lectures for exam review.

Our lecture capture service offers you a suite of tools that make it easy for you to produce video content for your students to access via Bb. This includes audio recordings of your lectures along with anything you present on screen. You can even have a video of you speaking if you like, which allows students to review lectures anywhere with an internet connection on any computer.

How do I get started:
Review our Panopto site: http://commons.hostos.cuny.edu/panopto/
If you have questions and/or need help, come see us in C-559
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http://www.hostos.cuny.edu/edtech/etlc
You are cordially invited to the:

BRONX edTech SHOWCASE 2019
May 3, 2019 at Lehman College

Conference Theme: “Sustainable Innovation: Turning Fads into Forevers”

The Bronx CUNY EdTech Showcase, held annually towards the end of the spring semester, promotes and highlights the innovative uses of technology that have the potential to reach new levels of student engagement leading to improved performance.

Call for Presentations

Join the three Bronx CUNY colleges for a very special opportunity to discuss ways you engage students in your discipline. This year's conference will highlight success stories, pave the path for the future and enable us to sustain innovation.

Our committee seeks cross-community, cross-campus and cross-disciplinary groups and individuals to lead discussions and share success stories, ideas, and roadmaps that can assist in leading, innovating, and representing change.

Whether you consider yourself a proficient specialist, a ‘work-in-progress,’ a novice or first-time adopter, we are looking forward to hearing from you!

Conference Tracks:

- Online Learning
- Student engagement and Active Learning
- Flipped Learning and Differential Instruction
- Digital Literacy in the Classroom
- Universal Design
- Open Access: OERs and more

Submission deadline: Sunday, February 17, 2019
Notification of acceptance: Monday, March 4, 2019
Registration opens: Monday, March 4, 2019
Event Date: Friday, May 3, 2019
Location: Lehman College

Submit online at:  https://commons.hostos.cuny.edu/bronxedtech/call-for-presentations/