



CETL
Center for Excellence
In Teaching and Learning

the **SPOTLIGHT**

See what is in “The Spotlight” this month in the CETL newsletter. We enjoy sharing teaching resources, tech tips, Blackboard advice, and offering a schedule of workshops and events.

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The mission of the CETL is

- to promote excellence in teaching,
- to assist in the pedagogical and professional development of Saint Francis University faculty, and
- to encourage the integration of appropriate technology to enhance teaching and learning.

Twitter versus Blackboard: What You Need to Know When Creating Discussion Activities

By Briana Keith

In the April 2016 edition of the *Online Cl@ssroom*, John Orlando reports that 71% of students surveyed in a large online course at Memorial University of Newfoundland preferred having class discussions on Twitter rather than on the Learning Management System. However, when students at Saint Francis University have been given the opportunity to join class discussions on Twitter few students participate unless it is graded. How do we decide whether to host online discussions on Twitter or Blackboard?

In 2015, only 23% of Internet users 18 and older used Twitter according to PewResearchCenter. Holding a class discussion on Twitter would require training for some students to create accounts and learn how to tweet. Age seems to be a big factor in whether students will need guidance on how to use Twitter. From my experience, adult students in graduate and continuing education courses are less likely to have Twitter accounts than undergraduate students. Therefore, it might take more effort on the instructor’s part to teach and show adult students the benefits of Twitter, such as how to follow leaders in their field or join a live conversation using a hashtag.

Although undergraduate students might use Twitter frequently for personal use, students often

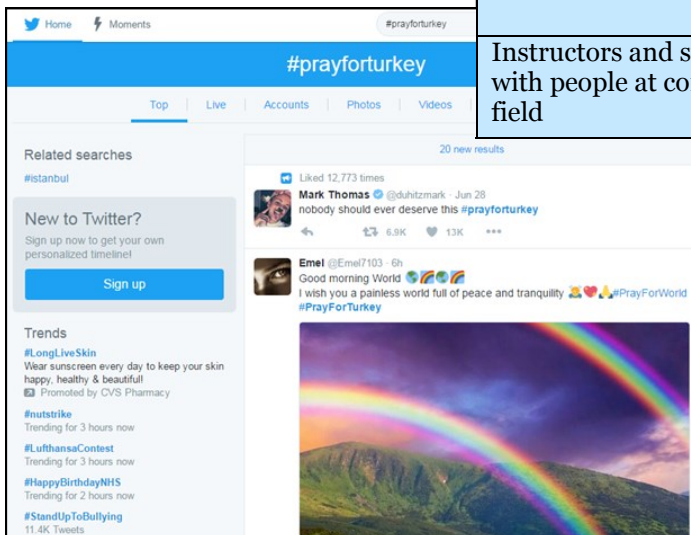
don’t want classroom discussions to intrude on their public image. Whether they are trying to maintain a certain social media persona or if they are just a more reserved individual, students can be concerned when posting publicly on Twitter. For example, a discussion on ethics might not be something a student wants to voice publicly on Twitter. Orlando contributes part of the Twitter success at MUN to students creating separate Twitter accounts for coursework. Separate accounts might put students at ease that their followers won’t read their class discussion, but it doesn’t restrict the controversial ethics discussion from public replies or harsh criticism. These discussions might be better left to the private and controlled forums within Blackboard. Consider your topic and purpose before asking students to discuss it publicly on Twitter.

Perhaps there are some other ways students can use Twitter for class. Jordynn Kish, an elementary education student here at Saint Francis University, suggests using Twitter to look up conversations on current events. Students don’t need an account to search Twitter or browse trending hashtags. Find conversations on Twitter about the elections, the Olympics, worldwide events, and natural disasters. When the attacks on Paris hit, many people

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found out first from social media and started tweeting comments with #PrayforParis. More recently Twitter has been flooded with comments tagged #PrayforTurkey. Instead of asking students to join the conversation, ask students to find current news or trending conversations, read the top or live Tweets, and reply in class verbally, on a note card, on a private Padlet wall, in a Word document, or in a journal reflection. It might be a great discussion starter.



Consider the discussion’s purpose and topic. Then weigh the options or ask students for input. If Twitter still comes out as a great tool to facilitate a discussion in your course, here are some tips to get started.

1. Create a Twitter account and become familiar with the “tweet speak.”
2. Create a course hashtag. The hashtag is a keyword that each student will add to their tweet to make it searchable and tag it as part of this unique discussion. You need a specific hashtag relat-

Terrific for Twitter	Better for Blackboard
Students can connect with people from around the world including authors, politicians, and famous leaders	Students can connect with the instructor
Host conversations with students across multiple courses or even different Universities	Host private discussions with one course that are moderated by the instructor
Ask students to type succinct comments (140 character limit)	Ask students to type paragraphs or comments to multiple questions in one post
Host live chats when people are on Twitter at the same time using the same hashtag	Host live online synchronous meetings with Blackboard Collaborate web conferencing
Grade participation	Grade participation, quality, and replies easier with the Blackboard grade center
Instructors and students can network with people at conferences or in their field	Instructors and students can network with students from Saint Francis University

ed to your course. This semester in my Training and Development Techniques course I used #sfutrainers, but you might want to add the year or course number to be more specific such as

#psyc2052016 or #sfuphil215. Search for the hashtag on Twitter to see if it is already in use. If it says no results, then post a tweet using the hashtag to “claim” it. Although you can’t prevent other people from using the hashtag you create, you can tell people what this conversation will be about.

3. Provide an incentive for students to participate. Grading participation will affect the use and success of Twitter in your classroom. In my class, I also advertised the course hashtag frequently and added a Twitter

feed to the course entry page in Blackboard. Although it requires copying and pasting html code, you only have to set it up once in Blackboard then it will automatically update.

I hope this article helps guide your decision whether to use Twitter or Blackboard for online discussions. For more information on using Twitter, please contact the CETL and we would be happy to “Tweach” you.

References:

- Orlando, J. (2016). Tweeting as an Alternative to Discussion Forums, *Online Cl@ssroom*, v. 16, 4, April 2016.
- Duggan, M. (2015, August 19). The Demographics of Social Media Users. Retrieved from <http://www.pewinternet.org/2015/08/19/the-demographics-of-social-media-users/>

BLACKBOARD



Make Blackboard More Personable by Creating a Profile with Your Picture


By: Jordynn Kish

Blackboard offers a nice profile feature for students and faculty! Upload a picture for students to see you on the discussion board and in the Blackboard Learning Network. Students can also add information about their major, year, hometown, and clubs. Online courses can have a greater sense of community and connection when students and instructors create a profile, especially one with a picture.

Share this with
Your Students!

Set up your profile in three easy steps:

1. Create Your Profile

- Click your name in the top corner of any Blackboard screen.
- Click on the profile icon. 
- Agree to terms of service.
- Enter email.
- Click I Don't Have a MyEdu Account.
- Fill out the profile information and agree to terms.
- Select privacy (Hidden or Institutional).

2. Upload A Picture

- Return to Blackboard and click your name in the top corner and select the profile icon.
- Click on Settings and Privacy.
- Click Change Picture, and then Upload New.
- Select the file and click Open.
- Select Save.

3. Add Tiles for Major, Year, Clubs, etc.

- Under the profile too, click My Cover Page.
- Click Add Tile.

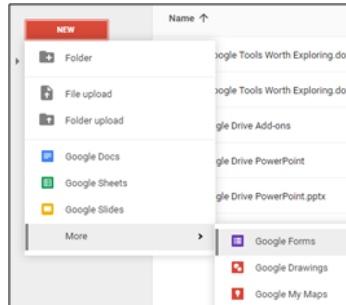


New Features for Creating Surveys with Google

By Briana Keith

Google Forms is a great tool for creating and administering surveys. They are part of Google Drive, are free, and the updated interface makes it easier than ever to create a survey. In addition, survey results are nicely displayed in charts and downloadable to Excel.

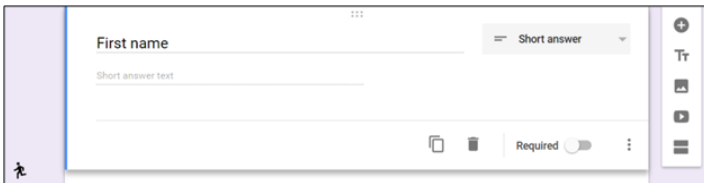
For New Users: Saint Francis University uses Google Apps for Education. Request a Saint Francis University Google account by emailing bkeith@francis.edu. Once you login to your account, create a form by clicking New > More > Google Forms.



Recent Updates:

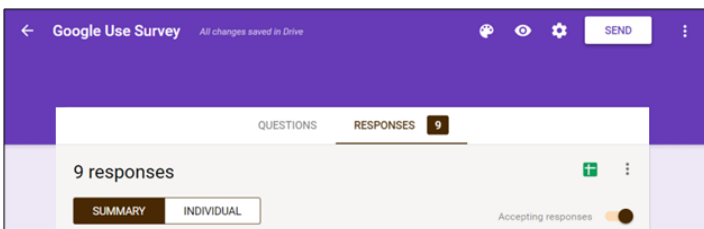
1. Updated Interface

It is easier to add questions, images, and videos with the new icons on the right side (or bottom, if your screen is narrow).



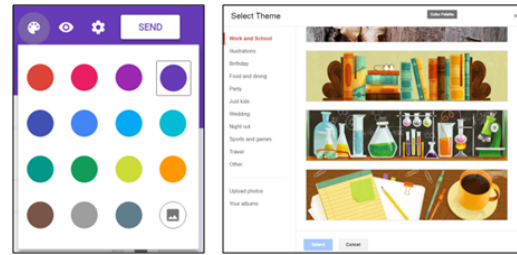
2. Responses Tab

The survey summary of responses is easier to find and directly within the form in a new responses tab. You can view individual responses and select to be notified via email for new responses.



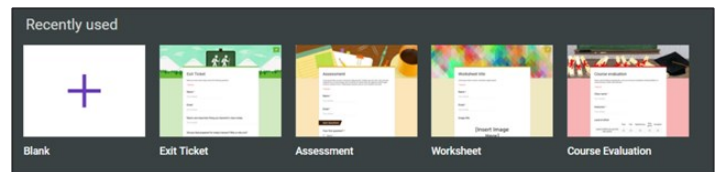
3. Themes and Banners

There are more colors and themes than ever. You can even upload your own banner image. Click the Color Palette > Image Icon.



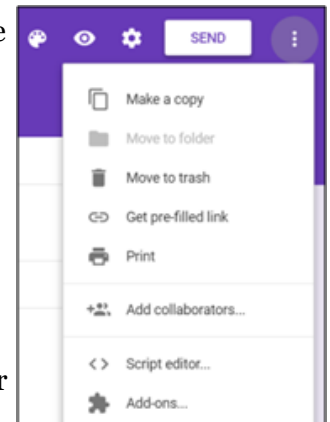
4. Templates

Get a head start on your survey with new templates. Visit Google Forms home at <https://docs.google.com/forms> to see a list of templates.



5. Get pre-filled link

If you predict that your audience will have common answers to your questions, then you can pre-fill parts of the survey and create a separate link with that information. For example if every student has a campus address you could prefill the street, city, state, and zip. Click the more icon (three dots) in the top right corner, then select get pre-filled link.












6. Add-ons

Do more with Google using Add-ons. Add-ons are available for Google Chrome, Google Docs, Google Forms, and more. Some popular add-ons for Google Forms include Choice Eliminator to create sign-up sheets and Form Recycler to reuse questions from other Google Forms.

CETL WORKSHOP SCHEDULE FOR FACULTY AND STAFF

July 2016

Mon	Tue	Wed	Thu	Fri
<p>4 Happy Independence Day!</p> 	5	6	<p>7 3-3:50pm (Online) An Introduction to Live Online Classes Using Blackboard Collaborate</p> 	<p>8 11:30am-12:20pm (Online) Facilitate Engaging Live Online Classes with Advanced Moderator Tools in Blackboard Collaborate</p> 
11	12	<p>13 1-1:50pm (CETL) & 8-8:50pm (Online) Turn Watching Videos into an Active Learning Experience with EDpuzzle</p>  <p>EDpuzzle</p>	<p>14 3:00-3:50pm (Online) Revising and Reinvigorating Your Course</p>	<p>15 9-9:50am (CETL) Revising and Reinvigorating Your Course</p> <p>2-2:50pm (CETL) Training Videos You Can Assign in Blackboard with Atomic Learning</p> 
<p>18 9-12pm and 1-4pm (DiSepio 213-214) POGIL Workshop with Guest Speaker</p>	<p>19 9-12pm (CETL) Blackboard Bootcamp I</p> 	<p>20 9-12pm (CETL) Blackboard Bootcamp II</p> 	21	<p>22 11:30am-12:00pm (Online) On Demand Training for Faculty and Staff from Atomic Learning</p> 
25	26	<p>27 10-10:50am (CETL) Is Your Syllabus Communicating the Right Tone and Expectations for your Course?</p>	<p>28 7:30-8pm (Online) An Introduction to Live Online Classes Using Blackboard Collaborate 8-8:50pm (Online) Facilitate Engaging Live Online Classes with Advanced Moderator Tools in Blackboard Collaborate</p> 	<p>29 11:30am-12:20pm (Online) Is Your Syllabus Communicating the Right Tone and Expectations for your Course?</p>




Don't forget to let us know if you plan to attend.

1 day notice is appreciated.

Email bkeith@francis.edu or twilson@francis.edu to register.

CETL WORKSHOP SCHEDULE FOR FACULTY AND STAFF

August 2016

Mon	Tue	Wed	Thu	Fri
1	2	3 11-11:50pm (CETL) Revising and Reinvigorating Your Course	4 1:00-3:30pm CETL Online Office Hours	5
8	9 10-10:50am (CETL) Is Your Syllabus Communicating the Right Tone and Expectations for your Course?	10 1:00-1:50(CETL) Tame the Blackboard Test Monster with Respondus Test Generator	11 1:00-3:30pm CETL Open Lab and Online Office Hours	12 9-11:30am CETL Open Lab and Online Office Hours
15	16	17	18	19
<p>We look forward to seeing you at Community Development Week! Join the Twitter conversation with #sfucdw</p> 				
22 Happy First Day of Class!	23	24	25	26

If you have questions about teaching or technology, join us at

CETL Online Office Hours

or

CETL Open Lab

The online office hours are great for anyone not on campus seeking assistance and will be hosted using Blackboard Collaborate. The open lab will be in the classroom on the first floor of the Library in room 111. We have blocked off hours to be available to help you with your upcoming courses for the Fall semester. You do not need to register for office hours or open lab.



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WORKSHOP DESCRIPTIONS

An Introduction to Live Online Classes Using Blackboard Collaborate (July 7 and 28)

Experience Blackboard's web conferencing tool known as Blackboard Collaborate, which can be used to conduct synchronous online meetings, online class sessions, online student presentations, virtual office hours, or to pre-record sessions for asynchronous viewing. Interact with others using microphones, web cameras, text chat, and polling. In this session you will learn how to schedule a Blackboard Collaborate session, how to use the communication tools, how to upload a PowerPoint, and tips for delivering engaging and interactive online sessions.

Facilitate Engaging Live Online Classes with Advanced Moderator Tools in Blackboard Collaborate (July 8 and 28)

Whether you are new to teaching synchronously online or a seasoned Blackboard Collaborate user, it is never too late to review advanced moderator tools that can help you manage the class and keep your students engaged. In this session you will learn how to facilitate small group discussions with breakout rooms, control privileges for participants, and share files with application sharing and the file transfer library.

Turn Watching Videos into an Active Learning Experience for Your Students with EDpuzzle (July 13, 1pm and 8pm)

In a face-to-face class the instructor might pause often to ask a question, activate prior knowledge, encourage interaction, or suggest reflection. How can we achieve a similar level activity in an online class where students often passively watch videos? Moreover, how can we tell if students are watching the videos we create or assign? EDpuzzle is a free online tool that helps you turn videos into interactive lessons and track student views and participation. In this session you will learn how to add multiple choice and open ended questions to videos you find on YouTube, Khan Academy, TED Talk, Vimeo, or videos you created yourself. Then you will learn how to assign the video to students and track participation.

Revising and Reinvigorating Your Course (July 14, 15, and Aug 3)

Have you thought about your teaching goals for the upcoming semester and how you would like to improve your courses? Join us for a discussion on revising your course. We will examine guiding questions and sample DEA reports to help you in the revision process and review examples of redesigned course maps, tweaked assignments, increased active learning, and the pros and cons of technology. We hope you can share your own revision examples and questions during this session.

Training Videos You Can Assign In Blackboard with Atomic Learning (July 15)

Atomic Learning has a variety of videos that might be related to your course or help your students develop writing skills, citation skills, or technology skills. These video tutorials could be a great resource for your students or you can require students to watch them as part of the course. In this session faculty members will explore the videos available in Atomic Learning and learn how to assign videos to students in Blackboard.

On Demand Training for Faculty and Staff from Atomic Learning (July 22)

Atomic Learning provides 24/7 access to video tutorials on a variety of topics including career skills, federal compliance rules, academic skills, and computer applications. In this 30 minute introductory session faculty and staff members will learn how to login, explore videos, add favorites, and view assigned and recommended training.

Don't forget to let us know if you plan to attend. 1 day notice is appreciated.
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WORKSHOP DESCRIPTIONS

Special Event

POGIL Workshop with Guest Speaker

Monday, July 18

9:00-12:00pm and 1:00-4:00pm

Lunch on your own

DiSepio 213-214

Process Oriented Guided Inquiry Learning (POGIL) is an instructional strategy that provides opportunities to teach both content and key process skills, such as communication and critical thinking, at the same time. POGIL classrooms and labs consist of any number of students working on specially designed materials in small, self-managed groups.

In this workshop, you will

- Experience the POGIL approach while exploring the components of our thoughtfully designed activities
- Discover ways to nurture the development of key process skills while continuing to meet rigorous academic standards
- Address key points of successful classroom facilitation and facilitation of group work by students

Blackboard Boot Camp I – Course Construction (July 19, 9am-12pm)

Boot Camp I focuses on building a course site in Blackboard. Attendees will learn how to:

- build and manage the course menu;
- access the control panel and its options;
- add and organize a variety of content using multiple approaches;
- access the file storage area;
- post announcements and send messages;
- create rubrics for use with graded activities;
- set up assignments, discussion forums, journals;
- set up groups by deliberate and random selection or by sign-up sheet;
- access a variety of support materials.

Blackboard Boot Camp II – Course Management (July 20, 9am-12pm)

Boot Camp II focuses on the skills needed to manage a live Blackboard course. Attendees will learn how to:

- maintain and update course content and files;
- manage and grade assignments, discussions, journals, wikis, and blogs (with and without rubrics);
- create, manage, and deploy surveys, retrieve feedback;
- create, manage, deploy, and grade test and quizzes (Respondus Test Generator will also be covered); retrieve testing statistics; promote test security (randomization options, Respondus Lock Down Browser); and
- use the Grade Center to manage course grades;

Is Your Syllabus Communicating the Right Tone and Expectations for Your Course? (July 27, 29, and Aug 9)

If you are getting ready to revise your syllabus for the upcoming semester, then this workshop is for you. Bring your computer and syllabus along. We will begin by reviewing the Saint Francis University syllabus template and the key elements of an effective syllabus. We will discuss course policies and expectations. Lastly we will view creative options such as the syllabus brochure, the syllabus infographic, and the syllabus review video.

Tame the Blackboard Test Monster with Respondus Test Generator (Aug 10)

If you use or want to use the Blackboard “Test, Surveys, and Pools” tool, then you definitely want to learn about Respondus Test Generator. This application simplifies the question creation process, translates questions from Microsoft Word documents and a variety of test bank formats, uploads directly into a Blackboard course, and also retrieves from Blackboard for easy editing, printing, and storing offline.

Don't forget to let us know if you plan to attend. 1 day notice is appreciated.

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