EdTech 2013 Events

In Spring 2013 EdTech took the lead with 2 new events that brought faculty/innovators together to share ideas and successes - 

Celebration of Innovation and Bronx EdTech Showcase.

Articles.
- IPAD Pilot Initiative
- Exporting and Archiving Courses
- Communication and the Classroom
- Apps and Education
- Sharing Technology

News and Events.
- Celebration of Innovation
- Bronx EdTech Showcase
- Blackboard On Tour
- Blackboard World

Workshops.
- Blackboard Essentials
- Grade Center
- Grade Center Advanced
- ePortfolio
- Blogs and Wikis
- Smart Board
- and more!
EdTech Fall WORKSHOPS

EdTech invites you to participate in a series of workshops aimed to help you take full advantage of technology tools and strategies to enhance teaching and learning. These workshops are centered on experiences acquired through the use of different technologies in the classroom, and will demonstrate the pros and the cons when used in the educational setting.

All sessions will be held in the Faculty Commons (C-559) except some Smart Board Essentials workshops, which are posted on the online registration page.

To find out exact times of the workshops, and to register, go to: http://www.hostos.cuny.edu/edtech/for-faculty/workshops/
Being one of the first to try a new technology often means taking a risk. The first ones to try a new teaching practice aren't basing their experiences on already established best-practices. They're the ones taking the first stabs at developing new practices or re-imagining an idea. At Hostos, we took a moment to celebrate the faculty on campus who were willing to try something new. EdTech and the Center for Teaching and Learning celebrated our campus technology innovators with a lunch and time to talk.

EdTech and CTL are planning to make this a regular event. We have faculty members on campus who've been integrating online resources into their teaching for over a decade, some have been teaching online (either hybrid or fully asynchronous courses) for nearly as long. Others are using mobile technology and ePortfolios on campus. We at EdTech recognize the expertise and innovation that's happening right here on this campus, and we hope to both celebrate these faculty members and learn from them.

Faculty who were part of the Hybrid, iPad and/or ePortfolio initiatives, and members of the Educational Technology Leadership Council (ETLC) were especially encouraged to attend, but anyone on campus who was excited about using technology to improve their teaching (or improve any interactions with students), was welcome to join the celebration. Over fifty faculty members attended, all enthusiastic about their use of technology and excited to hear what others were doing.
Two cohorts totalling 46 faculty members have participated in the iPad Pilot Initiative since it was launched in Fall 2012. This initiative provided Faculty an opportunity to:

- Research what advantages and disadvantages iPads offer to teaching and learning
- Identify what apps are available in their field, and how using them in the classroom will impact the teaching curriculum
- Reflect about the impact of mobile learning on student learning

This faculty-driven initiative was designed to encourage faculty members to work in teams and engage in group discussions. Although some funding to buy apps was provided, for the most part the tendency throughout the two cohorts was to find free apps. The outcomes from this initiative are remarkable, especially because some of these were not planned:

- From the individual point of view, this initiative was a catalyst for technology adoption and productivity improvement.
- From the academic point of view, it provided a space to reflect about current teaching approach and an opportunity to enhance pedagogy and increase student engagement.
- From the institutional point of view, it is helping the Administration to make an informed decision with respect to acquiring the appropriate mobile learning resources.

The next phase of this initiative starts in Spring 2014, where a small number of faculty members will participate in a classroom pilot. iPad carts will be available to faculty and students throughout the semester, and iPads will be equipped with apps identified by the participating faculty, as well as other apps such as Blackboard Mobile, Nearpod, and Socrative. Given its features and high interactivity, Nearpod will be explored during this pilot. Nearpod is an easy-to-use app, its purpose is to bring the classroom to life with interactive mobile presentations created and customized by teachers. Some attractive benefits of this app are: allows for synchronized content viewing, is highly interactive, and engages students through active participation (more info: http://www.nearpod.com/how-it-works).

Mobile learning postures as a promising solution to better connect with students; and with the assistance of new and better mobile platforms, new opportunities are on the horizon to allow students to interact with content, communicate/collaborate with classmates and teachers, and access content anywhere and at any time. One of the imperative goals of any academic institution is to increase learner engagement, and the adoption of mobile learning opens a door of possibilities and challenges. With that in mind, the goal of the iPad Pilot Initiative is to engage into these conversations, and explore how the integration of mobile learning (in this case iPads) into teaching and learning changes student engagement and performance. Results of this pilot will be published in a future edition of the EdTech Innovations Newsletter.

To learn more about this initiative visit:

http://oit.hostos.cuny.edu/ipadpilotinitiative
As a campus Blackboard administrator I am occasionally asked by instructors to recover old Blackboard course sections that have disappeared from their “My Courses” due to the CUNY CIS-managed process of purging and archiving old courses. CUNY usually sets a date for when a semester’s courses are archived, and when that date arrives the courses are no longer available in the Blackboard Home tab and they, along with their content, student work and Grade Center entries go into storage. If an instructor wishes to recover an archived course then he/she needs to make a request to EdTech, which passes the request on to CUNY CIS. A new section is then created in the instructor’s My Courses with content from the old archived course. Usually this process takes 1-2 days.

Faculty can and should periodically perform their own course backup. There are basically two kinds of back-up: Export and Archive. Export stores the instructor’s course content and settings into a .zip package file. The .zip file can then be used to load content into a different section of the same course content and uploaded files), discussion boards and student online exams are saved together in the .zip file along with the course content. It is one of the most convenient ways for an instructor to store student records and coursework. To recover the archived section along with the student work the instructor needs to ask EdTech to create a course shell in Blackboard. Once that’s done the instructor can import the package into the shell using the Import Package tool in the Control Panel. It’s highly recommended that faculty archive their courses at the end of each semester. Also departments should consider establishing the practice of archiving all their courses when the semester ends. There are many advantages for faculty archiving their own courses including:

- When CUNY purges and archives the courses of a particular semester you have a copy at hand, with all its content and student work.
- As backup if the course gets corrupted.
- The instructor can remove the old course from his/her My Courses, making the Blackboard Home Tab a little more manageable.

The tools for Export/Archive course are located in the Control Panel under Packages and Utilities. If you are going to archive a course, first use the Move Files to Course Files, also located under Packages and Utilities. For guidance on backing up your Blackboard courses, please visit or set up an appointment with an EdTech staff member. To access tutorials on this and other Blackboard features go to:

http://www.cuny.edu/blackboard
1. Export/Archive
In the Control Panel, go to Packages and Utilities > Export/Archive Course

2. Export/Archive
You have the option to Export or Archive

3. Export Course
...options are similar to Course Copy

4. Archive Course
...packs the entire course content, including enrollment and student work
Any technology tool that helps the transition of knowledge to happen is embraced by its simplicity and geared towards the cyclical goal of teaching and learning. iPads, iPods and iPhones are devices which can allow you to achieve almost any idea you may have in terms of technology. You may certainly watch videos, listen to music, play games, and even play piano. Moreover, you may actually use your devices as a recorder and then share this recording easily using two apps, one of them is Dropbox (free) and the other one is DropVox, which actually costs $1.99. DropVox is a simple audio-recording app that links with and uploads M4A recordings directly to your Dropbox account. You may even email the recording to students. After downloading the app, you link it to your Dropbox account, hit record, and it automatically uploads the recording. People around the world are downloading huge numbers of apps, and recently the mark of 50 billion apps (that is with a “b”) has been broken. That is an achievement worth mentioning and it is due to the vast selection of applications in the iTunes store. Apps give you the power and versatility to do more than you ever thought possible. There are apps for everything but of course we are interested in the ones for education. No Angry Birds or Fruit Ninja. The combination of iPads and apps can support technology integration and encourage student engagement. Below is a list of apps I recommend to explore and to use them to blend with your teaching styles.

### Apps For Education

<table>
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<tr>
<th>App</th>
<th>Best Features</th>
<th>Limitations</th>
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| IAnnotate: PDF PDF reader and Annotation app | • PDF Access through email, websites, clouds  
• Can auto sync w cloud storage apps (Dropbox, Box)  
• Can create local folders and files  
• Multiple annotation features  
• Writing, highlighting  
• Document viewing/ searching  
• MS Word & PowerPoint readability | • Auto syncing with cloud storage apps will overwrite files  
• No “undo” option for some annotations  
• MS files readability need account  
• Many features-implies long learning curve  
• No screen-sharing |
| Dropbox: Online cloud storage | • Ease of use - uploading and retrieving files  
• Synchronization between PC, Mac, Smartphone, iPads  
• Sharing of files possible | • Limited free storage  
• $9.99 annual contract for a 100Gb space  
• Not as effective for collaborative work on a single file although version history is maintained.  
• Many features-implies long learning curve  
• No screen-sharing |
| Slideshark: Presentation App  | • Access through email, website, and Dropbox  
• Download locally-do not need internet connection after that  
• PowerPoint management  
• Slide manager- Hide and recorder slides  
• Present with / without notes  
• True to form animations  
• Annotate presentation slide!  
• Timer, Auto play, Delay settings  
• Remote clicker through iPhone  
• Download slideshark app on iPhone  
• Pair through Bluetooth  
• Pointer on iPad  
• Slide sharing | • Must have internet connection to upload and access Powerpoint files to iPad  
• Heavy animations could get slightly jumbled at times  
• iPhone remote has no “pointer” device - additional device needed |
Before technology was introduced into the classroom communication between instructors and students was done face-to-face. If a student missed class one day, he or she would get the notes or materials from a classmate. There was no other way to find out what was going on. However, technology as a communication tool has revolutionized and created new ways for instructors and students to communicate.

One of the first communication technologies that was introduced in the classroom was the radio in 1923 in penmanship, accounting, history and arithmetic lessons according to The Center For Digital Education. This was a sort of distant communication, but still students had to be in the classrooms to get the message. This was a new way to deliver a lesson or have a guest speaker without actually having that person be physically present in the classroom. This probably had a great impact on students sitting in such classrooms.

Furthermore, the big change in communication in the classroom came when the Internet was fully available in almost all schools in the U.S. in 2002 (A Time Traveler’s Journey Through Education Technology). The Internet opened the portal to whole new ways of communication between faculty and students. Both groups started opening emails, and social medias sites started to grow, get popular and spread all over the world. Now we are not just talking about a particular class communication, but communication way beyond the classrooms walls, beyond towns or cities or even countries. Another essential communication channel that came into play was the Learning Management Systems (LMS). Besides providing accessible content to students and faculty on a 24/7, LMSs also provide an open and ongoing communication channel. Faculty members are able to send class messages, homework, provide feedback and more at any time from anywhere. On the other side, students are able to reply to those messages almost immediately in real time and from anywhere as well. Now anybody is reachable from almost anywhere and any time.

Technology has facilitated student’s communication with other students by 58%; with their instructors by 59%; and it keeps them aware of what is going on at their campuses by 67% according to an Undergraduate Students and Technology report. More than half of the students who participated in the report expressed that they would like their instructors to contact them face-to-face or using LMS. About 45% of them mentioned that they would like to be contacted by email while 43% were interested in using text messages in this regard (A Time Traveler’s Journey Through Education Technology). Instructors and students can communicate using social media sites such as LinkedIn, Twitter, Facebook and others as well all from the education point of view. Without any doubts, technology made its way into classrooms to improve and enhance communications between faculty members and students. It invented new accurate methods of communications and availability of those methods was extended to a 24/7, which was not imaginable before. In a nutshell, technology improved communications in the classroom by 100%.

References:

Sharing content on Facebook and Twitter is becoming firmly entrenched in the communications and marketing plans of institutions of higher education. But there is another platform, potentially a more creative environment, where content goes to thrive. That place is Tumblr.

Tumblr
Launched in 2007, Tumblr is a user-friendly, free-to-use, customizable sharing platform that allows users to post text, photos, quotes, videos and more. Tumblr has shown remarkable growth over the past six years. By the end of last year, Tumblr was home to more than 86 million blogs. Users reportedly spend almost as much time on Tumblr as they do on Facebook — and most users are under the age of 25 — a perfect age for undergraduate and graduate recruiting.

Tumblr is basically the daddy of the micro-blogging scene. It provides a platform for those updates that are too large for Twitter’s 140 characters, but too small to be converted into a full-on WordPress blog post. Just like networks such as Twitter, Tumblr has the social feature of being able to follow and receive updates from friends and contacts. Being a hosted service it’s easy to setup and manage, with just a simple sign up screen being all you need to complete in order to start a site of your own. Despite being a hosted service, you don’t have to stick with the mystic tumblr.com domain, with just a few steps you can configure your own domain.

Sharing Technology the Smart Way

YouTube
YouTube is one of the largest video databases on the web and is in widespread use among our Hostos C.C faculty, but sometimes the link to the video does not work or updating new content in the topic is difficult. Playlist on YouTube is a single link where you could update your videos and add new ones on the fly. These are the Instructions of how to do it:

- Create Your YouTube Playlist
- Go to the YouTube home page.
- Click ‘Log In’ if you aren’t already identified by the site. If you don’t yet have an account, click ‘Sign Up’ and register before proceeding.
- Find the ‘My’ heading and click ‘Playlists.’ A Playlist is similar to a Quicklist except that a Quicklist is temporary and isn’t saved when you close your browser. A Playlist can be saved, manipulated and shared.
- Select ‘Create Playlist.’
- Write a name, description and any tags you’d like to include for searching purposes.
- Choose whether you want the Playlist to be public or private. A private list is shared only with other members you designate.

- Click ‘Save Playlist Info.’ Add as many Playlists as you choose.

Pinterest
Pinterest is a social network that allows you to find, save and share interesting images and visual ideas. And because it’s a visual service, it’s a terrific way to share photos of art projects with students. One of the main benefits for Pinterest users is seeing what others have bookmarked, so it’s a good idea to follow others who actively use the platform.

You can create a new “board” on Pinterest, and you decide whether only you can pin to it or others can contribute as well. In most situations a solo board makes the most sense. On the other hand, a group board offers many interesting possibilities, such as the following:

- Collaborating on work projects, such as sharing articles that offer tips on a specific industry or case studies that are relevant to the staff
- Promoting a topic, sharing content that is relevant, such as statistics on the issue.

When you create a new board in Pinterest, you have a “Who can pin?” option. To create a group board, select Me + Contributors. You can add members either by their Pinterest member name or their e-mail address. If you start typing a member name in the text box, Pinterest automatically populates a list of possible matches, and you can select the right person from the list. Then just click the Add button next to the name.

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We support the use of technology in teaching and learning. We strive to enhance faculty development, provide students with a high level of computer literacy, and foster online education. Through collaboration with Academic Computing, we empower faculty, serve students, and create a supportive environment for all types of learners. And we work to make technology an integral part of the academic websites and develop a variety of specialty applications.

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Also in May, Jacki DiSanto, Sandy Figueroa, Carlos Guevara, Kate Lyons and George Rosa were invited to present at the Blackboard Never Stop Learning Tour at Pace University (please visit the website at http://events.blackboard.com/bb-on-tour-nyc).

During the Spring 2013 semester Hostos College faculty and staff actively presented about their work integrating technology into their teaching. Over 20 Hostos faculty and staff members presented on a variety of topics, including two of EdTech’s pilots—the iPad pilot and the Hybrid Initiative, at the Bronx EdTech Showcase in May, at Lehman College (for more information, visit the conference website at http://bronxtech2013.commons.gc.cuny.edu/).

In July, Carlos Guevara, Kate Lyons and George Rosa presented with Embry Riddle University at Bb World, a national conference organized by Blackboard Learn that took place in Las Vegas (more information on the website, at http://www.blackboard.com/BbWorld/Home.aspx). We are so proud that our Educational Technology accomplishments and initiatives are getting so much attention.