



TECHNOLOGY IN TEACHING REVIEW

TEACHING, LEARNING AND TECHNOLOGY'S MONTHLY NEWSLETTER

TIPS FOR EFFECTIVE ONLINE DISCUSSIONS

by Mendi Benigni

There are many ways in which faculty can extend the classroom conversation online; OAKS Discussion board, VoiceThread, and blogs to name a few. However, there is an art to getting students

to actually think critically and discuss thoughtfully in an online environment. The document below outlines a few tips to help you get more out of your students in an online discussion. To see the full PDF, go to [http://](http://tinyurl.com/owpsjxp)

tinyurl.com/owpsjxp



USING CANVA AND HAIKU DECK IN THE CLASSROOM

by Laura Plotts

Back on February 4th, 2015 TLT posted our Top Ten Tech Tools and for today's post I would like to highlight two of those tools, Canva and Haiku Deck, and share a few ways to use them in the classroom. Both are free, easy to use, and rely on images instead of a lot of text. Here are a few suggestions on using them with your students:

Canva:
Think – First, ask students to think about what they learned and find a way to summarize it. Being succinct and articulate is a very important 21st century skill and NOT one students do very well on their own. Teaching the art of concise writing – that is still able to catch the readers attention is not easy to do. Learning how to do this is extremely valuable in today's 140 character world.
Pic – Next, find a picture (at this point teach about creative commons) that is a good

graphical summarization of what was learned. Share – Gone are the days where students turn in work that it is only seen by the teacher, graded and then returned. Once they are done and have shared their work...they look to see what others have turned in. Students will compare their designs with the other students and begin thinking about their thinking – or better yet thinking about their learning.

Quick Reflection:
Canva can be used as a quick reflection tool. What about a six word summary about what was just learned.
Collaborative Designing
Students can share a Canva with another student – and together they can work to make it better. It might be smart to make each Canva go through one other "student editors" or "Co-creators" eyes before being published. For a tutorial on Canva visit <http://goo.gl/5XHlAL>

Haiku Deck
The uses from Holly Clark's post that I listed above can also be applied to Haiku Deck. For the Think-Pic-Share under "Think" Haiku Deck limits bullet points to five and limits the amount of text that can be added to a slide so students will need to be succinct. Under "Pic" Haiku Deck pulls from Creative Commons and cites them. This is a great opportunity to talk with your students about Copyright. For Holly's Quick Reflection idea keep in mind that Haiku Deck limits bullet points to five and limits the amount of text that can be added to a slide.
Digital Portfolio:
Haiku Deck is not limited to images from Creative Commons. If using an iPad any photo in the Camera roll or if using the web version any image on the Computer can be used to create a slide. In addition to an image the student could add text to reflect. For a tutorial on Haiku Deck visit <https://goo.gl/rbtNxB>

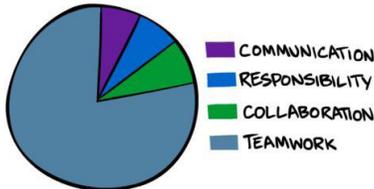


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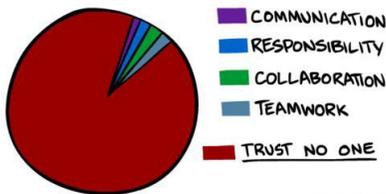
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WHAT GROUP PROJECTS ARE SUPPOSED TO TEACH YOU



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STRATEGIES FOR DRAMA-FREE TEAM PROJECTS

by Jessica Smith

Effective collaboration is a foundational skill that is taught as early as kindergarten. By the time students reach college, one would think they would be expert team players. Unfortunately, any professor can tell you that's not usually true. Students struggle to communicate competently, schedule meeting times, and manage conflict. This often leads to tearful

office hour appointments or angry emails about slackers and alliances. So the following is advice based upon my experiences and research I've conducted regarding effective group work strategies for the college classroom...

To read more visit <http://tinyurl.com/o7urdos>

Guest Post: Archaeology meets Technology in Transylvania

by [Chelsy Ratcliff](#)

College of Charleston Professor Alvaro Ibarra applied for and received one of TLT's Ungrant awards in Spring 2015. He requested a Bushnell Range Finder with the funds he was awarded from TLT. He used the range finder over the summer in his work with the Brasov Archaeological Projects in present-day Transylvania. Here, Professor Ibarra explains more about his work in archaeology, how the range finder was used, and how his research will benefit students this semester.

Alvaro Ibarra is an Assistant Professor in the Department of Art and Architectural History at the College of Charleston. He specializes in Greek and Roman art, architecture, and archaeology. His current research revolves around

the strategic uses of Roman military installations on the frontier of the Roman Empire in eastern Transylvania.

Part of this current research project includes the examination of various passes in the Carpathian Mountains, vital lines of communication in the ancient world. In particular, accurate measurements of the width of these passes and first-hand experiential analysis of the terrain aids in gauging their tactical efficacy. These conclusions will help clarify the debates surrounding the Roman invasion of Dacia (present-day Transylvania) and Rome's strategic use of occupation forces. Such a study is timely in the midst of America's own occupation of foreign territories.

To read more go to <http://tinyurl.com/nulrpn4>

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