



edTech Innovations

Spring 2018, Issue 14

Instructors lead as Innovators

Spring 2018



Save the Dates:

Friday, April 27, 2018

**Bronx EdTech
Showcase**

**Submission Details
on back**

Thursday, May 10, 2018

**Celebration of
Innovation**

12n - 2:30pm, Rm B-115

- *iPads teach Anatomy and Physiology*
- *Using Blackboard as a Fake News Detector*
- *Nonlinear storytelling with Twine*

Articles.

- New Blackboard Features
- Building Media Literacy
- Mobile Tech in the AP Lab
- Nonlinear storytelling with Twine
- Checklist for Online Learning

News and Events.

- Bronx EdTech Showcase 2018
- Panopto
- Celebration of Innovation

Workshops.

- ePortfolios
- Mobile Learning
- Lecture Capture
- Universal Design
- ...and more



edTech WORKSHOPS

Focus On TECHNOLOGY

Hands-On TECH

Blackboard Essentials
Feb 7 - 3:30pm
Feb 8 - 3:30pm
Feb 15 - 3:30pm

Blackboard Advanced
Jan 31 - 11:00am and 3:30pm
Feb 1 - 11:00am and 3:30pm
Feb 15 - 3:30pm
Feb 28 - 11:00am

Blackboard Grade Center
Feb 21 - 13:30pm
Feb 22 - 3:30pm

ePortfolios
Mar 7 - 3:30pm
Mar 8 - 3:30pm



Assessment Tools
Feb 14 - 11:00am
Feb 21 - 11:00am
Feb 22 - 11:00am
Feb 28 - 3:30pm
Mar 1 11:00am and 3:30pm

Lecture Capture
Feb 14 - 3:30pm
Feb 15 - 11:00am

Blackboard Collaborate
Mar 14 - 11:00am
Mar 15 - 11:00am

Focus On Technology workshops cover a variety of topics concerning faculty issues in the classroom. The emphasis is less about a specific technology and more about pedagogical goals reached with an approach that at least partly uses tech solutions. After the discussions, faculty can make an appointment or stop by Room C-556 and speak with one of the specialists on how to implement the technologies that are available to them at Hostos.

Mobile Learning
Feb 7 - 11:00am

Making Cheating Harder on
Online Exams
Mar 7 - 11:00am
Mar 8 - 11:00am

Benefits of the Hostos Social
Network
Apr 12 - 11:00am

Increase Student Participation
with Engagement Tools
Apr 12 - 3:30pm

Universal Design /
Course Accessibility
Apr 18 - 11:00am

EdTech is pleased to present the workshop calendar for the Spring 2018 semester. This semester includes Focus On Technology 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. There will also be one-to-one meetings to demonstrate the Technical aspects of the technologies. To find out exact times of the workshops, and to register, go to: <http://www.hostos.cuny.edu/edtech/for-faculty/workshops/>



 **Innovations**

Fall 2017 and Spring 2018 semesters have brought some innovative changes to Blackboard that faculty, as well as students will find useful. One change makes it easier to access tools that expand the possibilities for bringing dynamic, media-driven collaboration to classroom and online pedagogy, increasing student engagement.

The Collaboration Link

In the orange Navigation Menu on the left in a Bb course you will see a new button "**Collaboration**". This link serves as an entryway for two powerful media tools – Panopto, for lecture capture, and Collaborate Ultra, for live video-conferencing,

rooms", dividing the class into groups and distributing them among the rooms, with students as moderators.

Of course there are other collaboration tools available in a Blackboard course not found through this link, specifically the Discussion Board, Blog, Wiki and Journal tools.

Please contact EdTech if you wish to use one or both of these applications in your course teaching. Workshops that cover these are also offered, but you can stop by any time for an overview.

Now lets talk about other changes that

by George Rosa

such as a Capstone course, needs to enroll faculty as students. As far as enrolling students into a regular academic course, it's best to leave it to the automated process that feeds enrollment data from CUNYfirst into Blackboard.

Submission receipt for Assignment submissions

This new feature is a step towards dealing with the problem of students claiming they submitted an assignment even though it wasn't received by the instructor.

When a student submits an assignment successfully, the Review Submission History page appears with information about the submitted assignment and a success message with a confirmation number. The student can copy and save this number as proof of submission. For assignments with multiple attempts, the student receive a different number for each submission. The student can access submission receipts from the Submitted tab on the My Grades page. They can select the number next to Submission Receipts at the bottom of the list to see submission history.

Akados Building Block in Blackboard

Instructors at Hostos are now required to post the textbook(s) they "adopt" for their courses in the Akados bookstore website. Students can see the textbooks that have been adopted for their courses and purchase them through the site at a great discount. This semester Akados will be accessible through a module within Blackboard. Faculty will be able to post their adoptions while in Blackboard and students will be able to make their purchases, and these postings will be universal, the postings will appear whether faculty and students access Akados through Blackboard, through its website or through the link in the Hostos website.

new and innovative Blackboard features

both having been covered in previous issues of *EdTech Innovations*. Both of these web-based applications are available to all faculty to use with their students, whether they teach classroom or online courses. Both Panopto and Collaborate are powerful media enhancements that greatly facilitate distance learning and mediation, but they also make for engaging collaborative tools. For instance, in Panopto an instructor can create subfolders that allow students to upload and share videos with classmates using the Panopto Recorder tool as well as video files recorded using their smartphones or cameras, with students assigned as moderators. Collaborate uses a similar concept, allowing instructors to create "breakout

make certain tasks in Blackboard easier.

Easier for Faculty to enroll instructors and students into a Bb course

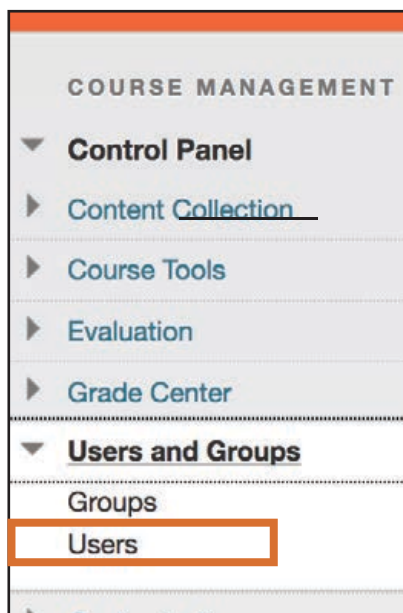
Everyone who uses Blackboard is now familiar with the CUNY login to Blackboard. As part of Blackboard's new integration with CUNYfirst your CUNYfirst Employee ID is now your Blackboard username. This actually makes it easier for faculty to enroll Blackboard users in their courses manually. Manual enrollment can be useful for special situations, such as when an instructor needs to have another instructor in a course as part of an observation, a student from another campus employed as a peer leader needs access to the course, or the leader of a manually-created Blackboard course,

new and innovative Blackboard features

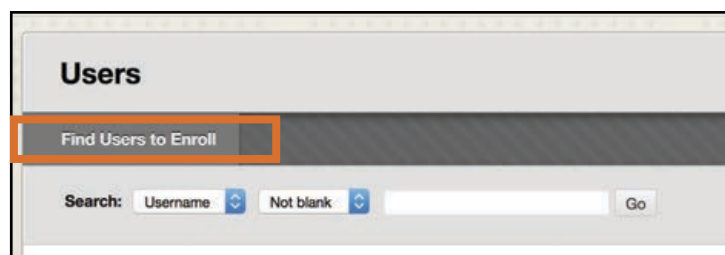
How to manually enroll a Blackboard User into your course

Please consult with EdTech before manually enrolling anyone in a course because of security considerations!

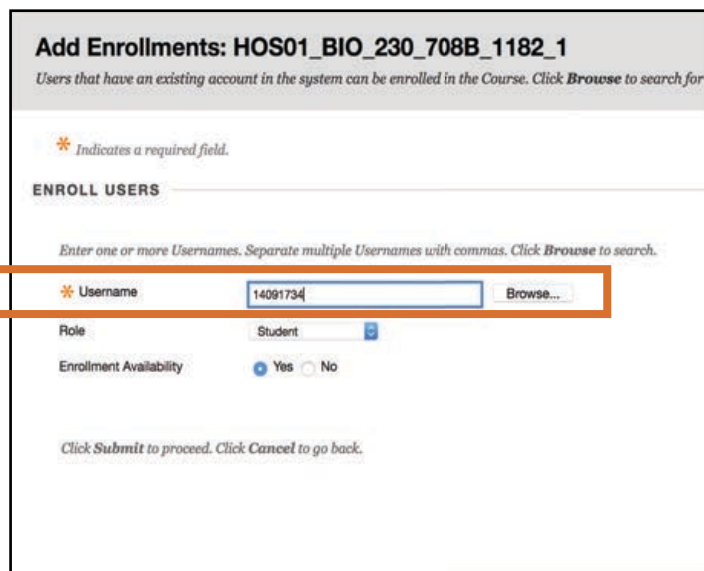
To enroll someone in your course, she/he must be a "CUNY Blackboard User". A User must be a currently enrolled student or currently employed faculty or staff, with a valid CUNYfirst Employee ID. These individuals have their status imported into Blackboard in a daily data feed. Normally students registered for courses are automatically enrolled into them based on data entered by the Registrar into CUNYfirst. Users should only be manually enrolled into a course for special reasons, such as giving access to a professor as part of a department observation, enrolling a student as a peer leader, allowing guests from other CUNY campuses to visit courses, or some other special circumstance.



1. In the Control Panel, click on **Users and Groups > Users**.



2. In Users, click on the button at the upper left **Find Users to Enroll**.



3. In the Add Enrollments page simply type the enrollee's CUNYfirst Employee ID in the **Username** field. Choose the **Role** the enrollee will have in the course, set the **Availability**, then click the **Submit** button.

IMPORTANT: Note that you can choose the **Role** of the enrollee in the course. It's extremely important that a manual enrollee in a course not be given a status other than **Student** or **Guest** without consulting with the department chairperson or Dean.

by Lisa Tappeiner

Today, it is difficult for many readers of online information to distinguish scientific evidence, serious journalism, or informed opinion from publications with the sole purpose of supporting a political point of view and encouraging inflammatory reactions. All kinds of information, both facts and alternative facts, appear on professional-looking websites with catchy graphics and attention-grabbing headlines. Moreover, in a context where readers' comments are prominent, unfiltered, and entertaining to read, it is as easy to be persuaded by social media's reactions to a piece of online writing as by the strength of an

information sources at a time when these skills are increasingly essential. A 2016 study by the Stanford History Education Group found that students ranging from middle school to college level from a variety of geographic and socioeconomic backgrounds were "easily duped" by information coming from social media platforms, such as Twitter or photo sharing websites. This comes as no surprise to many educators who are confronted with student work based on unreliable information sources. Students, new to academic life, are encountering academic concepts, jargon, and research practices

handout with ideas for simple activities that could be used in any discipline to sharpen media literacy skills while building content knowledge.

If you are interested in learning about the Blackboard Fake News Evaluator

Strategies for building

Media Literacy in the classroom

argument and its supporting evidence, the reputation of a publication, or an author's credentials. In this chaotic information environment, what kinds of strategies can we use to prepare our students to consume media wisely and make informed decisions, both as professionals and citizens?

At the annual Bronx EdTech Showcase in April at Bronx Community College, George Rosa, Senior Instructional Designer and Blackboard Administrator and Lisa Tappeiner, Collection Development and Allied Health Liaison Librarian teamed up to discuss strategies for addressing the problem of media literacy and the proliferation of false information. They reviewed research that shows that despite being "digital natives," students are coming to college unprepared to critically evaluate

for the first time in a confusing online information environment.

It is up to faculty, librarians, and educational technologists to provide students with opportunities to reflect on the information they encounter online and in social media and provide strategies for critical evaluation. George Rosa presented a Fake News Evaluator that he developed on Blackboard using the quiz tool asking students to review science-related websites and rate them according to various criteria related to reliability, authority of sources, transparency of sources of information, emotional content, typography and layout, claims of secrecy. Students were able to see how the class collectively rated different websites, which serves as a springboard for critical discussions. They also distributed a

or implementing critical media literacy activities in your classes, contact George Rosa in EdTech (grosa@hostos.cuny.edu), Lisa Tappeiner in the library (etappeiner@hostos.cuny.edu), or join forces with the Hostos Media Literacy Movement (medialit@hostos.cuny.edu).

Source

Evaluating Information: the Cornerstone of Civic Online Reasoning (Stanford History Education Group) <https://sheg.stanford.edu/upload/V3LessonPlans/Executive%20Summary%2011.21.16.pdf>

by Zvi Ostrin and
Vyacheslav Dushenkov

study; each instructor taught one “experimental” lab section where students used mobile devices with histology and anatomy apps, and taught a second “control” lab section in which students used their lab manuals. Detailed lab worksheets were created to guide the two groups of students through their

mobile devices in the lab was enjoyable, provided a positive learning experience, motivated them to learn the subject matter, and was more effective as a learning tool than the lab manual. Further research is needed to clarify the extent to which students’ positive response to digital technology translates

Using Mobile Technology in the

Anatomy and Physiology Lab

Mobile devices offer many pedagogical opportunities—especially easy access to textual information and visual resources, three-dimensional representation of anatomical struc-



The “experimental” lab section, using iPads and apps.

tures, as well as the ability to study dynamic processes—powerful capabilities that traditional textbooks cannot match.

In light of these advantages we designed a one-semester study, which was funded by a C3IRG grant, to evaluate the pedagogical utility of mobile devices and content-specific application software in the Anatomy and Physiology laboratory. Our primary hypothesis going forward was that mobile devices and content-specific apps would increase student enthusiasm and engagement.

Two hundred and eighty students and five lab instructors were involved in the

lab activities. Four core topics were examined: Tissues and Integument, Skeletal System, Muscle System, and the Heart.

We used Apple iPads as mobile device platforms to run the digital apps in the experimental lab sections. Hostos Ed Tech was invaluable in acquiring and installing the necessary apps, as well as insuring the timely distribution of iPads in twenty different lab periods.

Pedagogical assessment and conclusion

The experimental students’ responses were measured via exit surveys. Our data support the conclusion that enthusiasm and engagement in the A&P 1 lab increases when students use mobile devices and content-specific apps. Metacognitive



Content-specific applications provide an easy access to textual information and three-dimensional representations of anatomical structures such as the heart.

assessment of the students revealed that they felt that using the apps and

into gains in learning, understanding, and information retention.

The five instructors were also surveyed and interviewed. In general, they found that mobile devices and apps could play a positive and useful role in the lab. This modality was a “new and attractive way of presenting the material taught for that class,” which kept the students engaged in learning. The instructors felt that the novelty of the apps triggered a positive response from the students, who were then stimulated to engage in active learning.

We have published the results of this study (Ostrin and Dushenkov, 2016). Going forward, we plan on extending our research to explore the effectiveness of virtual microscopy—online high resolution histology images—as a replacement for the traditional microscope and glass slides (Ostrin and Dushenkov 2017).

Publications

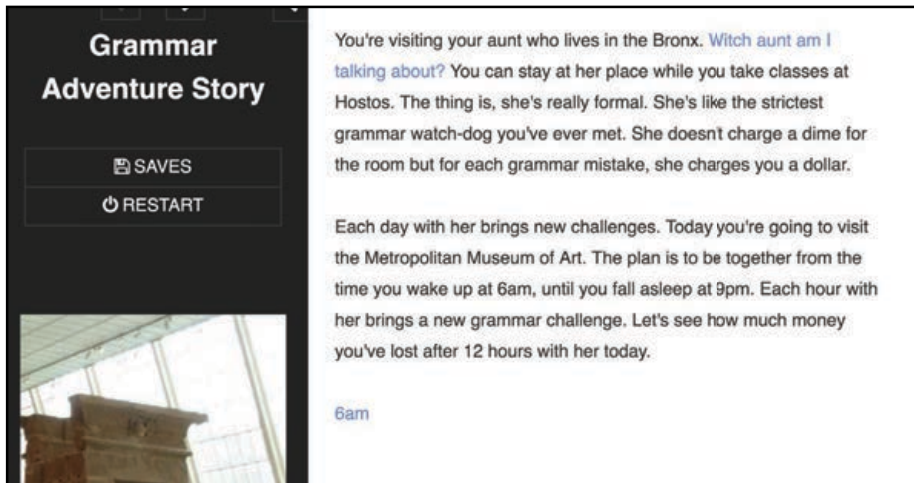
Ostrin, Z. and V. Dushenkov (2016). “The pedagogical value of mobile devices and content-specific application software in the A&P laboratory.” *HAPS Educator* 20(4): 97-103. http://academicworks.cuny.edu/ho_pubs/47/

Ostrin, Z. and V. Dushenkov (2017). “Pulling the Plug on Microscopes in the Anatomy and Physiology Laboratory.” *HAPS Educator* 21(2): 112-118. http://academicworks.cuny.edu/ho_pubs/61

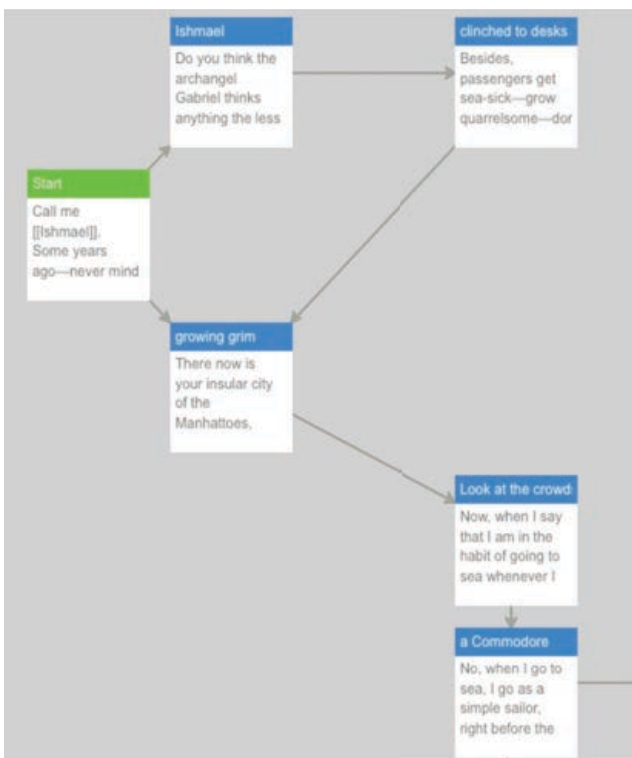
Twine (<http://twinery.org/>) describes itself as “an open-source tool for telling interactive, nonlinear stories.” It is similar to the print-based, “Choose Your Own Adventure Series” (<https://www.cyoa.com/>). A user playing a

We used Twine to create and implement an interactive, non-linear story (<http://commons.hostos.cuny.edu/esl/>) that encourages college-level English Language Learners to practice grammar concepts as they play the

by Kate Lyons
and Karin Lundberg



The starting page of the story.



A sample story map in Twine.

Twine game reads a passage and then makes a choice about how the story will continue, by clicking on a link. Twine is a powerful tool educators can use to gamify and digitize their own course content, and then assess students' learning. Harnessing the playfulness inherent in Twine helps students unlock the emotional state that leads to deeper learning.

game narrative we wrote. In the game's narrative, students played the role of the main character, who was visiting the Metropolitan Museum of Art (MET) for the first time. This content tied into the themes of the ESL course

course content, the grammar and the new domain-specific language they were exposed to as they played the game about an art museum. In their narratives they were able to re-activate vocabulary words and grammar structures they learned earlier in the course, and bring that to this assignment. In this way, students were able to synthesize and own their language and explore their authorial voices. Although our experience using this Twine assignment is anecdotal, we observed that the writing students produced demonstrated a higher level of fluency, creativity and slightly more control over language mechanics, than on traditional formal assignments that would otherwise be assigned at that point in the course.

The model of using Twine to deliver content could be adapted to any General Education Course. Twine was

TWINE

using non-linear storytelling in your pedagogy

curriculum, as this and other ESL courses at Hostos often involve a trip to the MET. As they played the game, students earned points based on their grammar choices, and then depending on their final scores, they were presented with varying creative writing prompts.

The creative writing prompts at the end of the story were meant to trigger students' imaginations based on their experiences playing the game. They formed connections between the

beneficial as a means to create non-traditional assessments. As a tool to create games, Twine is intuitive and opens a door for educators to engage students in active learning and rethink the way they deliver content. In this case, the assignment was given in the hybrid ESL 86 course, so students were already accustomed to experimenting with technology, and they were open to non-traditional assessments and methodology.

by David Dos Santos

One of the most common misconceptions for first time students taking an online course is that it is easier and requires less time. The reality is that the only time saved is the commuting time as students should be prepared to spend

Checklist for Online Teaching

the same time and effort on an online class as an in person class. In addition, online classes require more demanding time management and technology skills for both students and professors. As a professor, you should be well versed in time management, online teaching technology, and online teaching pedagogy by the time you have completed the Online Learning Initiative. Here are some tips to keep in mind.

Before your course begins:

- Make sure your syllabus is up to date including the course schedule and all due dates.
- Check due dates and settings on tests, assignments, discussion boards, etc.
- Check that all graded assessments are linked to Grade Center columns.
- Check for broken links to attached documents and external links.
- Make your course available.
- Send a welcome email to all students

through Blackboard Announcements.

- Verify the start date by looking up the academic calendar and start your final preparations for your course at least two weeks in advance.

It is a good idea to utilize the student preview function in Blackboard to see your course through the eyes of a student. Most importantly, make your course available. This is the #1 cause of Blackboard issues when the professor does not make their Blackboard course available. If you are teaching in the Hy-

brid modality, you will have a chance to introduce yourself to students in person but any online teaching modality should include an online introduction.

Initial week of class:

- Introduce your course through a Panopto video.
- Assign the 'Are You Ready?' online learning workshop.
- Have students try out assessment tools by creating an ice-breaker exercise.
- Verify attendance through an activity or small assignment.
- Respond to questions or feedback from students.
- Set the rhythm of the course by utilizing the Announcements tool and sending students reminders.
- Respond to emails of any issues/problems and be sure students know what other online resources are available to them.

Typically, the first day of class is when you introduce yourself and go around the room asking students to introduce themselves. You may even speak about the textbook you will be using this semester. If you are teaching online in the asynchronous modality, you can replicate this through a Panopto video where you introduce yourself and provide an overview of the course. An ice-breaker exercise through an interactive tool such as the Discussion board allows students to introduce themselves to each other as well as learn how to use the new tool. All students should be required to complete the 'Are You Ready?' online workshop which will provide a comprehensive introduction to Blackboard and all of its tools. Be sure to monitor and respond to student questions and concerns during the initial weeks and start a strong online presence.

Throughout the semester:

- Check emails at least once a day.
- Moderate graded discussion boards at least once a day.
- Provide timely grading on online assessments.
- Maintain the rhythm of the course with clearly stated due dates and frequent reminders.
- Maintain a strong online presence in your course.

Teaching online means that you will be required to dedicate enough screen time throughout the week. Check emails daily and be an active moderator in the discussion board and similar tools. Stick to your grading schedule and make it clear that students must keep up with the rhythm of the course by utilizing Announcements to send reminders.

Whether it is your first time teaching online or you are a long time veteran of online teaching, there is always room for improvement. Revise your course every semester accordingly. Online teaching is a rewarding experience, you will reach students who are otherwise unable to attend a traditional class and better prepare students for their future careers where online training is becoming the dominant modality for preparing tomorrow's professionals.

edTech

WHO WE ARE

C559

718 319-7915

Monday - Friday

9:00am to 5:00pm

edtech@hostos.cuny.edu

Carlos Guevara

Director of EdTech

cguevara@hostos.cuny.edu



Iber Poma
Coordinator of Student Services
ipoma@hostos.cuny.edu



Wilfredo Rodríguez
Coordinator of EdTech
wrodriguez@hostos.cuny.edu



David Dos Santos
Instructional Designer
dsantos@hostos.cuny.edu



George Rosa
Senior Instructional Design Specialist
grosa@hostos.cuny.edu

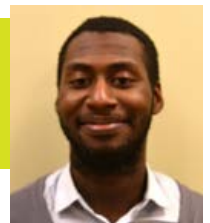


Faculty Learning Commons (FLC) Staff

Dontae Richardson
Instructional Design Assistant
drichardson@hostos.cuny.edu



Zsoreign Sanchez
Instructional Design Assistant
zsanchez@hostos.cuny.edu



<http://www.hostos.cuny.edu/edtech>



Educational Technology Leadership Council (ETLC)



Kate Wolfe, Chairperson
kwolfe@hostos.cuny.edu



Carlos Guevara, Co-Chairperson
cguevara@hostos.cuny.edu

Allied Health
Rayola Chelladurai
Ronette Shaw
Sandra Castellanos

BSS
Kate Wolfe

Business
Sandy Figueroa
Linda Ridley

Counseling
Luz Fontanez

English
Jason Buchanan

EdTech
Iber Poma
Wilfredo Rodríguez

Language and Cognition
Karin Lundberg

Education
Elys Vasquez-Iscañ

Library
Kate Lyons
Lisa Tappeiner

Humanities
Alexander McClure
Katherine Boehm

Natural Sciences
Damaris Lois-Lang

Mathematics
Edme Soho



<http://www.hostos.cuny.edu/edtech/etlc>

**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

CALL FOR PRESENTATIONS

2018 Bronx CUNY EdTech Showcase

“Igniting Innovation: Literacy, Access and Learning”

Submission Deadline: Tuesday, February 20th, 2018

<http://cuny.is/bronxedtech>

We welcome presentations on the following tracks:

Online Learning

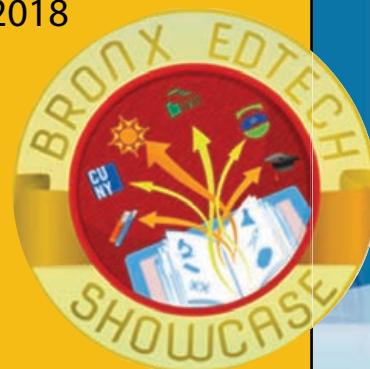
Student Engagement & Active Learning

Flipped Learning & Differentiated Instruction

Digital Literacy in the Classroom

Universal Design

Open Access: OERs and more



You are cordially invited to



BRONX edTech
SHOWCASE 2018

at Hostos Community College
Friday, April 27, 2018

