



# Technology in Teaching REVIEW

A Monthly Newsletter - February 2012

## Conflicting Google Apps Accounts

by Zach Hartje

A number of folks at the College have been using Google products (Google Docs, Calendar, YouTube, Blogger, etc) for a number of years. As many of you know, the College recently adopted the Google Apps for Education suite which gives faculty, students, and staff access to a plethora of Google tools. If before the Google Apps adoption you created a Google account using your @cofc.edu address, Google now sees you as having conflicting accounts as the account created through the Google Apps for Education suite also uses your @cofc.edu address. Not to worry, as your data has not been lost.

The first time you login, Google should recognize that you have two @cofc.edu accounts and will notify you that an

update to your account is required. The message will state;

“You are currently signed in to the personal Google Account for HartjeZ@cofc.edu.” Personal” means this account and its data are owned by you.”

“You may not realize it, but you also have an organizational Google Apps account managed by cofc.edu with the same address. **Two completely different accounts are using the HartjeZ@cofc.edu address.**”

To view a video on how conflicting accounts occur visit <http://goo.gl/jYKNN>

Google will walk you through a wizard in an attempt to move your data from your personal Google account to your organization Google Apps account. You

will want to select the Get started>> button to proceed. If the moving of data was unsuccessful you can always manually move it. To move data manually, see the getting started guide at the end of this post. After Google attempts to move your data you will be prompted to create a new personal account with a different email address. Any data you didn't move in the previous step can be found in this personal account. Because Google is highly collaborative in nature it may be a good idea to share your preferred address with your contacts so Google invitations are received at the correct account.

For complete information visit the **Conflicting Account and Data Migration Getting Started Guide** at <http://goo.gl/P61JQ>

## A Brave New World

by Bryan Luce

The next iteration of online learning is on the horizon: Experts teaching free online courses to anyone.

NPR's All Tech Considered reported on a move by a group of “rogue”

Stanford professors to open their classes to anyone free of charge. The result? Over 10,000 students registered in two days.

“You can only imagine what those meetings must have been like, with professors telling the school they wanted to teach free, graded online classes for which students could receive a certificate of completion.

*cont. on page 3*

The screenshot shows an NPR video player interface. At the top, it says "ALL TECH CONSIDERED". The main title of the video is "Stanford Takes Online Schooling To The Next Academic Level". Below the title, it says "All Things Considered Jan 23, 2012 | [Summary](#)". A short description follows: "The school's success could transform the way we look at higher education." At the bottom of the player, there are controls for play, volume, and a progress bar showing 0:00. Below the player, there are links for "Email", "Embed", "Download", and "Get link".

## Important Information about OAKS Filenames

by Mendi Benigni

OAKS has a limit of 256 characters for folder paths and file names. Because of this it is in the best interest of the students if the faculty keep the names of files short. Please try to keep the names of the files you upload into OAKS less than 50 characters if possible. Also, try not to use special characters such as commas, apostrophes, backslashes, etc. as this can also cause problems. Keeping your files names simple and shorter will minimize downloading and viewing problems.

## Dropbox.com Auto Import from Camera

by Monica Lavin

It seems as though Dropbox is testing a way to easily import your photos and videos to Dropbox. What do you need to do? Just plug in your memory card or connect your camera to your computer. This will send your photos and videos to all of your other Dropbox connected devices. As you may know, Dropbox is available on Windows, Linux, or Mac platforms.

However, the feature is only available in a Beta environment so I don't recommend converting just yet unless you have these photos backed up. However, this may prove to be a good solution for non-iCloud users or faculty looking for a place to back up your non-college related photos/videos since FS1 or FS2 is only for college-related data.

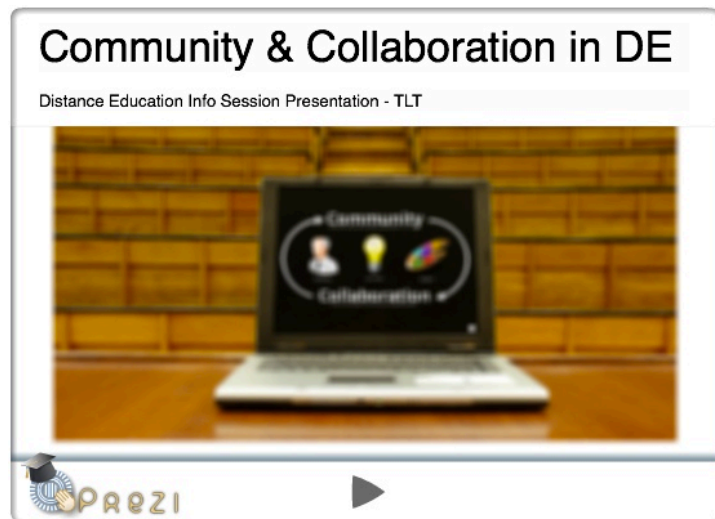
## Prezify your Presentation

by Monica Lavin

Looking for a new, engaging way to introduce content to your students? Consider using **Prezi** (Prezi.com). This month during TLT's distance education training sessions, we used a Prezi presentation to introduce the main ideas for one of the sessions. Many of the faculty didn't know about Prezi, so I thought that I would create a blog post to help spread the word about this powerful presentation software.

Collaboration in DE visit <http://goo.gl/kBnUS>.

There are a lot of great benefits with Prezi. Like I mentioned, you can import videos, Google images, and YouTube videos into your Prezi - which can help make it highly visual for your audience. You can also choose a variety of templates, including different fonts and colors. Prezi is fully online so you can work on it from anywhere as long as there is a network connection. If you're worried that you may not have internet access when you present your Prezi, you can



First, Prezi is an web-based presentation software that allows you to use images, text, YouTube videos, PDFs, etc. to the Prezi canvas. It helps you visualize your ideas, and helps focus attention with the zoom and span capabilities. To see an example entitled **Community &**

download the presentation so that you can show the presentation offline. And, another powerful advantage is that you can explore (search) other Prezis. Lastly, you can also collaborate with others on your Prezi in real time. For more information, check out Prezi.com.

## A Brave New World cont.

And, oh by the way, tens of thousands have already signed up to participate.”

Despite the unintended (and overwhelming) response, the school has decided to embrace the change and move forward with similar courses:

“Over the years, Stanford has launched dozens of disruptive technologies into the world, but now administrators and professors seem to agree that the school may be about to disrupt itself.

This semester Stanford will put 17 interactive courses online for free.”

There are obvious administrative, technical, and logistical hurdles involved in teaching a course with 100,000+ students. Just to name one, students receive a certificate of completion from the professor that does not bear the university’s name. But for someone who wouldn’t otherwise have access to such rich specialized content, this is only a minor detail.

As a result of the response, some of the professors are moving forward with Udacity (<http://www.udacity.com/>), their own online learning environment oriented towards Computer Science.

“We believe university-level education can be both high quality and low cost. Using the economics of the Internet, we’ve connected some of the greatest teachers to hundreds of thousands of students in almost every country on Earth.”

For more information, or to read the full story, see NPR’s All Tech Considered at <http://goo.gl/PGMsY>

## Tips for Managing Weekly Online Discussions

by Mendi Benigni

Weekly online discussions, whether in a face-to-face class or a fully-online class, can be a great learning tool for students. They can foster reflection, debate and critical thinking. They can also facilitate community within the class. Weekly discussion however can be very difficult to manage as the professor. Should you respond to each student? Should you correct posts? Should you guide the discussion? In this month’s **Faculty Focus** (<http://www.facultyfocus.com>) an article entitled **How Many Faculty Discussion Posts Each Week? A Simply Delicious Answer** answers these questions and many more.

The first recommendation is that in online discussions faculty should take a guiding role.

“At the onset of weekly discussion, outstanding online instructors wait cautiously to ensure that peer interactions and student self-discovery have the time to flourish. Then, at precisely the right point, they add several probing responses, invoking relevance and scholarship into the discussion. Concomitantly, they vigilantly strive to avoid omniscient, overbearing, or evaluative posts that inhibit future participation. This professional dialogue continues in this way throughout the length of the discussion, where sustained interaction becomes a rich environment for critical thinking to flourish.” *- cont. on page 4*

## Managing Weekly Discussions continued

To put it more simply, the author likens the discussions to a dinner party with the faculty member as the host of that party. Some of the tips the author, Dr. Hayek, associate provost at Grantham University, gives for this analogy are:

- Welcome EVERYONE personally at the door (when they enter the online forum the first time)
- Make sure they all feel comfortable in this forum and with each other.
- Don't ignore everyone. She suggests replying to every student. This does not mean replying to every student each week but every student at least once during the class.
- Start up a new conversation when one is stale. Let the conversation build on its own but when it lags or goes down an inappropriate path jump in.

These are only a few of her tips on how to "host" an online discussion. The entire article is available at <http://goo.gl/nakLC>

NOTE: you may have to sign up (free) to view.

## Evernote

by Laura Plotts

Organize all your information and access it anywhere anytime with **Evernote** (<http://evernote.com>) How might you use Evernote?

**In the classroom:** take photos of your whiteboard and share with students. Hear what students have to say about Evernote.

**For research:** capture notes, record audio notes, create to do lists, save and organize internet resources.

**Attending a conference:** Put all receipts, itinerary, flight and hotel information in one place. Go paperless and store conference handouts in Evernote. Do away with business cards by creating a "Contacts" notebook containing pictures of people you meet along with their contact information. All notes and notebooks are searchable.

Use on Windows or Mac, iPad, Blackberry, iPhone or Android phone. Your one account will automatically synch to all your devices.

If you would like to learn more, TLT will be conducting Evernote sessions during the semester. Remember, you should never upload sensitive student information to Evernote. For more information see the College's Privacy Policy <http://goo.gl/5gBbY>

Protected information entrusted to the care of the College of Charleston must be maintained and managed as defined by the College of Charleston Privacy Policy. Use of 3rd party tools should not violate the [College of Charleston Privacy Policy](#), or [Peer-To-Peer File Sharing Policy](#).

## Follow TLT Online



<http://blogs.cofc.edu/tlt>



@TLTcofc



<http://www.youtube.com/user/teachandlearn1>



<http://www.flickr.com/photos/65011414@N05/>

## Ideas Needed!

Are you doing something innovative in your classroom? Would you like to know if others are doing it as well? Is there a topic on which you would like to share thoughts with other faculty members? If so send them to us and we'll consider them for a Faculty Roundtable Discussion. Email Monica Lavin at [lavinmh@cofc.edu](mailto:lavinmh@cofc.edu) with your ideas!

COLLEGE of  
CHARLESTON

TEACHING, LEARNING  
AND TECHNOLOGY