



AUG 2014

TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

GETTING YOUR SEMESTER STARTED IN OAKS!

by Mendi Benigni

Welcome Back!
Just a few reminders to help you start your semester:

Rolling your OAKS Class

Don't forget if you've taught a class before using OAKS then you can copy all of the content, quizzes, assignments, etc. from your old class into your new class. The instructions are available on the TLT Tutorials blog at <http://goo.gl/Xe4KP1>

Crosslisting your OAKS Classes

If you teach multiple sections of the same course you can combine them into one OAKS shell. This way you only have to post items once and the students in all cross listed sections can see it. To have your classes cross listed just complete the form located on the OAKS Homepage under **OAKS Requests > Request to Crosslist**. NOTE: try to do this before the start of the semester as it becomes confusing for the students and you risk losing student work if you do it after.

OAKS Training

If you're new to OAKS and wondering what to do TLT

will be holding training sessions throughout the start of the semester. For a full listing of all the TLT training sessions check out <http://tlt.eventbrite.com>.

Adding a Fake Student to your OAKS Class

If you use Release Conditions, Dropbox assignments or Quizzes then you may want to get a Fake Student account. This allows you to experience your course as a real student would. To add a Fake Student complete the form located on the OAKS Homepage under **OAKS Requests > Request a User be added to your OAKS Course > Fake Student**.

Adding a Librarian to your OAKS Class

If you have a research component to your course then don't forget that you can add a CofC Librarian to your OAKS class. The librarian will work with you to customize a research agenda for your students and your specific subject matter. It's a wonderful resource. To add a Librarian complete the form located on the OAKS Homepage under **OAKS Requests > Request a Librarian**.

As always, if you have any questions or problems contact your Instructional Technologist!



NEW TLT CHECKOUT EQUIPMENT!

We've been busy this summer bolstering our Checkout Equipment inventory! Some of the new additions include: Windows laptop/tablet, Pico projectors for iOS devices, and Microphones for iOS devices. Visit <http://goo.gl/vM1NDV> for a list of all available equipment, and reserve your piece of technology today!



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FLIPPING FOR HUMAN SEXUALITY

by Kym Long-Wallace (HEHP)

Exactly how boring can human sexuality be? Most students are enthusiastic for their new classes, especially at the beginning of the semester, and particularly for the topic of human sexuality. When my classes reach maximum capacity, I receive numerous requests from students “dying” to get into the class and begging for overrides. Therefore, one would expect that these students would come in ready to engage in riveting discussions from day one.

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Unfortunately, due to the sad state of sexuality education in grades K-12, students instead come into a college human sexuality class with very little basic knowledge of reproductive anatomy and the endocrine system. Concepts such as the developments of gender identity and sexual orientation are even more of a mystery. In the past, my approach has been to spend most of the first few weeks lecturing from Powerpoints so that students would progress to the minimum level needed to participate in meaningful and thought-provoking discussions. Imagine my surprise when I see some students trying to hide the fact that they are using their phones underneath their desks and others fighting back sleep. Sure, the first few seconds of looking at genitals on the Powerpoint slide is attention-catching, but even that grows boring for some.

Since attending the FTT session in May of 2013 I have toyed with the idea of



practicing a flipped classroom, where students are expected to educate themselves about the topic before class and come in prepared to engage in discussion and activities. My biggest apprehension was that students would not do the reading before coming to class and, therefore, not gain the knowledge I was trying to impart, causing them to fall behind and do poorly on tests. To some extent, this has proved to be an accurate concern. I know that many are not doing the prep work. The class averages on tests, in spite of this, have remained steady from previous semesters.

To continue reading this post, please visit <http://goo.gl/0JxV9z>.

IPAD AND VTEXT

by E. Berenice Marquina (Hispanic Studies)



We are using the book *Aventuras* (Vista Higher Learning), and the online homework platform called “Supersite”. The Supersite offers access to the vText. Every time that I need to access the book, I have to log-in into the Supersite. The iPad saves you time, and if you are moving from one classroom to another (I am teaching five SPAN-190 classes this semester), you just need to log-in once, and connect and disconnect your iPad in each classroom. If you connect your iPad to the projector, students can follow your explanations and work in the activities with you.

The vText has a highlighting tool, and it allows you to write notes or comments on the book, but it is not the instructor edition. You can see the highlighting text, and open the notes, but you cannot do it in the iPad (I’m sure there is a way, but I haven’t find it yet). So, I have to write and highlight the notes in the vText in my computer. The book has icons that connect with videos, tutorials, presentations and recordings resources in the Supersite. If I need to play a video or a recording I just “click” on the icon. It’s easy and simple.

To continue reading this post, please visit <http://goo.gl/GxECSc>.

PROBLEM-BASED LEARNING IN THE CLASSROOM

by Elizabeth Burton (Biology)

In the classroom, many students have trouble translating the facts into action. This is particularly true in the non-majors introductory biology classes that I teach. Many of these students enter into the classroom with little knowledge or understanding of biology, with many having no interest at all in the subject. Most only take this class as a general education requirement. I have chosen to incorporate problem-based learning into the classroom to provide students with a way to translate abstract ideas into functional scenarios. This is of particular importance in biology because many of these biological concepts translate into proper functioning of the human body. From my experience, both personally and as an instructor, I have found that it is easier to understand a tough concept when you are "forced" to work through it. Students are more interested in the topic when you relate it to something familiar to them or something that is more interesting than a cell, such as a disease.

One example of problem-based learning from my classroom is based around the concept of mitochondrial functioning in cellular respiration. This concept is probably one of the most difficult

for students to understand because everything is explained at a minute level. In this section, I give a lecture on the basics of the electron transport chain in the mitochondria in one class period. During the next class period, I reinforce this material through the use of a case study. The one that I use is from the National Center for Case Study Teaching in Science (<http://sciencecases.lib.buffalo.edu/cs/>), which is a great resource for case studies in all sciences, not just biology. In this case study we follow the story of Connor, who is a wrestler hoping to lose weight and get down to a lower weight class for competition. His friend suggests taking a weight loss drug that is available from foreign internet pharmacies but is banned in the United States. Through this case study, the students dissect the mechanism behind how this weight loss drug works, looking specifically at mitochondrial functioning and why this drug is banned in the US. Once the students figure out the mechanism by analyzing actual scientific data, I then show them additional substances that have a negative impact on mitochondrial functioning such as cyanide.

To continue reading this post, please visit <http://goo.gl/fJRmGI>.

ECHO360 TO (PARTIALLY) FLIP A MATH CLASSROOM

by Jason Howell (Math)

I was very excited to learn that I was selected to attend the Spring 2013 Faculty Technology Institute as I was very interested in learning about some of the latest and greatest innovations that could help me improve my overall effectiveness as a teacher. Having taught college math courses since 1997, my teaching style and techniques evolved to include many software and hardware tools, including programmable calculators, mathematical software, and even lecturing with a tablet PC, but I felt that I was not fully taking advantage of what was currently available in terms of instructional technology. The TLT staff did an excellent job and the FTI showed me lots of new tools that were available to enhance student learning.

One of the instruction techniques that was covered in the FTI was the inverted, or "flipped" classroom, in which students are responsible for absorbing new lecture content outside of class meetings. This

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Let's practice a few. For each of the following angles, find a coterminal angle between 0 and 2π :

$\theta = \frac{11\pi}{2}$	$a = 11$, $b = 2$, $2b = 4$	Largest multiple of $2b$ that is smaller than a : <u>8</u>	Coterminal angle: $\frac{(11-8)\pi}{2} = \frac{3\pi}{2}$
$\theta = \frac{33\pi}{6}$	$a = 33$, $b = 6$, $2b = 12$	Largest multiple of $2b$ that is smaller than a : <u>24</u>	Coterminal angle: $\frac{(33-24)\pi}{6} = \frac{9\pi}{6} = \frac{3\pi}{2}$
$\theta = -\frac{19\pi}{3}$	$a = 19$, $b = 3$, $2b = 6$	Smallest multiple of $2b$ that is larger than a : _____	Coterminal angle: _____
$\theta = \frac{26\pi}{4}$	$a =$ _____, $b =$ _____, $2b =$ _____	Largest multiple of $2b$ that is smaller than a : _____	Coterminal angle: _____
$\theta = -\frac{26\pi}{4}$	$a =$ _____, $b =$ _____, $2b =$ _____	Largest multiple of $2b$ that is smaller than a : _____	Coterminal angle: _____

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ECHO360 TO FLIP A MATH CLASSROOM CONT...

way, class meetings can be devoted to more interactive discussions about the course concepts or, as is often the case with math courses, working more problems in class. One of the tools introduced at the FTI for this purpose was Echo360 Personal Capture.

This software will record your desktop, microphone, and webcam (optional) all together to help you create lectures or presentations. I decided that this would be a great tool to try out for myself - if I can get my students to learn some basic ideas or concepts through watching a video outside of class, I could then devote more class time to working problems, which students are always clamoring for! I was teaching Precalculus (MATH 111) at the time, and we were getting ready to cover trigonometric functions, so I decided that my first experiment would be to create a video on finding coterminal angles and evaluating the sine and cosine functions at these angles .

To continue reading this post, please visit <http://goo.gl/fEKoh9>.

ACTIVITY MAKEOVER - TRANSFORMING A CURRENT EVENTS ASSIGNMENT

by Miriam Klous (HEHP)

The Old Assignment

So here's the old assignment: The goal is for the students to stay abreast of what is happening in global health. Before each class period students must:

- Find a health related current event in a reputable publication.
- Read it.
- Copy it, print it, or cut it out and bring it to class.
- At the beginning of each class, if called upon, come to the front of the class and talk about the event or article.
- Class will discuss the issues from the article.

Sound familiar? Given that the field of public health is ever changing this method was feeling stale to Professor Ackerman. In addition, most of the students were going to the same publications (Washington Post, New York Times, etc.) so there wasn't much breadth in the articles and topics being discussed. It just wasn't delivering her desired outcomes.

The New Assignment

When Professor Ackerman decided to revamp the



assignment to make it more current she selected Twitter as the vehicle. Here's the new assignment:

- Each student must establish a Twitter account
- Each student must follow 8-10 people (experts) or organizations in the health field (see Twitter Tips and Getting Started) - those followed can (and should) change over the semester as the student's interests evolved. (Students were not required to Tweet, only Follow.)
- Each student must check their Twitter feed daily. They could set up notifications if they desired to keep them informed when new items were posted.
- At the beginning of each class, if called upon, the student must speak for 2-3 minutes, from their seat, about what they learned from their Twitter feed. (3-5 students were randomly selected each class).

To continue reading this post, please visit <http://goo.gl/rb5OGp>.

For a chance to win a fabulous prize, visit <http://blogs.cofc.edu/tlt/> and after locating the Checkout Equipment page, email tlt@cofc.edu with subject line "August 2014 Easter Egg" to tell us what equipment we offer you find most useful.

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