

BRING THE AWESOME SAUCE !

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Annual Conference of the
National Resource Center for the
First-Year Experience and Students in Transition

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WELCOME AND THANK YOU!

Thanks so much for attending my session at the most recent conference of the National Resource Center for the First-Year Experience and Students in Transition held in Orlando, Florida. I hope this session provided you with some ideas for teaching that you may decide to use in your own classroom. This brief resource packet is designed to assist you in that process by providing step-by-step directions for those learning activities as well as links to some online resources that you may find helpful.

Please feel free to share this resource with your colleagues. The goal here is for all of us to become better and more effective teachers. We can best accomplish that task by learning from one another.

If I can be of assistance to you, please feel free to contact me.

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ONE: AUTHENTICITY

As faculty members, one of the greatest gifts that we can give our students is to exemplify transparency and authenticity in our teaching. Parker Palmer (1998), made the following observation that captures this approach to what we do as teachers: “Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher” (p. 10).

Think back over your school career. Who were the teachers that had the greatest impact on your life — those who left an indelible impression was made as the results of a relationship rather than demonstrated expertise on a particular subject or discipline

In the book *Now and Then: A Memoir of Vocation* (1983), Frederick Buechner describes his experiences as a seminary student. He reminisces about the fact that he was permitted the privilege of studying under some of the greatest theological minds of the twentieth century. Looking back on that experience, he made the following observation:

In the last analysis, I have always believed, it is not so much their subjects that the great teachers teach as it is themselves.... Though much of what these teachers said remains with me still and has become so much a part of my own way of thinking and speaking that often I sound like them without realizing it, it is they themselves who left the deeper mark. (p. 12)



If Buechner’s observations are correct, what are the factors that contribute to being the kind of teacher who leaves a “deeper mark” in the lives of students? Let us consider three basic ingredients:

- One of the first ingredients is the quality of transparency. Teachers who exhibit this characteristic allow their students to see and feel the content through their own enthusiasm and passion for the materials and strategies that they are sharing and using.
- Second, it is important to let students know that you care about them as individuals and as learners. Not only do you value their acquisition of new and important content material, but you also strongly value their growth as a person.
- Third, your personal commitments are central to who you are as a person and as a teacher. What are the values, beliefs, and character traits that are not only a part of your conversations, but also play a central role in determining your actions, decisions, and choices?
- Your character counts!

TWO: BUILDING RELATIONSHIPS



**Meet with every student in your first-year seminar for a conversation...
The benefits will amaze you!**



invite your students to stop and introduce themselves when they see you on campus or in the community!



Consider using the Discussion Forum in your LMS to promote conversations and relationship building outside of class.

THREE: FIRST THINGS FIRST

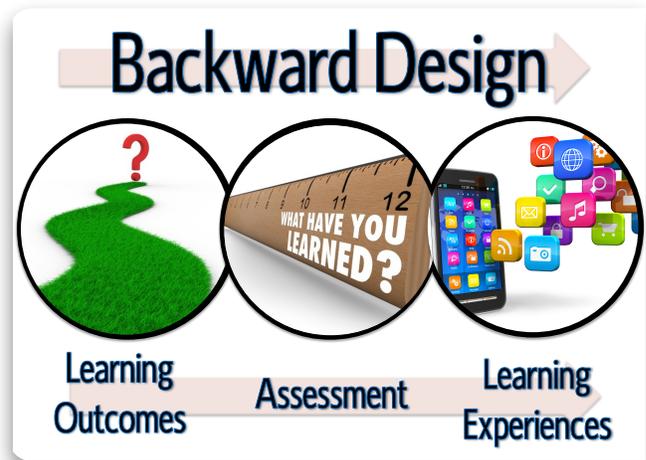
Effective course planning, and decision-making related to the inclusion of digital technology, is a critically important process. In their classic text, *Understanding by Design*, Wiggins and McTighe (2005) describe the “twin sins” of traditional course design:

The error of activity-oriented design might be called ‘hands-on without being minds-on’ engaging experiences that lead only accidentally, if at all to insight or achievement. The activities, though fun and engaging, do not lead anywhere intellectually....

A second form of aimlessness goes by the name of “coverage”, an approach in which students march through a textbook, page by page (or teachers through lecture notes) in a valiant attempt to traverse all the factual material within a specified time.... (p. 16)

Sadly, these two phenomena are all too common within higher education. The good news, however, is that there is an alternative path to effective course design — one of creating courses in a “backward” thinking or planning process. Wiggins and McTighe (2005) have identified three critical elements of backward design:

- Articulate your identified learning outcomes
- Determine assessment strategies that will document evidence of learning, and
- Design learning experiences that will lead to the successful accomplishment of course assessments, demonstrating a mastery of learning outcomes.



Using the backward design approach allows us to think about the ways in which technology is integrated into a course and the level which that addition will enhance the opportunities for students to achieve identified learning outcomes.

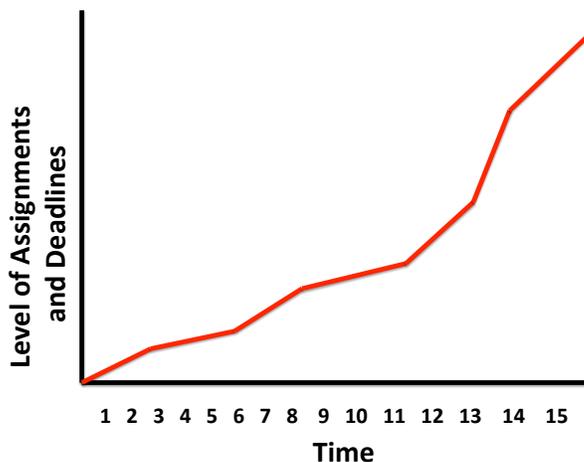
FOUR: PLAN AHEAD

Two concepts that can be used to help faculty think through the overall organization of the work required in a semester-long blended course are Rhythm and Flow. **Rhythm** is the descriptive term used by Duffy and Jones (1995) to capture the pattern of emotions that are often observed over the course of a semester:

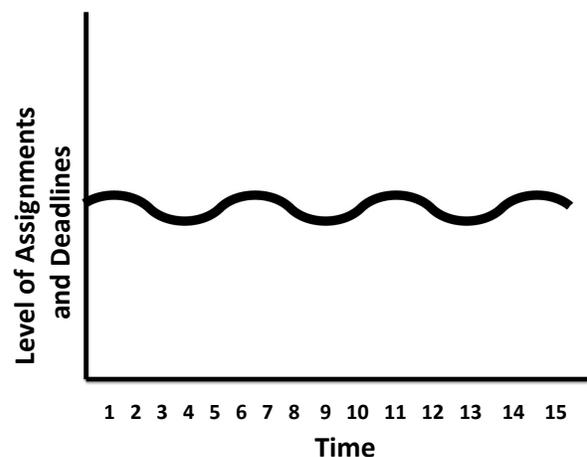
All classroom experiences are shaped by a rhythm inherent in the progression of a semester. As class begins, the possibilities are vast. Energies and expectations are high, and professors and students are anxious about the new beginning.... Students start the class hopeful that it will be their best class yet. Inevitably, as the semester progresses, assignments, tests, and outside commitments clash. As the initial high energies are taxed, a vague feeling of discontent surfaces in the classroom environment. (p.36)

If the faces and emotions demonstrated by students and faculty are any indication, many semesters start off slow but then build rapidly to a crashing crescendo as assignments, readings, projects, and examinations begin to collide in reference to due dates and course finales. The progression of these expanding levels of expectation, which admittedly could be related to procrastination, result in a discernible level of frustration and tension among students and faculty. Students lamenting the work that remains to be completed and the faculty lamenting the work that is yet to be graded.

To promote a sense of rhythm, and as the word would indicate, a semester that has a steady and predictable beat, it would be helpful for faculty to take a more global approach to semester planning (Garner & Oke, 2013, 2014). Consider the illustration below which illustrate a traditional approach to course planning in which the volume of work completed by students increases in a linear fashion with a resounding crescendo at the conclusion of the course.



Traditional Semester Design

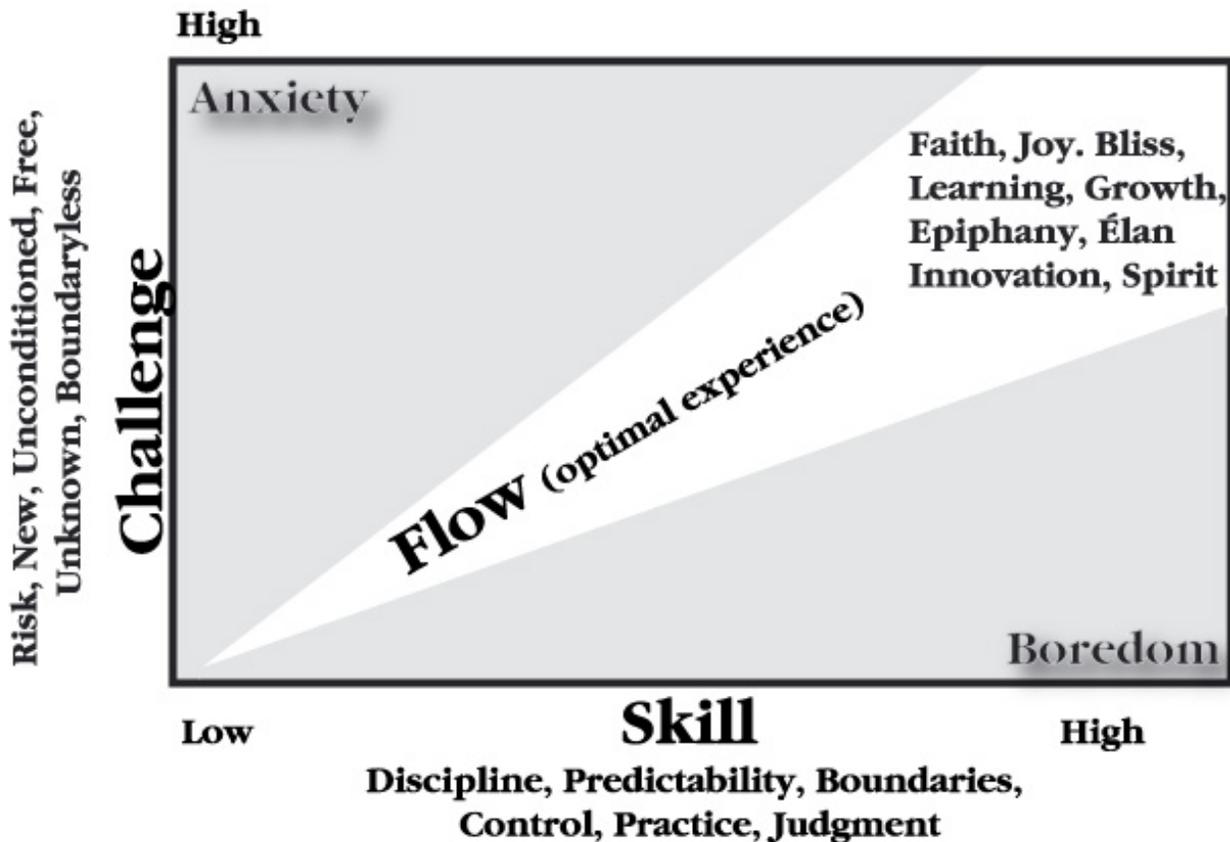


Semester Design with a Focus on Rhythm

Flow, as defined by psychologist Mihalyi Csikszentmihalyi (1990), is a state of mind characterized by total immersion and attention to a topic or activity even to the extent where concerns about self are surrendered to the joy that comes from participation. Walker (2010) describes the phenomena of flow as it might be observed in the classroom:

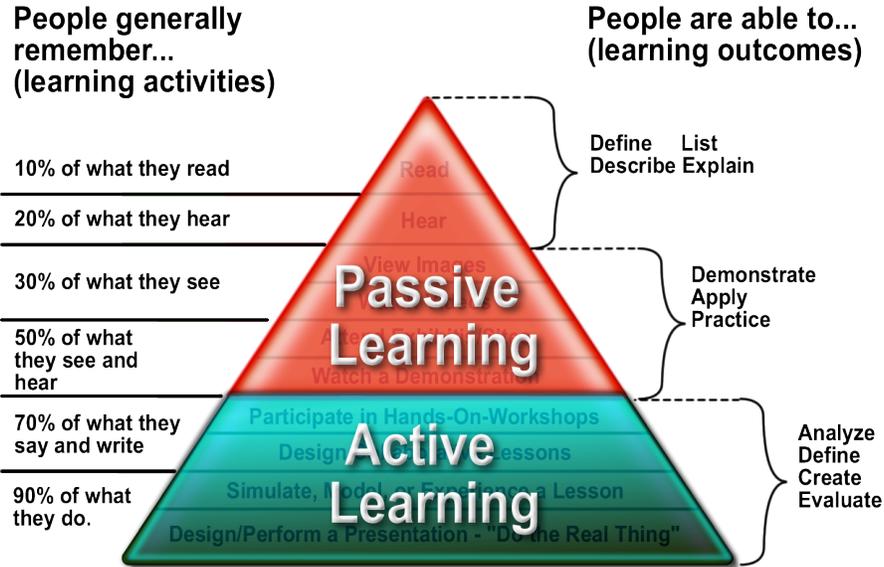
Flow is an intrinsically rewarding highly absorbing state in which people lose a sense of time and the awareness of self. Flow states are likely when individuals freely choose activities, goals are clear, performance feedback is immediate and concrete, and challenges are high but the performer has the competencies to gracefully dispatch the challenges (p. 3)

This description incorporates many of the key elements of effective teaching (i.e., choice, clear outcomes, immediate feedback, high expectations, and growing competencies). Wouldn't it be great to teach a group of students who become totally engrossed in the experience of learning and seek to reach the goals that have been set before them in the form of clear learning outcomes? The concept of flow can be quickly applied to individual class sessions as we think about the levels at which the learning experiences were engaging, informative, and interactive. The same principle, it is proposed, can also be applied to the course of semester as we think about the rhythm and flow of energy and involvement (i.e., both ours and theirs).

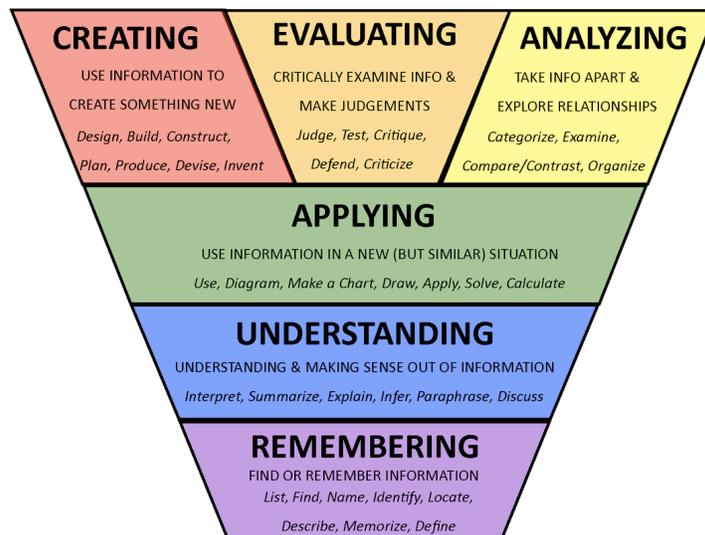


<http://www.positivefuturesguide.com/free/Flowcond.html>

FIVE: ACTIVE LEARNING



Edgar Dale's Cone of Learning (1969)



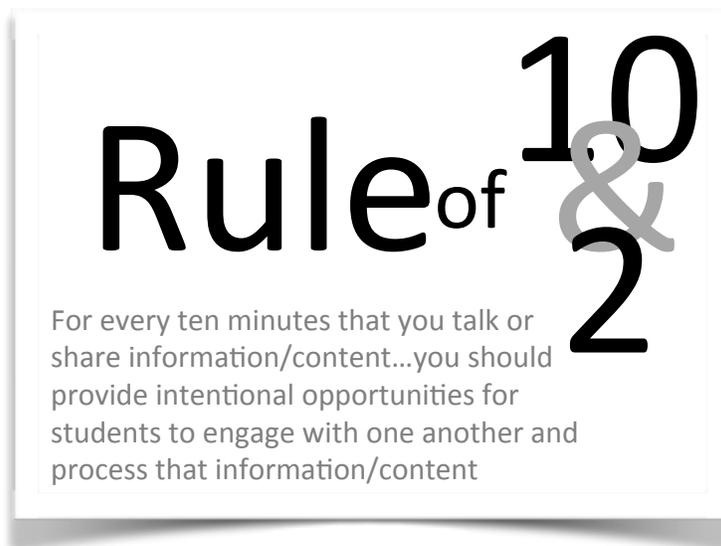
Bloom's Taxonomy
 (Kathwohl 2000 [https://larswas.wordpress.com/category/c-elearning/Planning Considerations](https://larswas.wordpress.com/category/c-elearning/Planning%20Considerations))

The Bookshelf Approach



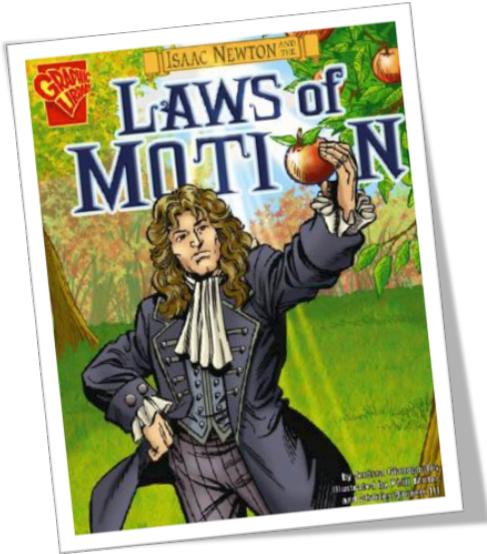
The Bookshelf Approach to Classroom Planning” (Smith, Sheppard, Johnson and Johnson, 1998)

The Rule of Ten and Two



Garmston and Wellman (1998)

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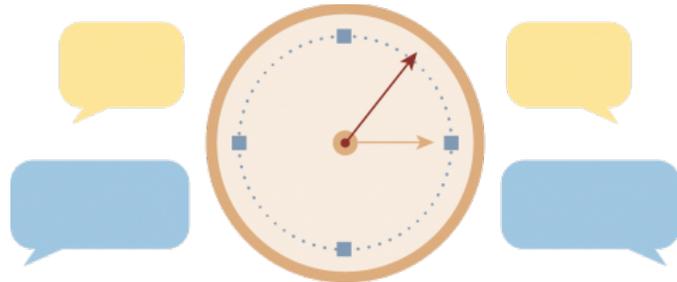


The Newly Discovered “Fourth Law of Motion”

The sooner a student is provided with the opportunity to engage in meaningful conversation in a classroom, the more likely they are continue to engage with course dialogues and content.

The counterpoint is also true: The longer a student is remains quite in a classroom, the more likely they are to remain silent for the remainder of the class.

60-60-30-30



This strategy starts with putting each student with a dialogue teammate. When the clock starts, Team Member #1 starts talking about the topic at hand. They continue this monologue for 60 seconds. At the end of their minute of talking, Team Member #2 begins to talk, not repeating any of the information shared by their partner. Team Member #2 continues for one minute. Then it is Team Member #1’s turn again; this time for 30 seconds of uninterrupted talking. And finally, Team Member #2 gets a final chance to talk for their allocated 30 seconds. This activity is surprisingly energizing and the students are usually amazed at how much they have learned and can remember.

Cinquain

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One quick and easy type of poetry that students typically enjoy is the “Cinquain.” This is a five-line poem written in a number of formats. For example, one type of Cinquain is written as follows:

- Line 1: A title of one word or one subject
- Line 2: Two words about the subject
- Line 3: Three verbs that signify action
- Line 4: Four words telling about your feelings for line one (words or phrase)
- Line 5: A synonym for line one



Here is a sample:

Spaghetti
Messy, spicy
Slurping, sliding, falling
Between my plate and mouth
Delicious



Post-It-Note Voting

You can probably remember students who sat through an entire semester in your class and never expressed an opinion or made a comment. It's not that they didn't have opinions, thoughts, or feelings, it's probably just a matter of not feeling comfortable in expressing those emotions and ideas in front of a group of their classmates. One way of involving all of your students is "Post-It Note Voting." Here are the steps:

- Create an imaginary continuum on a wall in your classroom and label the extremes "Strongly Agree" and "Strongly Disagree"
- Give your students post-it notes of various colors.
- Pose a question from your course or discipline that relates to current events in the world and requires a thoughtful or value-based response.

For example,

- The minimum wage should be raised to \$15 per hour
- College tuition should be free for all individuals who wish to pursue a degree
- Ethical dilemmas that relate directly to your academic discipline
- Questions related to current issues or controversies on your campus

Different color post-it notes are used for each question; students then post their response along the continuum. Follow-up discussions can be conducted in small groups about the trends and frequencies of various answers and the varied reasons people used for taking a strongly affirmative or negative position.



Eight Strategies to Keep Your Students Tuned In

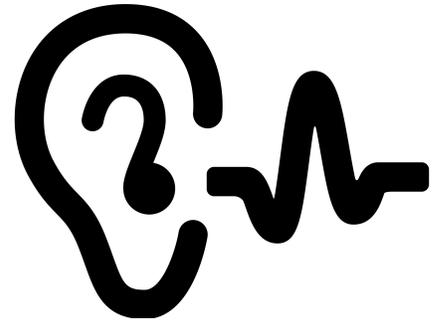
The following very simple and effective strategies can be used to pique the interest and attention of your students (adapted from Garmston, 1997):

- ***Here Is My Most Important Point.*** This verbal signal can take students from their inner thoughts (or outer Facebook chats) and reconnect them with the speaker.
- ***Periods of Silence.*** Experts in the field of public speaking tell us that the most effective public speakers are those who speak



slowly and with more and longer pauses (Lucas, 2004). Consider using pauses of two to four seconds as a way of inviting attention.

- **Visual Paragraph.** Move in silence from one part of the room to another as you begin the process of introducing a new point or topic of discussion
- **Megaphone.** Introduce and emphasize an important point by cupping your hands as if speaking into a megaphone
- **Echo.** Say it again—same phrase, same pacing, same intonation
- **Numbers.** Try enumerating your points (e.g., Here are three reasons why that happened...)
- **Other Physical Signals.** Combine Numbers with the Visual Paragraph by moving to a different location in the room to present each point of emphasis
- **Choral Repeats.** Playfully engage the class by asking them, as a chorus, to repeat back a statement or bullet point of information.,



Silent Cheers and Energizers

Admittedly silly and ridiculous, these little tedium-breakers often energize the group and add some laughter to the learning experience (that's a good thing!). Interestingly, college students seem to enjoy these moments of being somewhat unsophisticated. The ideas presented below come from a variety of sources (e.g., <http://www.csun.edu/~sb4310/ENERGIZERS.htm>), and the list grows every year as creative teachers invent new ways to help students celebrate their classroom successes:

- **A Round of Applause.** Students are asked to applaud someone by clapping their hands and simultaneously moving them in a circular motion in front of their bodies.
- **The Sitting "O."** The standing ovation is often considered to be the highest form of praise, but the Sitting "O" is even more significant. Students remain in their seats and raise their arms over their heads to form the shape of the letter "O."
- **Let's Give This a Stamp of Approval.** As a way of affirming an insight or moment of clarity, ask students to give the Stamp of Approval by pounding a fist onto an open palm.

- **The Wave.** Popular at large stadium venues, The Wave involves a coordinated movement across the class where students stand, wave their arms above their heads, and then sit down. This could be great fun in a large classroom setting.
- **The Microwave.** For those moments when just a small tribute is required, students wave using only their little fingers.
- **The Lobster.** Students applaud lobster style by moving their thumbs against the rest of their fingers. Sounds effects are optional.



Engage your students this week by interjecting one or more energizers or silent cheers. The element of surprise often creates the most memorable learning moments. Once these have been learned, they become part of the culture of your classroom.

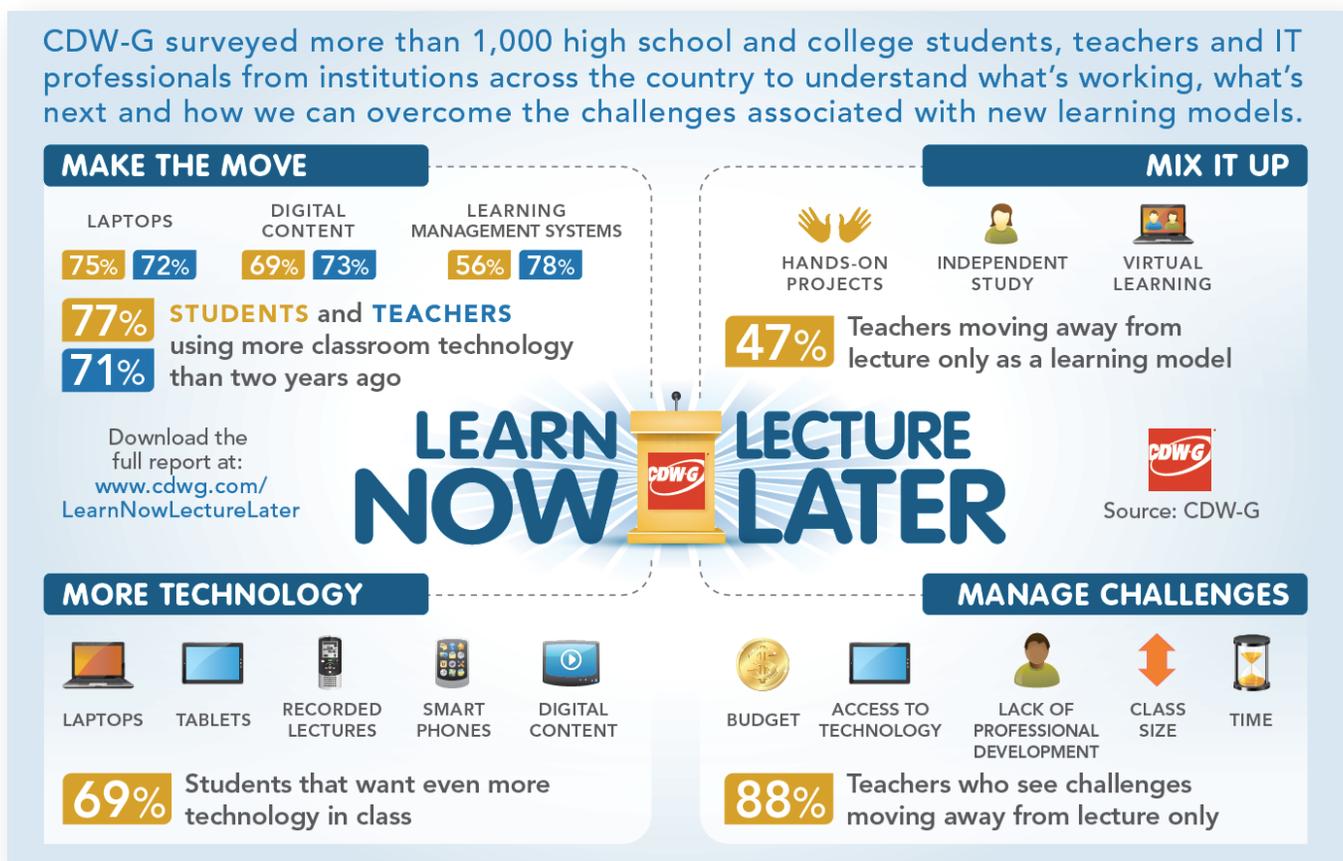
Value Added Discussion Enhancers

Here are some Newton's fourth law of motion. An extension of Newton's three laws of motion and appearing for the first time in publication, Brad's fourth law of motion states, "If students are encouraged to talk at the beginning of a class, they will be more likely to continue talking as the class proceeds." Start each class with a brief interactive activity to begin the conversation-ball rolling.



- **What was the question?** Great discussions begin with high-quality topics, questions, and prompts. In the classroom, dialogue can be stimulated with a question, video clip, scenario, or provocative position on the topic of concern. To aid in the process, and to eliminate the common student, what-was-the-question refrain, post discussion questions or prompts on a PowerPoint slide.
- **The deafening silence.** Remember that any time a discussion topic or question is posed, there will automatically be a period of silence. This pause only indicates that the students are processing and considering the question and their possible responses. Expect it and accept it.

- **Small to large.** Consider having students begin their discussion by talking with a neighbor or those around them in the classroom. Then, reconvene the group and harvest the ideas and concepts generated in the initial conversations.
- **Time is a variable.** Announcing the time that is available for a small-group discussion provides structure and a sense of accountability. To enhance this variable, download a timer that can be projected on the screen for all to see.
- **Here is what I heard.** Even though the room may be filled with the buzz of conversation while students talk in small groups, when the group is reconvened, students are often reluctant to share their thoughts with the entire class. One way of circumventing this situation is to ask students to divulge something of interest that they heard from one of their small-group partners.
- **Practice leads to improvement.** The process of becoming a skilled discussion facilitator simply takes time and practice. It is a very unique skill set, but one that you, as a faculty member or instructor, can master.



SIX: CONNECTING WITH CULTURE

America's professoriate is graying. The Chronicle of Higher Education (June, 2012) reports that more than one third of current faculty members on many campuses are 60 or older, and this percentage will increase as more faculty defer retirement to 70 or beyond. Having seasoned veterans in the classroom offers many inherent advantages (e.g., extensive knowledge, personal and professional experience, broad disciplinary perspective, a body of scholarly work), but as faculty grow older, the age gap between them and their students grows wider. This fissure creates the possibility of a disconnect that can leave faculty unaware of applicable, relevant, and timely cultural references that are part of their students' experience. To bridge this gap, faculty—at any age but especially the graying population—must consciously plug in to the cultural zeitgeist of their students through popular music, movies, celebrities, or politics and apply that knowledge in the classroom as part of the teaching and learning equation.

Acquiring the Connection

Having ongoing conversations with and listening to students is a good place for faculty to start learning about what is culturally relevant in their lives. These interactions might begin with explorations about how movies, music, television shows, or current social and political events that have captured students' attention relate to the class subject. Social media sites such as Twitter and Facebook also offer insights into what subjects are trending on the current cultural map, and the Web provides opportunities for further research:

- The searchable website Lyrics.net (<http://www.lyrics.net/>) focuses on the themes and content of song lyrics.
- The topical website Movieclips.com (www.movieclips.com) provides a search-able database of movie clips to use in the classroom.
- YouTube (www.youtube.com) offers current entertainment, documentary, and news clips to supplement teaching.

Whether through personal conversations, online exploration, or other avenues, faculty must make a conscious decision to get to know what is happening in the world and what cultural phenomena are shaping their students' lives.



Using the Connection

Becoming aware of their students' cultural universe is the first step for faculty; the second is creating learning experiences that allow students to relate course content with the culture in which they live and learn. Some examples of how faculty from varied academic disciplines can link culture to course topics include connecting contemporary news stories that illustrate the ethical challenges faced by company leaders to the study of ethical dilemmas in the business world (business), examining past historical and political turmoil by discussing and showing its relation to current political issues in a country or region (history, political science), using stories from

the news to illustrate similar dramatic and literary plots (literature), critiquing new scientific discoveries (e.g., medical decisions, research) reported in the news and their ethical and political implications (natural sciences, economics, philosophy), and re-envisioning the stories of classic literature in the context of current culture (literature) in each case, faculty are responsible for making connections, but it is reasonable to ask students to explore and synthesize content to look for links with current culture and events. This process acknowledges the important role of current culture while also validating the students' ability to connect the dots.

Incorporating cultural connections into teaching and learning benefits faculty and students. For faculty, interjecting culturally relevant connections made through conversation or web research offers multiple avenues for creating energy and interest in a classroom or online learning experience and helps make course content fresh. For students, brain research indicates that connecting new learning with relevant parts of the learner's experience enhances the likelihood of retaining and processing that content (Byrnes, 2001).

Conclusion

Teaching and learning never occur in a vacuum. Instructors, students, learning environment, and the culture-at-large all come together in every classroom and online experience. Making a concerted effort to connect with the culture of students and assessing how that culture can be applied to course content strengthens the relevance of teaching and learning.

References

- Byrnes, J. P. (2011). *Minds, brains and learning: Understanding the psychological and educational relevance of neuroscientific research*. New York, NY: The Guilford Press.
- June, A. W. (2012, March 18). Aging professors create a faculty bottleneck. *Chronicle of Higher Education*, pp. A1-A8.

SEVEN: THINK DIGITAL

Digital technology offers the opportunity for faculty and students to engage in meaningful dialogue, ask and answer questions, and build community outside the traditional classroom setting. In the book *Teaching Naked* (Bowen, 2012), describes this phenomenon:

“Social networking offers faculty the chance to change how much and how often students think about course content outside of class. Social networks are a chance to create communities, connect with students, integrate ideas, apply knowledge, influence student culture, and improve student learning.”

—José Antonio Bowen (*Teaching Naked: How moving technology out of your college classroom will improve student learning*, 2012, p. 30)

Creating Email Groups

One effective way of communicating with your students in a one-to-one format is email. Although email is becoming less prominent in the shadow of other social media tools (e.g., Facebook, Twitter), it still provides a means for faculty and students to communicate with one another. As a prerequisite to this strategy, it is important to remind your students to use their assigned university email address. Then you can go into your email tool (e.g., Outlook, Entourage) and create an email contact group that includes the students in your class. This typically takes no more that 10-15 minutes but will save you hours during the semester. When you want to send an email to your entire class (e.g., schedule change, assignment reminder), all you need to do is pop in the name of the class contact group, write your email, hit send and you are on your way.



Online Discussion Forums

Perhaps the easiest way to start is the Discussion Forum. Virtually all Learning Management Systems provide a mechanism for faculty to create Discussion Forums within their classes. A Discussion Forum begins with a faculty-generated prompt (e.g., an application of course content, an ethical dilemma stemming from the academic discipline, invitations of students to share part of their own journey/story). Students are then invited to post an initial response (with the advantage that faculty can generally set the discussion in such a way that students cannot see the entries of their classmates until they make their own initial contribution). After that, students are then expected to respond to the entries of a specified number of classmates.

This easy-to-use tool is a great way to expand classroom conversations, invite students who are more reflective or introverted (i.e., those that might not engage in classroom discussions) to share their thoughts and ideas in an environment where editing and thoughtful writing are valuable tools.

Screencast Tools

Screencasts come in two varieties: 1) Your face on the screen talking about one of the many topics that fall within your expertise, or 2) Your PowerPoint slides are on the screen and you are providing a narrated tour of the content. Some of the possible uses for screencasts include:

- Creating a storehouse of videos that serve as tutorials for your students on topics that provide a learning challenge
- Provide a means to connect with students and continue the instructional process even when you need to be away from your campus or classroom
- Provide weekly videos updating your students on the content and assignments for the week

There are a collection of websites that provide you with the means to create screencast videos quickly and easily. After you have created your video, you can share a link with your students (or post it into your Learning Management System) and you are off and running.



Although your computer probably has a build-in camera and microphone, if you are thinking about making screencasts a regular part of your courses, you may want to invest in a better quality camera and microphone.

Some of the screencast web services include:

- Screencastomatic- This web-based tool allows you to do a quick and easy click and record screencast. (<http://www.screencast-o-matic.com/>)
- Screenr- Also a click and record service with nothing to download...for PC and Mac. (www.screenr.com)

Social Media Tools

Social media has become a ubiquitous feature of our culture...Facebook posts, Twitter feeds, Hashtags, Instagram pictures, Snapchats...people are very anxious to share the good, bad, and ugly parts of their lives with the world. As a learning and communication tool in higher education, there are varied points of view. Included below are some excellent resources that can inform your thinking about the use of social media as a means to better connecting with your students:

- **Article:** “Social Media and Higher Education Literature Review” <http://www.acuta.org/wcm/acuta/donna2/handout/sc10/sc10semerlitreview.pdf>

- **Article:** Social Media in Higher Education: A Literature Review and Research Directions. <http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=hfdavis>
- **Webpage:** “Social Media Best Practices” <http://publicaffairs.illinois.edu/resources/socialmediabestpractices.html>
- **Webpage:** “Social Media Policies in Higher Education” <http://www.onlinecollege.org/2011/11/15/social-media-policies-in-higher-education/>
- **Report:** “Teaching, Learning, and Sharing: How Today’s Higher Education Faculty Use Social Media” <http://www.pearsonlearningsolutions.com/educators/pearson-social-media-survey-2011-bw.pdf>
- **Video:** TED Talk by Sherry Turtle, “Connected by Alone” http://www.ted.com/talks/sherry_turkle_alone_together?language=en

Open Education Resources (OER)

There are an abundance of new digital resources appearing on the scene literally every day. Many of these digital assets can be classified as “open educational resources.” Wikipedia provides a definition of open educational resources based upon meeting the following criteria:

Nature of the resource: Several of the definitions...limit the definition of OER to digital resources, while others consider that any educational resource can be included in the definition.

Source of the resource: While some of the definitions require a resource to be produced with an explicit educational aim in mind, others broaden this to include any resource which may potentially be used for learning

Level of openness: Most definitions require that a resource be placed in the public domain. Others require for use to be granted merely for educational purposes, or exclude commercial uses. (http://en.wikipedia.org/wiki/Open_educational_resources)

It is encouraging to note the level at which open resource depositories are appearing on the Internet. These websites provide great venues for faculty to search out learning opportunities for their students.

iTunes U

iTunesU is a free service hosted by Apple offering a variety of media and resources that can be used to supplement courses including videos, audio recordings, ebooks, and PDFs. To participate, users must install iTunes and visit the iTunes store. For example, Michael Sandel, Harvard professor, is the author of the book *Justice: What's the Right Thing to Do?* (Farrar, Straus and Giroux, 2010). iTunesU offers videos of 12 lectures that Sandel offered to his Harvard classes at no cost. Additionally, there is a website (<http://www.justiceharvard.org/>) with additional resources related to the topic. This resource can be a tremendous way to include engaging course content.



Khan Academy (www.khanacademy.org)

The Khan Academy is a free web-based resource that features over 700 micro-lectures via video tutorials stored on YouTube. Their website features the following slogan: “You only have to know one thing: You can learn anything.”

Topics in the Khan Academy collection include: teaching mathematics, history, healthcare, medicine, finance, physics, chemistry, biology, astronomy, economics, cosmology, organic chemistry, civics, art history, macroeconomics, microeconomics, and computer science. website (www.khanacademy.org), has a clear and definite focus:

Khan Academy is an organization on a mission. We're a not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone anywhere. All of the site's resources are available to anyone. It doesn't matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. Khan Academy's materials and resources are available to you completely free of charge.

The resources available on this site can serve as excellent supplementary learning aids for your students. Think about providing direct links to Khan Academy in your syllabus or in your campus Learning Management System.



Merlot (www.merlot.org)

According to their website, “MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.” The additional good news that Merlot provides a searchable database to aid in finding available resources.

Website: www.merlot.org

Open Stax

Think about this idea...adopting a textbook for the course that you teach and finding out that you can offer it for free ! That idea is a reality at Open Stax. The website describes this service in the following manner:

OpenStax College provides your students with professional-quality textbooks that are free online and low-cost in print. Our books are peer-reviewed and backed by top-of-the-line supporting materials. And while our books meet standard scope and sequence requirements, they are also customizable by you if your needs are different. Want more details about the books? Just click on one above. Interested in hearing more about our process? Check out our development standards.



The range of available textbooks, which increases every year, include the following subject areas: Anatomy/Physiology, Biology, Chemistry, Concepts Biology, Economics, History, Physics, Macro-Economics, Micro-Economics, Pre-Calculus, Sociology, and Statistics. Consider this option for your students.

Website: openstaxcollege.org

TED (www.ted.com)

There seems to be an ever-increasing number of conversations about “blending” and “flipping” the classroom. These terms refer to the process engaging students with learning experiences outside the classroom, often digital, as a way of enhancing the learning that goes on in the classroom. This trend has created a corresponding need for digital assets and tools that are engaging, interactive, and meaningful. The TED.com website is one location that clearly meets that criteria. TED (which stands for Technology, Entertainment, Design) provides a wealth of high quality video presentations on a multitude of topics.



When accessing the TED.com website, you will notice that there are a number of ways to search the website for videos that respond to your particular needs. :

- On the top of the screen (as posted above), you can link to talks, speakers, TED Events, etc. or directly search for a specific topic or speaker.
- On the left side of the page, you will observe a checklist of options to quickly narrow your search (e.g., newest, most comments, persuasive, courageous, entertainment, science).
- Both of these search functions are easy to use and will generally provide you with a range of videos from which to choose.

Here are some sample TED Talks to whet your interest in this amazing, high quality, free resource:

Video: The Best Gift I Ever Survived with Stacey Kramer

http://www.ted.com/talks/stacey_kramer_the_best_gift_i_ever_survived.html

Video: The Puzzle of Motivation with Dan Pink http://www.ted.com/talks/dan_pink_on_motivation.html

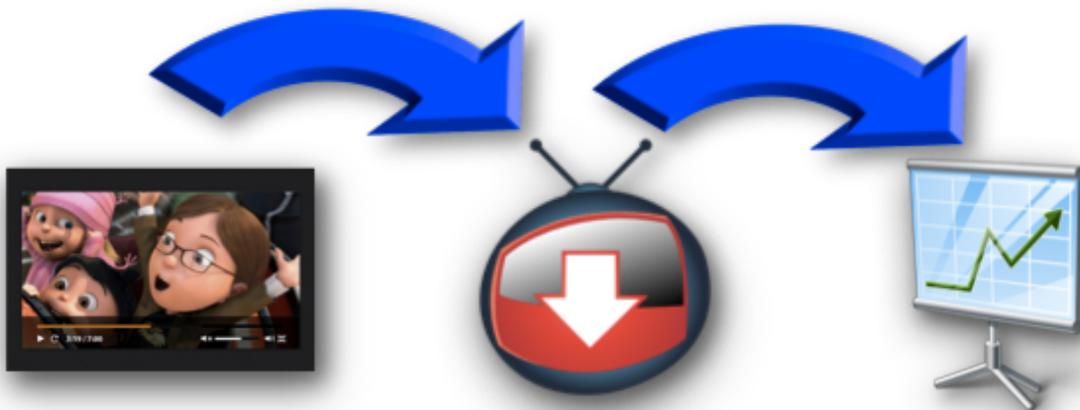
Presentation Tools and Strategies

For many faculty members, the primary use of digital technology is focused on the use of presentation technology in the classroom. That is a great place to start! Let's examine some ways to jazz up classroom presentations with some complementary activities and tools.

- **Video:** 10 Tips on How to Make Slides That Communicate Your Idea, from TED's In-House Expert <http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/>
- **Video:** Ten Secrets For Using PowerPoint Effectively <http://www.thinkoutsidetheslide.com/ten-secrets-for-using-powerpoint-effectively/>
- **Book:** Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd Edition) by Garr Reynolds

Video-Embed Tools

- **Web Tool:** YTD Video Downloader <http://www.ytddownloader.com/mac/>
- **Web Tool:** KeepVid Video Downloader: <http://keepvid.com/>
- **Web Tool:** iLivid: <http://www.ilivid.com/>



Bring the Awesome Sauce!

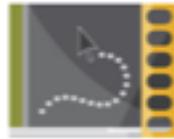
Jing

The use of Jing, a free downloadable tool, provides the opportunity to capture audio and video and then share that information with others. This tool is very easy and intuitive to use and sits on your toolbar for rapid access and deployment.



Capture What You See

Capture an image of what you see on your computer screen with Jing. Simply select any window or region that you want to capture, mark up your screenshot with a text box, arrow, highlight or picture caption, and decide how you want to share it.



Record What You Do

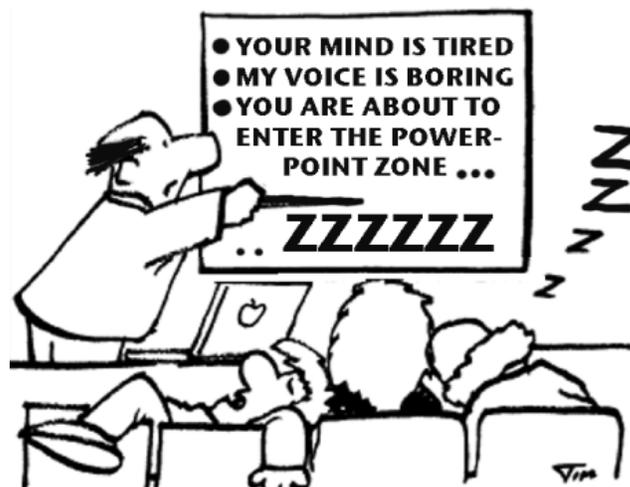
Select any window or region that you would like to record, and Jing will capture everything that happens in that area. From simple mouse movements to a fully narrated tutorial, Jing records everything you see and do. Jing videos are limited to five minutes for instant, focused communication.



Quick & Easy Sharing

Send your screenshots and videos all over the web. As soon as you're done with your screen capture or screen recording, it's ready to upload to [Screencast.com](http://www.screencast.com) and share through IM, email, social media, and more.

<http://www.techsmith.com/jing.html>



Bring the Awesome Sauce!

Photofunia

The use of graphics and photos is an excellent way of adding a level of visual interest and fun to PowerPoint or Prezi presentations and course- related documents. A free online tool that provides with the opportunity of creating clever graphics, try PhotoFunia (www.photofunia.com) and follow these quick and easy steps:

- Go to www.photofunia.com
- Select the background that you would like to use for your photo
- Click on “Choose Photo”
- Browse your computer and find the photo that you would like to embed into the selected background
- Size the picture with the tool provided
- Click “OK” and then Click “Go”
- Save the final product to your desktop for varied uses



Poll Everywhere

Poll Everywhere can be a powerful tool. You can use it to create anonymous polls (for sensitive responses), help in grading in-class quizzes and assignments, get feedback on lesson effectiveness, gather data for research, or increase engagement during instruction. The list goes on and on. Think “clicker” or audience response system, but far less clunky or expensive and without all the messiness.

Website: <http://www.polleverywhere.com/>

 The image shows a four-step process for using Poll Everywhere:

- 1. Ask a question**: Create polls with our simple poll editor. A screenshot shows a poll question: "What is your favorite color?" with options: Red, Blue, Green, and an "Add an Option" button.
- 2. The audience votes**: via mobile phone or on the web. A screenshot shows a mobile phone screen with a text message: "To: 41411 Message: CAST 1008" and a "SEND" button.
- 3. Show results**: Charts update live in PowerPoint or your browser as people vote. A screenshot shows a bar chart titled "What is favorite color?" with two bars: Green (1008) and Red (1008).
- 4. Generate reports**: Analyze the results or publish to the web. A screenshot shows "Results for 1 poll" for the question "What's your favorite color?". It lists responses: Green, Red, Blue, Red, Blue, Blue, and Red.

Bring the Awesome Sauce!

EIGHT:

PROMOTE CRITICAL THINKING

A vital role of higher education is to help our students to become critical thinkers. This can be accomplished in any academic discipline but requires careful planning on the part of faculty. The two strategies highlighted here, Jigsaw and Graffiti, are excellent ways to help students dig deeper and apply course content to real world dilemmas.

Jigsaw

A jigsaw puzzle is a collection of many separate pieces of information. When assembled in the correct order and orientation, these pieces create a leader picture that is more complete than any of the component parts are able to depict on their own. This is a wonderful example of how cooperative learning capitalizes on the collective brain power of team members with a resulting product that is better than any one of the team members could have imagined (www.jigsaw.org).

“Does this magical, wonderful, collaborative product always emerge from cooperative learning?” you may ask. Not always. But as team members begin to learn and practice the skills necessary to be part of a team with a common goal, the odds of this occurring increase exponentially.



In the “Jigsaw” strategy, individual group members become experts in on aspect of the problem that the group is charge to address or resolve. Here is an example of how this might work in your classroom:

Imagine that you are teaching a class that is considering the various options to resolve a pressing societal problem— reducing the prevalence of teen pregnancy. You divide the class into five groups of five members each.

You advise the class that there are several different subgroups in the community that have expressed varied perspectives on the causes of teen pregnancy and the interventions that would be most appropriate to reduce the prevalence of this problem. These groups are parents, school personnel, clergy, reproductive rights groups, and teens.

Eric, Heather, Todd, Antonio, and Shandra are assigned to work together as a group. They are designated as Team #1. As a team, they are assigned to investigate the interests, biases, and perspectives of one of the identified interest groups (e.g. parents). They become “experts” on that

particular way of looking at the problem. When the class reconvenes, the team members share the information they have gathered .

The class is then reshuffled so that there is one member from each interest group represented in the newly formed groups (i.e., one parent, one clergy member, one pro-life advocate, one pro-choice advocate), etc.). These new groups have the task of reaching consensus on a plan of action. Members of these groups play the role they were earlier assigned and advocate from that position. At the conclusion of this process, teams share their action plans with the class.

For additional ideas, visit The Jigsaw Classroom at <https://www.jigsaw.org/>

Graffiti

Graffiti (Abrami, 1995) is a strategy for encouraging groups of students to share their ideas in response to problems or scenarios and also respond to the ideas generated by other groups within the class.



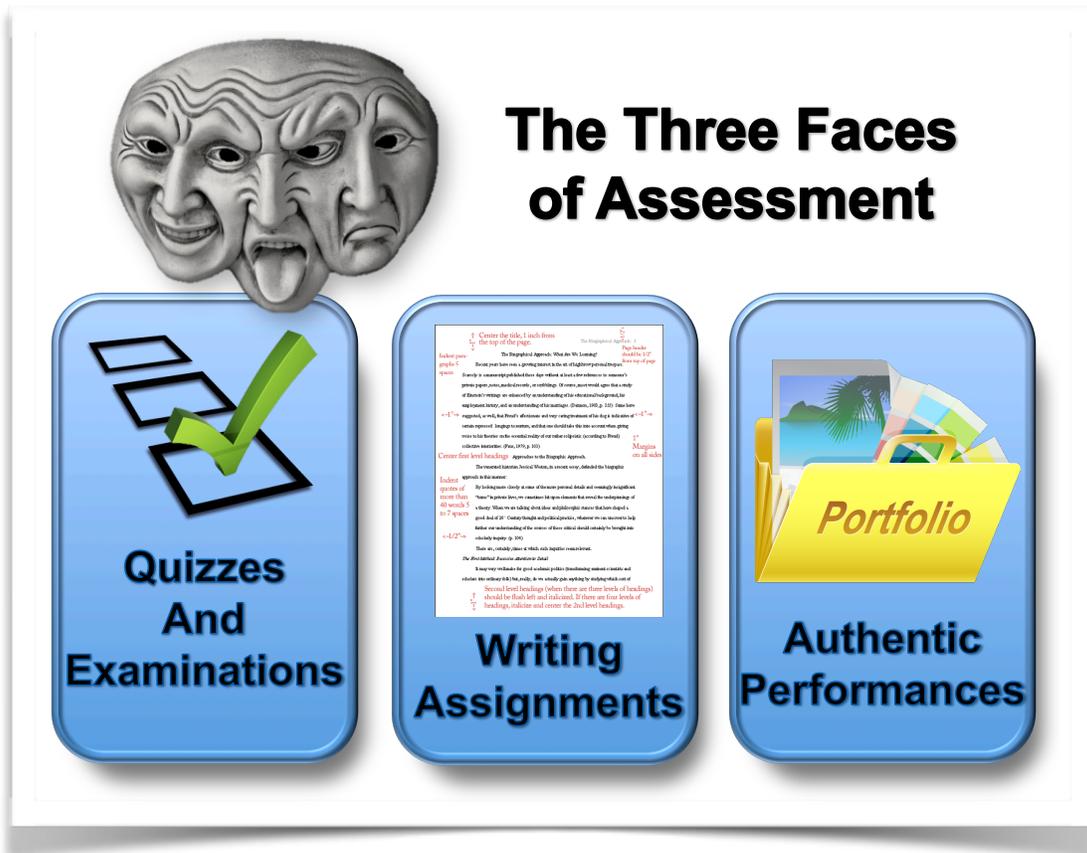
This technique is easily implemented in the classroom. As an example, a class is considering several different interpersonal challenges that may commonly occur in the workplace and how they might respond. To facilitate discussion on this topic, the class is divided into groups, each with 4-5 students. Around the classroom, the faculty member has posted sheets of newsprint, creating four separate learning stations (i.e., one on each wall). At each of these stations, an interpersonal relationship scenario has also been posted for student review, consideration, and response.

Each group of students is provided with a marker. Each group has a different color. Group one begins a Station #1. Members of the group review the scenario at their station and provide a written response/solution on the newsprint paper. After a 5-7 minute period, the groups are directed to rotate in a clockwise fashion. Group #1 rotates to station #2, etc. They read the presented scenario, read the previously posted response(s), and provide additional suggestions or a modification of previously posted comments.

After each group has been given the opportunity to review and respond to each scenario, the groups return to their home stations to reflect on the suggested responses to their assigned interpersonal dilemma. They then process the suggestions and formulate a composite response that they share with the entire group.

Do some graffiti today!

NINE: EMBRACE THE POWER OF ASSESSMENT



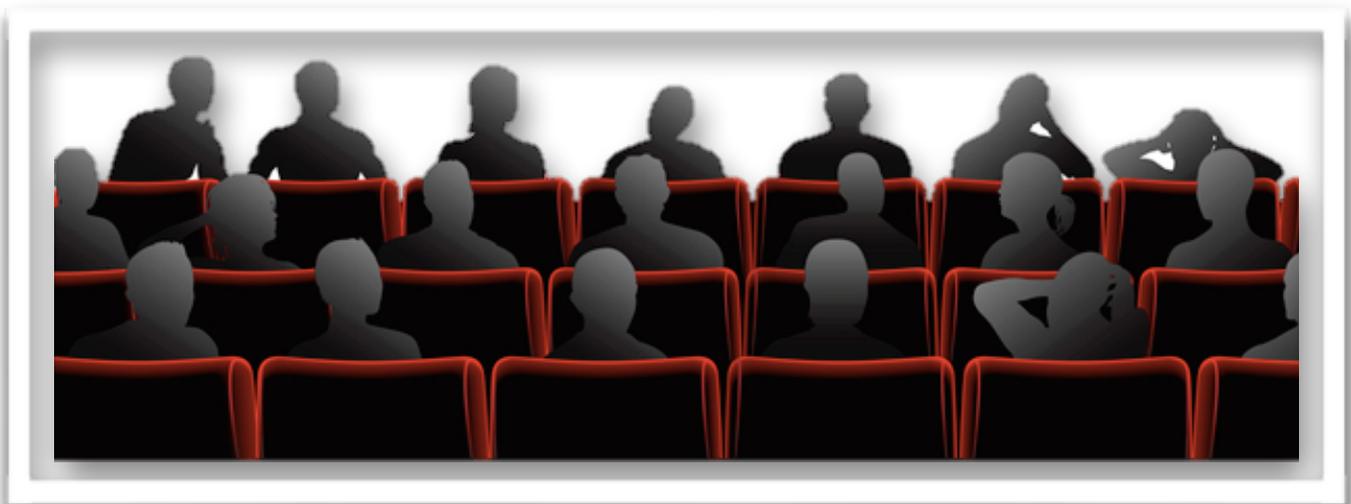
Cognitive Affordances



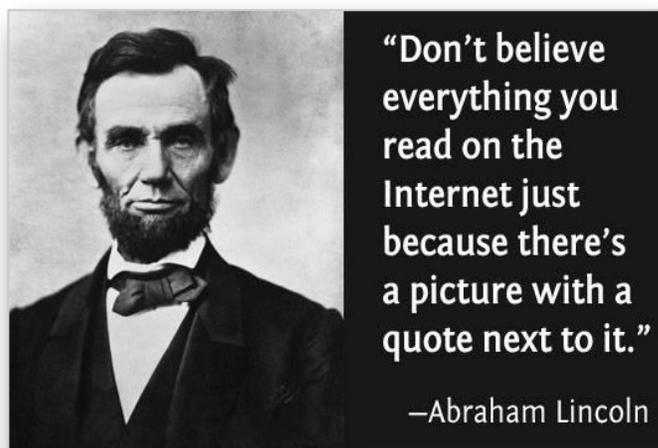
A “cognitive affordance” is a design feature that helps, aids, supports, facilitates, or enables thinking and/or knowing about something (Hartson, 2003).

Authentic Audiences

- Create and submit a conference presentation proposal and presentation
- Write a Letter to the Editor
- Submit a Grant proposal
- Performances or products judged by professionals in the field (e.g., artists, performers, scientists)
- Create a blog
- Collected writings published as a digital anthology



Students as Consumers



The following is a collection of tools that can be used to promote learning and provide a unique venue for student's to demonstrate their mastery of course learning outcomes.

eFolios

eFolios are a great way for students to demonstrate their learning over the course of a semester. eFolios can include collected writings, video and audio links, and pictures. To use an eFolio as an assignment, stipulate the categories of content that should be included and create a rubric to assist students in know how their work will be assessed.

Free eFolio Website: <https://pathbrite.com/#maker>

Individual Journals

Most Learning Management Systems provide a venue for individual student journals. Within this tool, there is generally an option for students to create individual journal entries. Journals are generally secure and are only visible by the faculty member (i.e., each student's journal). This tool provides a great venue to ask more personal questions or go deeper in relation to the topic of discussion.

Let's Make A Movie

Just a quick glance at Facebook will reveal how common it is for people of all ages and in all walks of life to use their phone camera to make a quick video. We can even go a step further. With the emergence of new digital tools and websites, it has become easy for students and faculty to create movies. Movies can be created in varied formats:

Imagine assigning your students to make a movie to share with their classmates in a live venue or as a post to a discussion board as a virtual digital gallery.

Free Screencast Website: <https://www.screenr.com/>

iMovie Tutorial: <https://www.youtube.com/watch?v=HjF2y5NABq0>

Windows Movie Maker Tutorial: <https://www.youtube.com/watch?v=7GREeD2icUo>

One Second Every Day

Assign your students with the task of capturing a snippet of their activities and experiences over the course of a semester, service project, internship experience, or semester abroad. This concept was originally conceived by video maker Cesar Kuriyama and made popular through his TED talk. There is a “1 Second Every Day” app available through iTunes that collects video segments in a calendar format.



The Website: <http://1secondeveryday.com/>

The TED Talk:

http://www.ted.com/talks/cesar_kuriyama_one_second_every_day?language=en

Online Quizzing

Most Learning Management Systems provide a venue for online quizzing. Within this tool, there is generally an option to set the opening and closing dates/times for the quizzes, the opportunity to randomize the presentation order of questions, and the availability of question pools (i.e., individual student quizzes are drawn from a larger pool of questions), and the possibility that students can retake the quiz multiple times. Additionally, the quizzes are auto-graded and entered into the grade book.



The biggest concern about online quizzing is the possibility (a.k.a., the strong likelihood) that students will engage in cheating. Randomization of questions and the use of question pools are ways to limit that possibility. Realistically, however, if students are permitted to take these quizzes on their own and when they choose, cheating is an ongoing part of the equation. Given this caveat, it is suggested that online quizzing only be included as a minor part of the overall course grading scheme. The trade-off is that weekly online quizzes provide a great way of promoting accountability in relation to course reading assignments.

Pecha Kucha

A “Pecha Kucha” (pronounced pe-cha-ku-cha), originally used in Japan, is a presentation format where the speaker is given the opportunity to use 20 slides and provide 20 seconds of narrative for each slide, for a total of 6:40. It is harder than it sounds...but also forces the presenter to be highly organized and prepared.

- Video: “Creating a Pecha Kucha Presentation Using PowerPoint.”
<https://www.youtube.com/watch?v=l9zxNTpNMLo>
- Video: “Pronouncing Pecha Kucha”
<https://www.youtube.com/watch?v=gdghID66kLs>



Powtoon

Powtoon is an inexpensive tool that provide an opportunity for students and faculty to make animated movies quickly and easily. A drag-and-drop format and an extensive library of graphic images, a sound library, and animated figures make this a fun tool to use.



Website: <http://www.powtoon.com/>

PowToon Tutorials Page: <https://www.powtoon.com/tutorials/>

Rubrics



For faculty who choose to engage with authentic assessments, rubrics are an absolute necessity. The rubric provides students with a clear idea of what is expected and how faculty will assess their work. Creating rubrics is an onerous task. Fortunately for faculty, there is a free accessible tool to assist in this process:

Rubistar: <http://rubistar.4teachers.org/index.php>

By logging onto the Rubistar site ([www. http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)), you gain access to a rubric generation tool that is quite amazing. The rubric tool provides a variety of assignment types (e.g. written products, presentations, multimedia, work skills, music). Faculty can then select from

drop down menus the exact categories and criteria that meet the needs of their assignments. Final products can be downloaded for inclusion in the course syllabus or directions for the assigned task.

Rubistar Tutorial: <http://rubistar.4teachers.org/index.php?screen=Tutorial>

Tellagami

Tellagami is a mobile app that lets you create and share a quick animated 30-second “Gami” video. This is a great way to spice up course announcements: Tellagami is a free app based and can be downloaded from the iTunes Store or Google Play. There are also libraries of enhancements (e.g., Teacher Backgrounds, School Backgrounds, Text-to-Speech Pack) that can be purchased separately.

Website: <https://tellagami.com/>

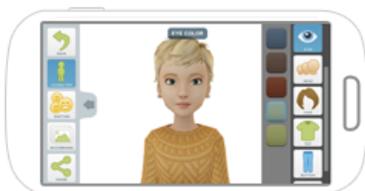
AppTour: <https://tellagami.com/app/>

How to make a Gami video

1

Create a Scene

Customize a character and choose your background.



2

Add Dialogue

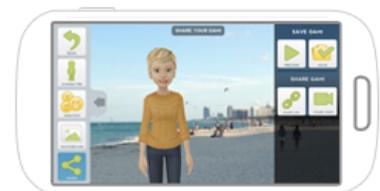
Record your voice or type a message for your character to say.



3

Save or Share

Share your Gami video on Facebook, Twitter or send via text or email.



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Vines

Vine is a short-term video sharing service. According to Wikipedia, "Vine enables users to record short video clips up to around six seconds long while recording through its in-app camera. The camera records only while the screen is being touched, enabling users to edit on the fly or create stop motion effects." Vine can be downloaded for Apple, Windows, and Android devices



Assign your students with the task of capturing a snippet of their activities and experiences over the course of a semester, service project, internship experience, or semester abroad.

Website: <https://vine.co/>

Video: <https://www.youtube.com/watch?v=fp3XkcSA9mc>

Website Creation

Here is a great example of an assignment that provides students with the opportunity to engage with course content in creative and meaningful ways while also learning a new digital skill (i.e., website creation). Two sites to consider: weebly.com and wix.com. Both (free) locations provide easy-to-follow directions that will allow students to create their own websites. Faculty can provide information on the minimum expectations (e.g., topics, number of pages, types of content) and then students can proceed to create websites that demonstrate their learning.

Beginner's Guide to Weebly:

Video: <http://hc.weebly.com/hc/en-us/sections/200354313-Beginner-s-Guide-to-Weebly>

Here are the steps for creating a website at weebly.com

1. Set up:

- a. Go to www.weebly.com
- b. Sign Up (Name, email, password)
- c. Select Free
- d. What is the Focus of Your Site?: Click "Site"
- e. Choose a Theme: Pick a site that is compatible with your theme.
- f. Click "Use a Subdomain of Weebly.com"

- g. Type in name that you choose for your site
- h. Click Continue
- i. Click Build my Site
- 2. Create a Title:**
 - a. Click on "Title" and edit
- 3. Add Image**
 - a. Scroll over picture...click on Edit Image (may be at the bottom of the picture).
 - b. Click on Image (pre-selected images) or "Upload Image"
 - c. Click Select
 - d. Drag photo or "Upload a photo from your computer" if you have chosen to upload image.
 - e. Click "OK"
 - f. Click "Save"...'To this page only"
- 4. Add a Headline:**
 - a. Click to Add Headline
 - b. Type in headline and edit font size
- 5. Edit a Button**
 - a. Click on Button Text (middle of picture)
 - b. Click Link
 - c. Rename and create links to external websites
- 6. Add Pages:**
 - a. Click on "Pages" on Toolbar
 - b. Click on Add Page, choose Standard Page
 - c. Change names/create pages
- 7. Save**

Public vs. Private

We stand in front of a classroom before the gazing eyes and listening ears of our students —perhaps hundreds of them every year. Our knowledge and teaching skills are on public display for all to see and hear. As Parker Palmer describes in the book *Let Your Life Speak: Listening for the Voice of Vocation* (1999), the people in the audience (i.e., the inhabitants of the classroom) seldom include our colleagues. As each academic year begins, we head off to our classrooms and close the door behind us. What happens from that point on is not widely known. The only way that we know (or think we know) who are the “best professors on campus” comes through an informal network of anecdotes and second-hand comments. The teaching that we do, although “public” in many respects, is often a lonely, solitary experience that we don’t often discuss with our colleagues.

