EdTech team wins CUNY IT Award!  Page 11

EdTech is bringing live PD sessions to Facebook!

Hit the Road! Take the "Roadmap" course

Bronx EdTech Showcase
May 1, 2020
at Bronx Community College

Articles.
- Open Pedagogy @CUNY
- Backward Course Design
- Safeguarding Online Assessments
- Add/Remove students from your Blackboard course

News and Events.
- Online Learning Initiative
- OLC Innovate
- Bronx EdTech Showcase 2020
- Roadmap to Teaching Innovation
- Innovation Celebration
- Panopto Lecture Capture

EdTech Live.
- Course Template Benefits
- Inclusion and Accessibility
- Flip your Course Design
- And more...

Office of Academic Affairs
Office of Educational Technology
www.hostos.cuny.edu/edtech
EdTech Innovation Celebration - Save the Date: May 14 @ 12 PM

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 is to have FUN with technology, celebrate faculty success, and meet other innovators on campus.
Hostos Blackboard Course Template Benefits

Hostos Blackboard Course Template is based on a structure that has won Exemplary course awards and is popular with students. It is designed to save time on administrative tasks while improving student access. We will explore its most productive features and how to preserve them when you course-copy.

February 10 at 12 Noon

Active Learning, Student Faculty Sync Up

The learning process goes both ways for the student as well as the professor. This session will look into multiple techniques/tools for faculty to engage with students in tackling the course material together.

February 20 at 12 noon

Inclusion and Accessibility: Education and Technology for All

Don’t leave any of your students behind! Accessibility is the pinnacle of course design that promotes inclusion. Learn how to make your course accessible and compliant with a few clicks and a few tweaks.

February 28 at 2:30 pm

Safeguard Online

With today’s tools, cheating online is easier to prevent than ever before. This session will provide information on software available in Blackboard and emerging technologies to identify and prevent online cheating.

March 6 at 2:00 pm

Work Backwards! Flip your Course Design

Backwards design is a framework for instructional design that turns the traditional planning process on its head. Explained in detail in their book, Understanding by Design (UbD), Wiggins and McTighe advocate beginning the process with designing assessments, and argue this is the most effective way to help students understand and not simply store knowledge. We’ll discuss how to apply their principles in online course design.

March 11 at 6 pm

Showcasing Student Achievements through ePortfolios

Guide students on a journey establishing a professional online presence through an ePortfolio with Instructor curated samples of their best work. Propel them beyond the resume and cover letter!

March 13 at 11 am

Try, try again

Why is it that sometimes, even though you have found the right exercise to illustrate a point in your lessons, it doesn’t hit the mark and result in that moment of discovery from a student that you are looking for? In some cases a single exposure to an exercise may not be enough. Luckily, we have a lot of tools at our disposal that allow us to revisit the same concepts in different ways.

March 19 at 6 pm
As an instructor, your decisions about technology shape both the material and conceptual aspects of your course. Digital tools can guide how communities develop within your classroom, as well as between your classroom and the world beyond it. When choosing a platform or digital tool, you need to determine what the tool will offer students and how these possibilities fit the learning goals for your course. In this blog post, we explore some of the implications of two open platforms that are being developed at the Graduate Center: the CUNY Academic Commons and Manifold.

When choosing which technology to use in your teaching, it is important to consider what types of interactions the tool can foster. While the CUNY-provided Blackboard platform offers a suite of digital tools to manage a course, Blackboard is a “closed,” or “siloed,” environment where course content and student work is only accessible to participants in the course. Students cannot share their work, view other courses, or access their work after they leave CUNY.

Conversely, the CUNY Academic Commons is built on the open source framework WordPress, a collaborative web project developed by millions of individuals contributing to shared source code. Because WordPress is open-source, CUNY faculty and staff created and maintain our own CUNY-dedicated WordPress platform. The CUNY Academic Commons is free to use for anyone at CUNY and can be customized to meet the needs of instructors and students. Hosting a course on the CUNY Academic Commons presents opportunities for instructors to increase the openness of their teaching, employ experiential learning strategies, and integrate open educational resources (OER) into their curricula.

Courses that use open teaching methods often incorporate some combination of student blog posts, open educational materials, public-facing writing platforms, instructors can use open digital pedagogical strategies to help students develop digital literacy with tools they may use beyond your course. Open platforms also connect more seamlessly to OER and digital tools that can provide opportunities to deepen student engagement through annotation, sharing, and remixing (a method of editing, reusing, or re-purposing course materials or assignments).

Two examples of courses that have been taught on the Commons and make great use of open digital pedagogy are “Technologies of Reading,” and “Music Since 1945.” In “Technologies of Reading,” Professor Silva (York College) introduced students to the field of Digital Humanities (DH). Students created weekly blog posts to evaluate the readings, tools, or websites assigned that week. Blogging functioned as a scaffolding mechanism to prepare students for larger course projects. Over the course of the semester students completed three major digital projects using various tools: students used Google maps to plot locations in an Isabella Whitney poem, created a Voyant visualization of patterns in Renaissance literature, and worked in groups to develop a digital edition WordPress website that addressed and explored concepts presented in English poetry. To read more about Professor Silva’s course, check out her post, “Teaching Technologies of Reading on the Commons.”

In Professor Tilley’s course “Music Since 1945” (Lehman College), students contributed to a “collaborative blog” to report back on music events they attended throughout the city. Professor Tilley used the “Events Calendar” WordPress plugin to provide up-to-date information about musical events going on throughout the city as a way to suggest options for student contributions to the Collaborative Blog. On the same course site, students composed “private” blog posts to maintain a personal Listening Journal that was visible only to the student author and the profes-
sor. Each week various musical pieces were assigned; before class, students reflected in their journal and Professor Tilley responded to each entry. By engaging students in both public and private writing activities, this course site provided students with multiple avenues to engage with, digest, and explore course content and beyond. To learn more about this course, see Professor Tilley’s post, “A Music Blog on the Commons”.

These courses are just two examples of the possibilities for teaching with the CUNY Academic Commons. To explore other open courses on the CUNY Academic Commons, visit the “Courses” tab on the Commons homepage linked below.

In addition to the CUNY Academic Commons, the Graduate Center Digital Initiatives is collaborating with the University of Minnesota Press and Cast Iron Coding to develop Manifold, an intuitive, open, collaborative platform for scholarly publishing that is also a powerful tool for teaching. Manifold allows instructors to create dynamic course materials by publishing custom, annotatable editions of public domain texts and open educational resources (OER) (Check out this great new resource Building Open Infrastructure at CUNY). Instructors can embed additional notes, files, images, videos and interactive content into the text to create a multimedia reading experience. Manifold also supports collaborative annotations, so students can “meet” in the margins of texts and discuss course content online. Instructors can link to Manifold texts from their Commons site, or wherever they are hosting their course readings. Manifold presents instructors with the opportunity to incorporate public and collaborative reading and discussion into their courses.

The collection of Petrarch’s poems that Professor Julie Peteghem developed for her advanced Italian class at Hunter college showcases the possibilities of embedding resources into a Manifold teaching version of a course text. Professor Peteghem used Manifold to create a custom version of Petrarch’s works that only includes the poems she will teach this semester, and she embedded an audio recording of each poem into its text, so students can hear as well as read the Italian as they work through the material. She plans to also include supplementary articles and images of the primary source that she will discuss alongside each poem. These resources will appear in the margins of the text as well as on the project’s home page, providing students with a dynamic reading experience.

The Manifold version of Incidents in the Life of a Slave Girl, by Harriet A. Jacobs, is a good example of student annotation. Professor Paul Hebert created this text for a course on American Literature at Queens College and he asked students to highlight and annotate the text as they read. You can see conversations beginning in the margins of this text.

Any text or resource that is openly licensed, such as the public domain texts that were used in the examples above, or an OER textbook or article, can be used to create a Manifold text. One of the greatest strengths of Manifold for teaching is that it allows you to customize your digital texts, so that you can offer your students a beautiful, free version accompanied by all the supplementary materials you will use all in one place. Manifold is also responsive, which means that it displays as well on a desktop computer as it does on a phone or tablet, which is an important consideration for CUNY students, many of whom do much of their coursework on their phones. And Manifold, like the CUNY Academic Commons, is supported in-house by CUNY professors and staff, which makes it more responsive to CUNY-specific uses and requests.

In our position as Open Educational Technologists, we advocate for and support instructors’ use of open materials and tools, like the CUNY Academic Commons and Manifold. If you are interested in learning more or getting started, we would love to meet with you to talk more about open digital pedagogy and what it can do for your classroom. You can contact us at kmichael@gc.cuny.edu and lhurson@gc.cuny.edu.

You may also want to check out these other resources for more information:

- Attend a workshop or connect with the GC’s Teaching and Learning Center
- Explore the “Courses” tab on the CUNY Academic Commons
- Visit Manifold to browse through interactive course texts
- Explore the scholarship of teaching and learning via publications such as The Journal of Interactive Technology and Pedagogy or Hybrid Pedagogy

Related

- Reflections from Spring 2017 CUNY Academic Commons Faculty Fellows August 18, 2017 In “Teach@CUNY”
- Getting to Know the CUNY Academic Commons December 18, 2017 In “Reflective Practice”
- The New Teach@CUNY Handbook May 15, 2019 In “Teach@CUNY”

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reprinted from an article in the CUNY Academic Commons
https://vp.commons.gc.cuny.edu/2019/03/19/open-digital-pedagogy-cuny/
“Hey, we’re meeting at the library at three o’clock to take the exam together, there’s four of us,” replied a student on the phone. Minutes later the student and classmates enter a study room at their college’s library to begin taking an online exam together to better their chances of doing well. Students would confirm answers with each other as a group as well as work together to solve problems that may take more time if it was just an individual taking the exam. Online courses are rising at a rapid rate, with “the number of students who took at least some of their courses online grew by more than 350,000” (Lederman). However when it comes to assessment, a different approach is needed to maintain integrity. Since online exams are not in-person, cheating is prone to happen. Resources are currently being invested into this space to ensure that students truly understand the material and can prove it within an authentic environment.

Many LMS’s have built-in tools to minimize cheating for online courses. CUNY’s Blackboard Learn 9.1 provides two software tools, SafeAssign and Turnitin. Both tools analyze assignment submissions to determine an originality percentage as well as a report detailing the findings. The originality percentage is based off of a database composing of other student papers, internet, periodicals, journals, and publications. Key differences between SafeAssign and Turnitin, is that Turnitin has a larger database for reference over SafeAssign as well as restricting the comparison check to specific databases.

For tests or exams, LMS’s such as Blackboard have certain test options that restrict cheating to a minimum. Test options available include completing the test within one sitting, a time limit, or date range. These options can also be used in unison. Instructors can also manipulate how tests are constructed using question pools. This option allows for tests to generate random orders of questions for each student. If questions may vary working together would be a less appealing strategy for students. However, even with these counter measures, cheating is never fully blocked from the testing taking process. As a result, much research is being poured into the development of anti-cheating tools for online courses. Two main factors when considering cheating prevention in online exams are authentication and proctoring. One option is Auto Authentication, where “the student takes a photo of her ID and face, answers a few challenge questions and enters a biometric keystroke” (Dimeo). This will ensure that there isn’t some other individual taking the test for the designated student. For proctoring we can have options such as Record and Review proctoring, where “the person is videotaped from start to finish of the exam” (Dimeo) with the footage being reviewed later. Another choice is Live Proctoring, “the student and her surroundings are monitored by a live proctor, who can troubleshoot potential testing infractions as they occur” (Dimeo).

There is much growing potential in the assessment environment for safeguarding the integrity of online examination. However, these new technologies also bring in complex problems of their own. For them to be viable requires surveillance in the form of webcams or another video recording medium. This can conflict with a student’s privacy as well as cause unnecessary anxiety for the student when taking the exam. We are approaching a new stage of education that must have not only integrity in mind, but also the student’s perspective as well.

Citations


How to Add Students to your Blackboard course

This article specifically addresses the situation of enrolling a student in a Blackboard course section who has registered late and does not appear in the course roster when the semester begins. Enrolling course observers in the Blackboard course will be covered in another article.

Generally speaking, you should not have to add students who are enrolled in your course to its Blackboard section. As long as the student has registered on time, they should be enrolled in your Blackboard course on Day 1. If the student has registered late, or has been re-registered into the class, there will be a 48-72 hour delay from when the student is officially enrolled into the course in CUNYfirst and when they will be enrolled into your Blackboard course. In this case, you the instructor have the discretion to manually add them into your Blackboard course early. As the officially registered faculty member of the course, you should be the only one adding students early or add/removing course observers. Due to legal mandates, Educational Technology staff can only add/remove users from your course with explicit written permission from the instructor. It is therefore more efficient and safer for the instructor to manage the course membership by themselves.

In this scenario, we are adding a student manually to our course who has registered late instead of waiting for CUNYfirst to sync with Blackboard. Please note that this does not officially add the student to your student roster in CUNYfirst.

1. Click **Users & Groups > Users** in the lower left corner of the course’s Course Management area.

2. Click on the **Find Users to Enroll** button on the top left of the Users page.

3. Enter the student’s CUNYfirst emploID in the Username box. This eight digit student ID can be found on the physical ID card of the student. Leave the Role pull-down list set to Student. Leave Enrollment Availability set to Yes, then click the **Submit** button.
There is no way to “delete” a user from your course. You can only set the course to be “not available” to an individual user. More likely you may need to change the availability setting for a student from unavailable to available. This situation usually happens if you mark a student absent in the Attendance Verification Form at the beginning of the semester and then after submission of the form need to reverse the student’s status to Attending. Before the attendance correction the student will be withdrawn from the course and blocked from accessing the Blackboard section. After the correction the student will be restored to the section roster, but the Blackboard section will still be unavailable to him/her.

To make the course available to a student who is duly enrolled in the course, but the course is unavailable to him/her:

1. Click Users & Groups > Users in the Control Panel.

2. In the Users page click on the chevron next to the blocked student’s CUNYfirst EmploID (Username in Blackboard).

3. In the dropdown menu click on Change User’s Availability in Course.

4. Change Available (this course only) to Yes in the box, then click Submit.
Here’s an idea to switch up the planning for your online course: Backwards Design. This is an approach to instructional design explained in detail by Grant Wiggins and Jay McTighe in their book, *Understanding by Design (UbD)*. It’s a concept that seems counterintuitive at first because most educators approach the planning process by first designing learning activities (ie. reading the textbook, visiting a museum, researching a specific topic). In contrast, Wiggins and McTighe advocate beginning the process with designing the student assessments, and argue this is the most effective way to help students understand and not simply store knowledge.

Wiggins and McTighe differentiate understanding from knowledge; understanding implies that students reach a proficiency in which they can describe the concepts through their own interpretation, can view the information through multiple perspectives, have empathy and reflect on their knowledge. Some questions to consider:

- What does this understanding look like for your students?
- How do you imagine students will be able to apply the knowledge from the course work?
- Why is it important for their academic or career trajectories?
- What is the evidence that a student has reached a level of understanding with the content that you feel confident they can move onto the next level successfully?
- When you’ve arrived at these answers, it’s time to concentrate on designing the assessments. How will you know when a student truly understands, and not just seem to understand by memorizing the reading material?

When designing these assessments on Blackboard, consider which tools will give students the space to demonstrate understanding and even mastery of the course material. In addition to the usual suspects (tests and papers), Blackboard offers various tools for assessment. Asking students to keep up a blog where they can reflect on and interpret the material through their own lenses. Working with other students to create a wiki page can help them process information through other perspectives.

Wiggins and McTighe ask the following questions when they design a course and are thinking like an assessor:

- What would be a sufficient and revealing evidence of understanding?
- Given the goals, what performance tasks must anchor the unit and focus the instructional work?
- What are the different types of evidence required by desired results?
- Against what criteria will we appropriately consider work and assess levels of quality?
- Did the assessments reveal and distinguish those who really understood from those who only seemed to? Am I clear on the reasons behind learner mistakes?

As a design approach and framework, UbD is an alternative to the teaching mentality of trying to teach the entirety of a textbook, whether in an online or a face to face course. Setting a clear overarching objective that focuses on the level of understanding you want students to walk away with allows an instructor to selectively curate only content that will get students to that end goal.

**Reference**

OLC Innovate 2020 conference is a lively exchange amongst your colleagues and peers on the ways that community colleges are supporting the diverse needs of our learners within and beyond higher education. The 4th annual Community College Summit is to be held on Wednesday, April 1 from 8:30am-12:00pm, immediately prior to the start of the regular OLC Innovate 2020 Conference program.

https://onlinelearningconsortium.org/attend-2020/innovate/program/community-college-summit-2020/

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**Online Training Workshops**

These workshops are available continuously online in Blackboard. Participants can register for the workshops by simply clicking the links in the workshop modules in their Blackboard Home Tab.

**For Students:**

- **“Are You Ready”**
  - online preparedness course
- ePortfolio course
- Microsoft Office Training

**For Faculty:**

- Roadmap to Teaching Innovation
- Smart Classroom Certification
EdTech wins CUNY IT Conference Award

At the 2019 CUNY IT Conference EdTech team members Carlos Guevara, Wilfredo Rodriguez, Catherine Man, Danny Wu and Eric Ritholz (pictured left) received the CUNY Excellence in Technology: Innovation Award. The award for Innovation recognizes a project that is particularly original and/or results in a new way to conduct business.

The award was received for the project:

**A Roadmap to Success - Establishing an Online Course Development Framework**

The Online Course Development Framework consists on elements designed to ensure the creation and assessment of quality online courses, as well as student and faculty preparedness for online learning. Examples include innovating ongoing development for faculty, offering virtual resources for students, and developing evidence-based evaluation processes to maintain the quality of online offerings.

Hostos is an online learning leader among CUNY community colleges, and has won numerous awards in recognition of their accomplishments in fostering teaching innovation.

Developing Educational Technology at an Urban Community College

The Development of Educational Technology at an Urban Community College

coauthored by EdTech/CTL Director Carlos Guevara, Prof. Kate Wolfe and Prof. Kate Lyons, with contributions from Prof. Jacqueline DiSanto and several esteemed faculty and members of the EdTech team is the result of ten years of work with the objective of innovating and achieving a change in the organizational culture to adopt educational technology at Hostos Community College.

This book is a collection of writing from faculty and staff members whose decades of experience integrating technology into the classroom pre-dates many of the official initiatives now in place at CUNY. It uses a mix of personal narratives, anecdotal evidence, and research-based findings to tell the story of a Hostos’s efforts to develop and nurture a Community of Practice (CoP) that would galvanize the campus’ adoption of Educational Technology.

This book is available at Amazon.com
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http://www.hostos.cuny.edu/edtech/etlc
Do you want to learn more about teaching online?

**GAIN TECHNICAL EXPERTISE**
Take The Roadmap for Teaching Innovation Blackboard Course

**REFINE YOUR COURSE DESIGN**
- Review the Online Course Development Guidelines
- Participate in the Online Learning Initiative Training program
- Gain course approval on the Online Course Evaluation System

**IMPROVE YOUR DELIVERY**
Review of articles and guides on Best Practices for Online Delivery

For more information go to:
https://commons.hostos.cuny.edu/online/

Online Learning
SAVE THE DATE
BRONX EDTECH SHOWCASE
FRIDAY, MAY 1, 2020
@Bronx Community College

Conference Theme: “Tomorrow’s Learning Environment: Promises from the Past”

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: Tuesday, February 18th, 2020
Location: Bronx Community College

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