**Gamification**

- at the Bronx EdTech Showcase

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**Office of Educational Technology**

www.hostos.cuny.edu/edtech

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**Office of Academic Affairs**

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**Gamification**

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**Articles.**
- Blackboard’s Content Management System
- iPad Initiative
- Academic Dishonesty Online
- Tegrity/Blackboard Pilot Project

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**News and Events.**
- Bronx EdTech Showcase 2014
- Celebration of Innovation
- CUNY IT Conference
- Bronx EdTech 2015 at Hostos
- Interim ETLC Chair

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**Workshops.**
- New! - BB Content Management System
- Grade Center Intro and Advanced
- ePortfolio
- Blogs and Wikis
- Smart Classrooms
- and more!
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://commons.hostos.cuny.edu/edtech/for-faculty/workshops/
The Bronx CUNY EdTech Showcase, held annually in May, promotes and highlights innovative uses of technology to bring students to new levels of engagement and academic performance. This year’s Showcase was held on May 9th, 2014 at Bronx Community College’s Hall of Fame Playhouse and the beautiful new North Hall and Library. The Keynote Address by University Director of Academic Technology, George Otte and the afternoon panel session entitled Game-Based Learning in Education was streamed live on the Showcase website: http://cuny.is/bronx-edtech. Prof. Rees Shad, Chair of the Humanities Department, and Prof. Linda Ridley of the Business Department participated in the lively panel discussion on gaming in higher education.
Starting Fall 2014 CUNY Blackboard includes a Content Management System (CMS) available for faculty and staff. This system lets faculty manage and share files, documents and other digital assets in a secure, user-friendly environment. The Blackboard content management system is fully integrated into the CUNY portal and all Blackboard course and organization sites.

**How does the Blackboard Content Management System work?**

The Blackboard content management system (CMS) offers many features for faculty that will make it easier to manage content used in courses. Without content management, you had to upload documents to each course or organization in which you wanted to use them.

With the Blackboard CMS for faculty now you can have a repository for documents and other electronic assets that they used in courses and can link to them from those courses. Without content management, faculty need to upload files to each course or organization in which they wanted to use them, or copy them from other courses through a Course Copy. With Blackboard CMS the need to perform the Course Copy procedure that many faculty do before the beginning of the semester to copy content into courses from previous semester courses is eliminated.

**How does the CMS work with your Blackboard courses?**

With content management, an instructor can store files in the content system once, and link to them from any Blackboard course or organization – or from any Web site or email. As content management users, instructors have access to their own My Content folders. Depending on how they set permissions, they can grant access to files to other Blackboard users – or to others outside the Hostos and CUNY community, even to members of the general public. Faculty also have access to folders for their courses, and the system has institutional folders which can be used for campus-wide committee, interdepartmental and administrative uses as well as use across CUNY campuses. This all points to another advantage of the CMS - the sharing of files and documents among faculty, within and among departments and organizations, even with individuals and groups in other CUNY campuses and outside CUNY. Previously, sharing files between courses taught by different instructors was difficult because a normal Course Copy was not possible. Now with the CMS course files can be shared among professors. This opens up many possibilities such as multiple sections of a course taught by different instructors sharing the same syllabus, course calendar, reading handouts and assignments. This also makes it unnecessary to create Blackboard organizations or shell courses to manage multisection course content. And when the files are updated in the content system the updates appear in all the courses automatically, eliminating the need to delete and upload new versions.

Here are some other possibilities using the Blackboard CMS:

- Store all your course and personal documents securely.
- Avoid emailing and receiving large files.
- Make all your documents and files searchable.
- Easily archive all your work and documents.
- Store files only once, and use them in many Blackboard courses and organizations.

**How is the CMS structured?**

Currently the Blackboard CMS at CUNY consists of a system of separate folders for personal content, courses, organizations, and campuses (institutions). An ePortfolio tool, part of CMS, is planned for Spring 2015 semester. This will allow students to create an ePortfolio with Blackboard and copy their work on Blackboard directly into it. The ePortfolio can be exported and used to showcase work outside Blackboard, but cannot be imported into the Digication ePortfolio system currently used at Hostos. Another feature that will be added later is Blackboard Drive. This is an application that will allow users to manage their Blackboard CMS files and folders from their desktop, without the need to log into Blackboard. Files can be accessed and edited through familiar desktop applications like Windows Explorer, Mac OS Finder and Microsoft Office and saved and updated directly.

To learn more about Blackboard CMS stop by the EdTech office in room C556 and let us demonstrate it for you. You can also view print and video tutorials at the CUNY Blackboard User Guide site:

http://www.cuny.edu/about/administration/offices/CIS/functions/bb/userguides/faculty.html
To Get to the Content Management System (CMS)
You can get to the CMS by clicking on the **Content Collection** tab at the top of your Blackboard page.

Navigating CMS
The Content Management System is structured similar to Blackboard Learn, with the Nav Menu on the left and content areas on the right.

All courses have folders for content
When courses are created in Blackboard, a folder is also created for storing the course content.

CMS and content access in a course
The CMS and its folders and content can be accessed through a link in the course's Control Panel.
In the Spring of 2014 a Pilot Project was launched to make available to a group of willing faculty a Blackboard Building Block (a building block is an extension in Blackboard either provided by Blackboard or a third party) that makes the Tegrity recording software available for use as a tool within Blackboard. The Project continues this semester with mostly the same faculty participating.

Tegrity is a fully automated lecture capture solution used in traditional and online courses to record lesson and lectures. http://www.tegrity.com/product. The basics of Tegrity is very simple. What you need are a microphone, a computer with the Tegrity - Blackboard Recorder installed, and, with the ability to press “play”, “pause” and “stop”, you can start making recordings.

Hostos EdTech has offered Tegrity services to faculty for some ten years now. What makes this program unique is that the Tegrity application tested is a tool within Blackboard, as opposed to the separate application that required its own server in Hostos IT, with EdTech and IT responsible for maintenance and updates. As a building block in Blackboard, accessibility to the Tegrity Controller and recordings is improved because they reside in the familiar Blackboard environment, found through a link in the course menu. The application and recordings reside in Tegrity’s own servers. So not only is EdTech and Hostos IT relieved of the expensive and time-consuming duties of maintenance and storage, but the steps of receiving the video links from the Tegrity administrators and posting them manually in the Blackboard content areas are eliminated.

The reason it is a pilot program at this time and not generally available to faculty is that Blackboard building blocks must go through an approval process involving testing by users and by CUNY CIS, and then voted on by administrators from the different CUNY campuses on whether to include it in the Blackboard “production” environment – the standard Blackboard environment mostly used by faculty and students. The Tegrity building block currently resides in the Blackboard “Staging” environment, a clone of the Blackboard production environment used for testing. This Pilot is about recording your lectures in class or recording some additional content for students on a specific topic. This pilot is unique, the first time that a group of faculty in CUNY has embarked jointly on an impact study. Although the participating faculty share a common methodology of teaching, the differences in size, availability of data and student use made comparisons between faculty classes very difficult.

While using Tegrity faculty have the option to record videos just with the click of a button. After a recording is completed, the captured lecture is uploaded to the Tegrity server, processed, and made available to students through Tegrity/Blackboard. The time it takes to process a recording varies based on the length of the recording and if instructor video is included, but an hour long recording of the computer screen and instructor audio takes about an hour to process.

Students they will be presented with a list of the videos available for them which they can access 24/7. The Course has a “Tegrity Classes” link in the course menu. Clicking this link will log users into Tegrity and display any recordings for the course.

The participating pilot faculty exceeded the original goals and expectation for the program in many levels through their experiences in this program. They made great leaps forward, not only in the implementation of Tegrity in the course, but the progression through the program came hand in hand with an evolution in new ways of thinking about education with videos.

The potential of the Tegrity Pilot at Hostos is that Tegrity, once approved as a Building Block, will be an integral part of teaching and learning throughout CUNY.

Some comments from the participants:

“I think all of the other professors should use Tegrity”

“It will be nice if lectures on Tegrity will be available in every subject.”

“This is a useful technology for student engagement.”

“I have been using Tegrity with the assistance of the staff in the Department of Educational Technology. It is a valuable tool”

There are many Blackboard Building Blocks available that can enhance teaching and learning in your classroom and/or online course. EdTech welcomes faculty to suggest Building Blocks, which we can then propose to the CUNY Blackboard Leadership Council and CUNY CIS for testing and adoption. To see the Building Blocks that are available go to:

http://www.blackboard.com/partnerships/extensions.aspx
On a Spring 2014 semester Tuesday morning at 11 am, the first iPad Cart arrived to a classroom at Hostos CC. It was a momentous occasion, and to see students delighted and ready to embrace the familiar iPad into their class time was worthwhile. Using Tech Fee funds Hostos Community College bought 2 multimedia carts with 30 iPads each.

Faculty used the reservation system to reserve the carts and have them delivered to class. For this Pilot, instructors who participated in the Faculty iPad Pilot were given preference to participate.

iPads came pre-loaded with apps previously requested by faculty, and all are available for free. One app installed in all the iPads is Nearpod. Nearpod lets faculty create interactive multimedia presentations that they share with students in real time. The students can interact and submit responses through any mobile device while faculty can monitor and measure student results on an individual and aggregate basis.

Assessment of Effectiveness

These are some of the students’ comments:

“I think the iPads experience was very interesting and helpful for our classes this semester.”

“IT was very useful in my Class. Using the iPad made the lecture run smoothly as everyone was on the same track and no one got left behind. I could use this feature in my English classes :)”

These are the preliminary results of the survey conducted in the Spring 2014 semester. Sixty five students have taken the survey. This is a sample of some of the questions and results:

How strongly do you agree with this statement: “The iPad helped me visualize the material used for this class better.”

Strongly disagree 8 12%
Disagree 6 9%
Neither agree nor disagree 9 14%
Agree 26 40%
Strongly agree 13 20%

How often do you think you would use an iPad to do school work?

Every day 34 52%
Two, three times a week, depending on the class 16 25%
About once a week 4 6%
Less than once a week 8 12%

Do you have broadband internet and Wi-Fi at home?

Yes 55 85%
No 7 11%
I have access to broadband internet, but not Wi-Fi 0 0%

Which of the following devices do you own (select all that apply)?

iPad28 4 3%
Another tablet (Galaxy, Kindle Fire, etc) 18 28%
Laptop 49 75%
Smartphone 47 72%
A regular cell phone (not a smartphone) 2 3%
An e-book reader (Kindle, Nook, etc) 6 9%

How helpful was the EdTech staff with any technical issues you may have had?

Very Helpful 33 51%
Somewhat helpful 27 42%
Not really helpful 1 2%
Not helpful at all 1 2%

To learn more about the iPad Pilot Initiative, please visit the site:

http://commons.hostos.cuny.edu/ipadpilotinitiative/
Academic dishonesty has been present in education almost as long as education itself. As education has transformed and improved over time, so has cheating as well. It may seem as if they are inseparable. In the context of online learning, where students and teachers may never see each other face to face, many believe that academic dishonesty is easier than ever. However, is academic dishonesty more prevalent today in the high tech classrooms than it used to be in traditional classrooms? How can it be prevented?

Cheating has been present in education as long as education itself. The reasons for cheating are different for different students, but the methods are always evolving. In face-to-face classes, students can circulate answers during a test or share old tests with friends and family members. In this context, academic dishonesty happens because some instructors are not careful enough or some students are too clever to be caught. An important point is that if students who are likely to cheat find themselves in the classrooms of instructors who are not careful enough, academic misconduct may occur whether the course in online or face to face.

When it comes to assignments and research papers, which are done outside of class time, it is not that difficult for students to use others' work. However, written assignments are different because faculty can detect if cheating has taken place by looking at the language used. They can quickly compare what students write in class assignments to assignments they bring from outside. The fact is that academic dishonesty happens even with the instructor being physically present in the classroom with the students. On the other hand, education has moved from traditional classroom setting where faculty members are always in front of the students in every class session to where instructors are partially or not present at all. Since the dynamic has changed and students and instructors are often not in the same physical space any longer, many students and teachers believe that academic dishonesty has grown enormously in the online environment (Curbing Academic Dishonesty in Online Learning). In fact, there is not sufficient research done on this matter yet to back up this claim. Some studies suggest that cheating is about the same for both while others indicate that it is more common in online learning. One study suggests that the great majority of cheating goes undetected (How to Reduce Cheating in Online Courses).

There are many factors that promote online cheating and make it easy for students to succeed in certain courses. It is extremely difficult for all students to take a test at the same time. This might open a window for some students to know some of the questions ahead of time if there is not enough questions in the pool. Identity verification is another factor since it is challenging to verify who the person taking a test is on the other side. Having a correct user name and password to log in to the learning management system (LMS) does not guarantee it is the correct student since someone else could be taking the test or helping the student. Some students are tech savvy and while taking an online exam they may memorize or write down test questions, disconnect from the internet, contact the instructor and report they are having technical problems, request to take the test again. Of course, they already know most of the questions and this will guarantee them a good score. Online learning presents lots of possible ways to cheat.

Learning Management Systems are far from fully cheat proof. However, there are important precautions that instructors can take to improve the security of their online courses. For instance, tests and graded assignments should be made available when necessary, they should have due dates and correct/incorrect answers should be given only when every student has taken the test. When giving multiple choice exams, the pool of questions should be as big as possible, questions should be randomized, giving one question at a time and backtracking should be prohibited. Using the computer web cam is suggested as a mean to verify who is taking the tests. One technique is to give a bigger percentage of the course to discussion boards and other components than exams for final exams.

In short, the process of teaching and learning has changed from face-to-face to online. But, academic dishonesty persists in both teaching modalities. Cheating can take many forms in high tech classrooms, and most of the time it is not detected. Nevertheless, instructors can use strategies and features of their LMS to reduce its presence in the academic context.

References:


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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http://www.hostos.cuny.edu/etlc
Friday, May 8, 2015 - Bronx Educational Technology Showcase at Hostos!

Hostos Community College will have the honor and privilege to be the site of the Bronx Educational Technology Showcase on May 8th 2015. Sponsored by Hostos EdTech and the educational technology departments of Lehman and Bronx Community Colleges. It's never too early to plan your presentation for this event. Watch for the Call for Presentations in your Hostos email.

Lisa Tappeiner, Interim ETLC Chairperson, Spring ’14

Last semester Lisa Tappeiner from Library served as Interim Chairperson of the ETLC, stepping in temporarily for Kate Lyons, who was on maternity leave. In that position, Lisa helped plan the Bronx EdTech Showcase, the Spring ’14 Celebration of Technology, and provided leadership with all the initiatives sponsored by EdTech, as well as proofread and edited this newsletter. We thank Lisa for the valuable support she provides and look forward to her continued help with EdTech and ETLC.

Save the Dates:

Please watch your Hostos email for news and updates about these events.

Wednesday, November 18, 2014: Celebration of Technology

Thursday and Friday, December 4 and 5, 2014:

CUNY’s 13th Annual IT Conference

http://cunyitconference.commons.gc.cuny.edu

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You are cordially invited to

BRONX edTech SHOWCASE 2015

May 8, 2015 at Hostos Community College