Articles.
• Pronunciation Enhanced
• 2021 Online Learning Plans
• Virtual Limbo
• Social Media as a Learning Tool
• Online Learning DO's and DONT's

News and Events.
• Virtual Bronx EdTech Showcase
• Innovation Chase
• Panopto Lecture Capture

Workshops.
• Blackboard
• Grade Center
• Zoom and Collaborate
• Camtasia, Snagit and more ...

Office of Academic Affairs  Office of Educational Technology
www.hostos.cuny.edu/edtech
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. EdTech Innovation 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.
After teaching EFL (English as a Foreign Language) in the Dominican Republic for more than a dozen years and ESL (English as Second Language) in the United States for more than five years; the researcher realized that most beginner and intermediate students tend to make the same pronunciation mistakes here and there. Part of the mispronounced sounds include /j/ vs. /dʒ/ as in John vs. Young; /b/ vs. /v/ as in best vs. vest; /m/ vs. /n/ as in same vs. sane; /θ/ vs. /t/ as in three vs. tree; epenthetic / η/ as in Spanish, speak; and /ɔ/ as in restaurant, autograph. His experience, observation of mobile devices proliferation, and the use of mobile applications motivated him to carry out this classroom research. This research included Dominican participants who used their smartphone to record six statements, listening to feedback, and practicing their faulty sounds, to incorporate them in our learning process should result in a normal activity that benefits learners. According to dos Pereira (2018), “utilizando as ferramentas à que estão expostos diariamente, poderiam adquirir o conhecimento de forma a aprimorar sua produção escrita e oral em Língua Inglesa…” (p. 505). [utilizing the tools that they [students] are exposed daily, they can acquire knowledge and refine their written and oral production in the English language… (my translation)]. Furthermore, Andújar-Vaca & Cruz-Martinez (2017) added that “… through authentic interaction and feedback. Voice-based MMC [Mobile-mediated Communication] constitutes a powerful tool for developing second language speaking proficiency” (p. 50). These authors support the idea that the use of MMC along with feedback certainly help in the development of second language speaking skills.

Hypothesis

- Participants will improve their pronunciation after recording statements, listening to feedback, and practicing their faulty sounds
- Participants would like to follow the practice model utilized in this project

Methodology

- Participants
Six Dominican Republic natives living in Santo Domingo (2) and La Vega (2), Dominican Republic (DR) and in the Bronx, New York (2) participated in this mini-pronunciation project. They are young learners in intermediate level of English. They freely agreed to participate after their respective instructors spoke and explained to them the purpose of this project.

- Instruments
To conduct this study, the researcher utilized two specific instruments to collect data. One was participants’ smartphone, and the other instrument was a Google Forms survey with six questions (five closed-ended and one open-ended). They collected participants’ level of difficulty in reading the statements and understanding the researcher’s feedback. Other questions aimed to determine their opinion about the technique the researcher utilized to give them feedback. The last two questions inquired about their willingness to participate or recom-

Table 1: Participants original and edited audio files with the number of corrections

<table>
<thead>
<tr>
<th>Participant's Name</th>
<th>Original Audio</th>
<th>Audio with Corrections</th>
<th>Number of Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>L</td>
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<td>3</td>
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<td>A</td>
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<td>J</td>
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<td>0</td>
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<tr>
<td>C</td>
<td></td>
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<td>14</td>
</tr>
</tbody>
</table>
mend other students to participate in similar projects. As secondary instruments, we used the mobile application called WhatsApp and Audacity (an audio recorder and editor).

• Procedure

Based on the observation that most Dominican English learners tend to fail to pronounce certain sounds (read introduction above), the researcher purposefully made up six statements that covered these sounds. They are as follows:

1. My friend Jong is very young.
2. Vanessa has a beautiful TV.
3. After the accident, she is not the same same person.
4. Hey they’re thinking we’re sinking.
5. I see Steven can speak Spanish.
6. The author is signing autographs in the restaurant.

With these statements ready, the researcher contacted three colleagues (two in the DR and one in the Bronx) and explained to them the idea behind the project via email. They agreed, spoke with their students and they freely agreed to participate. Participants received the statements above via email. Next, they used their smartphone to record them; after that, they shared the audio files with researcher via WhatsApp. Once the audio files were received, the researcher uploaded them to Audacity and listened to them to determine where improvement needed to be done. Wherever there was a mispronunciation, the researcher inserted his intervention, which consisted of recording this command, “Please repeat!” That was followed by the word with the correct pronunciation and a blank space or pause for participants to repeat the recorded word. The word was inserted again with its respective blank space or practice. Once the audio files were finished, the researcher sent them back to the students for practice via WhatsApp. After they practiced the words, they re-recorded the same sentences and sent them back to the researcher. Finally, a Google Forms survey with six questions was sent to the participants via email to collect their feedback about the pronunciation project.

Results, Analysis and Conclusion

Table 1 below illustrates the participant’s name, original audio file, the edited audio file, and the number of mispronounced words. While it is true that in most of the cases, there were three mispronounced words or less; it is also worth noting that in the other two cases, a total of six and 14 mispronounced words, respectively.

The first five questions of the questionnaire were closed-ended and the sixth one was open-ended. The charts below illustrate the different responses given by the participants. The last question includes a summary of their opinions.

Figure 1 above illustrates participants’ response regarding their difficulty to pronounce the sentences they recorded. Most of them responded that they found it “Very easy” and “Easy.” Their combined total was 100%.

When asked about the difficulty of understanding the researcher’s feedback, all participants (100%) stated that it was “Very easy” (Figure 2).

The third question asked participants if the feedback technique utilized by the researcher to help them enhance their pronunciation was helpful, they all (100%) responded “Very helpful” (Figure 3).

Figures 4 and 5 show that participants are not only willing to participate in future projects like this, but also, they are willing to recommend other students to do it. Participants unanimously agreed 100% on their responses on both questions.

The last question on the survey asked participants to say what they thought about the project. Overall, their
responses show that they enthusiastically found it helpful for their English pronunciation enhancement. More over, they are willing to participate again and recommend this project to other students because they noticed how beneficial this activity was.

Below is a list of their direct responses to question six.
• Helpful!
• From my point of view, this project was very good and helpful to improve my pronunciation.
• I think it was very helpful, I liked it and I think that it could be done more frequently mainly with those students who are starting the career to help them to improve their pronunciation.
• Helpful!
• It was really good because it helped improve my technique when I am talking [speaking] in English.
• These projects have good benefits, since it helps to understand the complexity and at the same time how simple the understanding, pronunciation and technicalities of English can be.

The results of this classroom research show that using current pieces of technologies such as smartphones, WhatsApp and Audacity; participants can improve their pronunciation skills when a good intervention and feedback is given to them. One aspect worth mentioning is that this asynchronous modality to assist participants in their pronunciation skills lends itself to the current times we live. That is, they were able to record the statements, send the audio files and later practice the corrected sounds at their own time and place. The two hypotheses above were confirmed as participants expressed that they found this project helpful and improved their pronunciation skills. They also informed that they would be willing to participate and recommend other students to participate in a similar project.

Recommendations
Founded on the results expressed by the participants, this researcher makes three recommendations: One, a follow-up study is recommended with a larger sample size. Two, include Dominican students from the five boroughs of New York and more provinces from the Dominican Republic. And three, include other sounds that might be detected by the researcher to offer an ampler opportunity to improve the pronunciation of the English language.
one of the most significant contributing factors to the future of Online Learning at Hostos over 2020 is that we have more feedback and examples of use than ever before to guide in both the development and refinement of training and support. Across the board there is more information on the practice of Online Learning and improvements on effective delivery to use and implement for our Hostos students.

The Online Learning Initiative
Currently we have two Online Learning Initiative training programs running.

One is a self-paced asynchronous course that faculty are invited to join at any time and progress at an individual pace. There other is a 3-week Winter session running from January 6th through January 27th 2021. In addition to the current offerings an intermediate level program is in development that will be drafted and implemented from the Summer of 2021 onward. This course will further deconstruct the more challenging elements of delivery and focus less on structure. Faculty that have developed courses for certification that wish to further explore methods to improve their usage of the Online Learning modalities.

The Online Course Development Guide and Online Course Evaluation System
Revision of the Online Course Development Guide and the standard Online Learning Initiative Training will take place throughout 2021. Based on the experience of use of the current training, feedback, and current trends we will develop a new version of this training that reflects the needs of the faculty and students. By the end of this year, the current version of the Online Learning Initiative will have been in use for three years and this has given us the opportunity to improve upon a strong foundation and create a “2.0” so to speak. Once this new version of the Online Course Development Guidelines has been completed revisions to the Online Course Evaluation System will follow to match any changes in terminology and organization of the key criteria and components that are covered in the trainings and for certification.

The Online website on the Hostos Commons
Lastly, the Online website on the Hostos Commons will continue to improve, to grow, and to provide useful resources related to online learning as well as a new focus on persistent discourse among the faculty. Several tools are being considered to help in fostering continued conversations on the online learning environment that range of blogs and discussion boards to video post applications. As soon as these are ready for use they will appear on the http://commons.hostos.cuny.edu/online website.
need for remote learning” (Hawkins and Hobbs). Not all students have quality internet access or devices to thrive in remote learning. Other issues are the lack of structure that are apparent with remote learning. These types of issues lead to less engagement and overall a potentially worse education for the students. However, regardless of preference remote learning is here to stay. Although imperfect as it is we can always try to improve upon it.

Engagement has been a thorn for students and professors alike when it comes to remote learning. Many students are “feeling lost and adrift” (Herman). Without the structure of “having to show up on, say, Tuesday and Thursday, 11:00 o’clock, many reported that it was easy to let classes slide and not take them as seriously as before” (Herman). In addition to lack of structure, distractions also play a part. It is difficult for students to focus when at home they have “the biggest source of gaming, shopping and socializing right in my face” (Herman). While these “teach ourselves. It’s like paying tuition to watch Youtube videos.” (Herman).

Despite these shortcomings, remote learning doesn't have to be this way. While remote learning may never compare to in-class learning in terms of structure and engagement, it can always be modified accordingly to fit a particular class's needs. While many online classes may be structured with videos at the student’s own pace, having meetings virtually at the same time as if it were in person can simulate a more interactive experience. Software such as Zoom or Blackboard Collaborate can provide that sort of atmosphere. To accommodate “face-to-face discussion” (Herman) professors can also set up ‘offce hours’ in sessions on Blackboard Collaborate or Zoom meetings. Another option is to create a open discussion space for the students to interact with each other. Blackboard can be utilized to create groups/ discussion threads for students to seek out assistance or work together on the course material.

To in anyway replicate an in-person environment, both the students and professo need to be willing to proactively work towards one online. It isn’t ideal, but defnitely an improvement from what remote learning was initially.

Remote Learning was rolled out in unfortunate circumstances and no one was prepared. However, with the mistakes and failures learned on the way it can definitely be improved to a level worthwhile for the students. Perhaps in the future with virtual reality, we can simulate an environment that can be on par with that of an in-person classroom. But in the meantime we can only improve upon what is available to us and making the best of it.

Works Cited

The current challenges make replacing the interpersonal connections that were fostered through casual pre-class conversations, post class questions and other in-person interaction quite difficult. The CUNY-provided and CUNY-supported LMS, Blackboard, provides a host of tools for Discussion Boards, Blogs, sharing videos, and the like. Sometimes the tools provided by the LMS may not be enough or create too serious of a tone for certain interactions. Strategies to maintain a faculty-student connection should be a top priority and begins with faculty in their individual classes. There are many social media tools that can develop these connections while expanding on the online learning experience for both faculty and students.

Meet your students where they already are:
Choosing a social media platform is the initial step. Often faculty and students find the multiple usernames and passwords already as a hassle. It is best to choose a platform that you and the majority of your students already visit on an almost daily basis. For example, if you find that the majority of your students are active on Facebook, a Facebook page may be the perfect complement to your online course.

Engage Students Fully:
During pre-class chats or informal office hours, student career goals are often discussed. Keep in mind that students have goals and aspirations beyond the course and beyond college. Use social media as a space to share your own academic and professional accomplishments. For example, share your LinkedIn profile and encourage students to do the same. Better yet, use this as an opportunity for students to develop an online professional social media presence with the Career Services office.

Celebrate Student Academic Success:
Our goal in having a social media presence is still student-centered. Use this as an opportunity to share student success with, of course, their permission. This will celebrate the student as well as encourage other students by showing what they can accomplish. This can also serve as an opportunity to gamify your course through social media.

Social Media as a complement to your LMS:
Formal assignments and course specific assessments should still mainly remain in your current LMS. Focus on capitalizing on the social part of Social Media. Perhaps the discussion of less formal articles or the sharing of student experiences should be focused on here. For example, this may be a place for students to express their personal, academic, and professional goals and how they intend your course to help them accomplish that.

Collaborate with other faculty, departments, and even other colleges:
One of the original goals of the internet was for academic collaboration across colleges in different countries. Social media expands your audience outside of your course and your LMS. Social media can be a great opportunity to collaborate and create a co-learning space across departments and even other colleges.

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The latest version of the CUNY Hostos Student Online Learning Preparedness “Are You Ready?” course has been updated with new content as well as changes to self-assessment questions and feedback. The focus of the updates is to express to students the reality that anyone can learn in a completely online pedagogical environment using skills that can easily be acquired and mastered, skills that are really no more challenging to master than the ones required in today’s face-to-face courses.

The following is some of the series of Do’s and Don’ts for each of the topic sections of the course. Although written for students, for instructors, these tips can be helpful both in developing your course syllabus and course requirements, set policies and best practice recommendation. Many of these are appropriate for anyone, including instructors, who work online.

Welcome to CUNY Online Learning

DO...

- have access to an up-to-date desktop or laptop computer and hardware/software, and
- allow yourself to become disorganized or work in a location that has many distractions.
- turn in assignments late and miss deadlines.
- get discouraged.

Basic Technology Proficiency

DO...

- be familiar with and be able to navigate the CUNY and campus online environments – CUNYfirst, your campus website, campus email, campus support, and Blackboard.
- know your CUNY login for CUNYfirst and Blackboard, your campus email login, and the credentials required for both.
- use your campus email account for all course-related communication with your professors.

DON’T...

- use personal email for course-related communication with your professor.
- confuse your CUNYfirst login and your campus email login.
- submit work to your instructor by sending it via email if they have set up a way to submit it through Blackboard.
- upload file formats not listed as acceptable in Blackboard or that your professor may not be able to open.
- delete coursework documents from your local hard drive after copies were uploaded into Blackboard.
Using Blackboard

DO…
• know where to view announcements posted by your professor in Blackboard.
• contact your professor if you don’t see or haven’t received announcements.
• always check your campus email for any course-related communication.
• be familiar with and know how to use the different interactive tools you may be required to use for assignments in courses – Assignments, Discussion Boards, Blogs, Wikis, and emails, how to add file attachments to them, and the acceptable file formats.
• precisely follow your professor’s instructions on submitting assignments or posting to the interactive tools.
• know the live video conferencing tools that your professors will use, such as Collaborate Ultra and Zoom.

DON’T…
• use the interactive tool for posting anything other than what you were instructed to post by the instructor.
• as stated previously, attach file formats to the interactive tools not accepted by Blackboard or that cannot be opened by the professor or your classmates.

Technology Requirements

DO…
• use the Firefox browser for Blackboard and periodically download the latest version. Know how to adjust the security settings for the browser, such as for the popup blocker.
• know which browser plugins will be needed in your courses and how to install them.
• use a good desktop or laptop computer with strong wifi or cable internet connection for work in Blackboard.
• use a phone or mobile device, if necessary, just for viewing announcements and course content.

DON’T…
• use Internet Explorer for accessing Blackboard.
• use a phone or other mobile device for taking tests or submitting assignments.

Netiquette

DO…
• understand what is meant by Netiquette and that socially acceptable behavior is necessary online just as anywhere else.
• be courteous and open-minded to your professors and classmates and maintain a positive and professional tone.
• keep all criticism constructive.
• ask questions if someone posts something you don’t understand.
• know the rules for proper writing etiquette online.
• respect privacy.
• read and be familiar with the CUNY Policy on Academic Integrity.
• know what constitutes cheating, plagiarism and unfair advantage.
• contact your instructor if any problem occurs taking a test, submitting an assignment, or if the course is not visible or available.

DON’T…
• resort to personal attacks or hostile criticism when critiquing the professor’s or other students’ statements.
• write in a manner that is anything but mature and professional.
• use Blackboard interactive tools and campus email for socializing, spamming, harassing, or bullying.
• do anything in your coursework that can be interpreted as cheating, plagiarizing, or giving you an unfair advantage according to the CUNY Policy on Academic Integrity.
• think that the online learning environment makes cheating easier and more advantageous than the classroom environment, or that any online assessment can be treated as open book.

Sources
Blackboard Advanced - Tests
Monday March 15, 2021 at 5:30 PM - 6:15 PM
This workshop will cover: creating tests and adding questions of different types, setting test options, question-pools, clearing attempts.

Zoom
Tuesday February 16, 2021 at 11:00 AM - 12:00 PM
Learn the technical and pedagogical basics of using Zoom.

Lecture Capture
Wednesday February 17, 2021 at 3:30 PM - 4:00 PM
This workshop shows how to use the lecture capture solution provided by the college: setting it up, accessing it, recording videos, making videos available to your students, best practices on video recordings for your students.

Blackboard Advanced - Grade Center
Monday February 22, 2021 at 5:00 PM - 5:30 PM
Tuesday February 23, 2021 at 3:00 PM - 3:30 PM
This workshop will cover basic management of the Grade Center including creating columns and calculated columns, column management, categories and how to create custom categories.

Blackboard Collaborate
Monday March 22, 2021 at 3:30 PM - 4:15 PM
You can meet virtually online with your faculty and classmates, yet engage and interact as if you were in a traditional classroom.

ePortfolios
Wednesday February 24, 2021 at 3:30 PM - 4:15 PM
Tuesday March 23, 2021 at 11:00 AM - 11:45 AM
Learn how to create and engage your students in the use of ePortfolios

Blackboard Advanced - Adaptive Release & Course Reports
Monday March 1, 2021 at 3:30 PM - 4:15 PM
Friday March 12, 2021 at 3:30 PM - 4:15 PM
The main focus will be on the creation of adaptive release when it comes to assignments and assessments as well as generating meaningful statistics through course reports.

Inclusion and Accessibility: Education and Technology for All
Monday March 8, 2021 at 3:30 PM - 4:30 PM
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.

Video Recording and Editing Using Camtasia and Snagit
Thursday March 11, 2021 at 3:30 PM - 4:15 PM
Wednesday April 21, 2021 at 6:00 PM - 6:45 PM
Camtasia lets you record a video of what’s on your computer screen. Use it to make lessons and tutorials. Turn your screen recordings into compelling videos with Camtasia’s video editing tools, animations, and effects. Snagit is a simple and Powerful Screen Capture and Recording Software. Snagit lets you quickly capture your screen, add additional context, and easily share with students.

Active Learning & Student engagement
Thursday April 8, 2021 at 6:00 PM - 6:45 PM
Thursday April 22, 2021 at 3:00 PM - 3:45 PM
This workshop will focus on the development of exercises, activities, and procedures to improve student engagement and activity in courses offered online.

EdTech is pleased to present the workshop calendar for the Spring 2021 semester. This semester includes workshops that facilitate teaching and learning in the Hostos Online Environment. To find out exact times of the workshops, and to register, go to: https://commons.hostos.cuny.edu/edtech/for-faculty/, then click on “Workshops” under “Faculty” in the top menu.
Online Learning Initiative (OLI)  *Ongoing Self-Paced Course*

This spring semester, the Office of Educational Technology is offering a new self-paced Online Learning Initiative that is in place for faculty who did not participate in any of the previous ones or for those who are new to the college this semester.

The purpose of this training course is to provide fundamental understanding of teaching in the online modality. These concepts are essential for both synchronous and asynchronous teaching styles. Aspects of course development, design, and delivery are covered in a five unit structure that follows best standards and practices available to date. This course also provides a firm and clear understanding of the components evaluated by the ETLC for course evaluation and certification.

Although this course is self-paced it is supported directly by the Office of Educational Technology. A list of staff is provided for contact, and participants can reach out for support at EdTechSupport@hostos.cuny.edu or 719-319-7915, as well as one-on-one consultations via Zoom and Blackboard Collaborate.

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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
- OLI Ongoing Self-Paced Course
- Smart Classroom Certification
EdTech introduces faculty to the latest educational technologies. In an evolving and changing technoscape, innovative trends in online learning, rich media, social networking, mobile learning and virtual and augmented reality offer opportunities to engage students. EdTech provides continuous faculty development opportunities throughout the academic year to reach these goals.
Educational Technology Leadership Council (ETLC)

Jacqueline Disanto, Co-Chair
jdisanto@hostos.cuny.edu
Carlos Guevara, Co-Chair
cguevara@hostos.cuny.edu

Allied Health
Sanjay Arya
Rayola Chelladurai
Ronette Shaw

Natural Sciences
Damaris-Lois Lang

Business
Joseph Kwame Gyan

BSS
Eugena Griffin
Amy Ramson

English
Krystyna Michael

EdTech
Iber Poma
Eric Ritholz
Wilfredo Rodríguez

Language and Cognition
Karin Lundberg

Education
Asrat Amnie

Library
Kate Lyons
Lisa Tappeiner

Humanities
Juno Morrow

Mathematics
Edme Soho

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
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, contact EdTech
Building Tomorrow Together: Adapting to a New Normal

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, especially in these times of transition and a new normal, to 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 resilience and change. Whether you consider yourself a proficient specialist, a ‘work-in-progress’, a novice or first-time adopter, we look forward to hearing from you!

Presentations from the following areas and disciplines:
- Social Sciences
- Arts and Humanities
- Math and Sciences
- Campus Life

Conference Tracks
- Student Engagement & Active Learning
- Flipped Learning & Differentiated Instruction
- Digital Literacy in the Classroom
- Universal Design
- Open Access: OERs and more

Deadline to submit proposals: March 11, 2021
For more information, and to submit proposal, visit: https://commons.hostos.cuny.edu/bronxedtech/