
OLC Accelerate
ACCELERATING ONLINE LEARNING WORLDWIDE
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CONSORTIUM
#OLCACCELERATE • NOVEMBER 16-18, 2016
WALT DISNEY WORLD SWAN & DOLPHIN RESORT • ORLANDO, FL

NYU TANDON ONLINE

But in My Class, I Write on the Board:

Introducing New Online Faculty to the Tools of the Trade

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#NYUOnline

Reflection Questions:

How do you use innovative technology in online courses at your home institution?

What current tools do you use in your online courses? And how have the tools you use changed over time?

At the end of this presentation participants will be able to:

- Discover- different approaches to using frequently used software as effective tools in the online course building process.
- Select online tools that fit the needs of the learning objectives.
- Apply the selected tool into the course.

About us and our courses

NYU TANDON ONLINE

Bioinformatics, MS

Computer Engineering, MS

Cybersecurity, MS

Electrical Engineering, MS

Industrial Engineering, MS

Management of Technology, MS

NYU Tandon Online's Approach

NYU Tandon Online's guidelines for converting on-campus classes to online classes and how we incorporate different tools and technologies in this process

What is the structure of NYU Tandon Online courses?

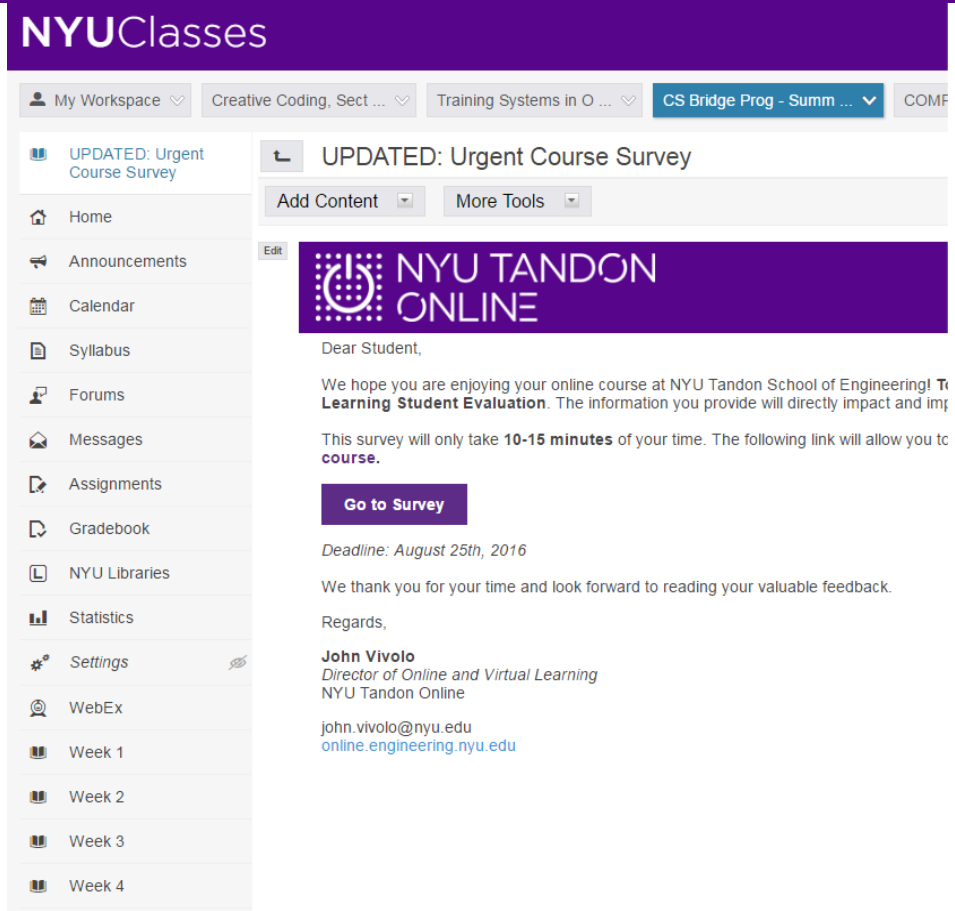
- Courses are fully online and asynchronous
- Content is chunked into weekly units, “Active Learning Modules”
- Courses live within our LMS, NYU Classes (Sakai)
- Courses also include discussion boards, chat rooms, live webinars, etc

What is the structure of NYU Tandon Online modules?

Assume each module (on average) is 60 minutes of lecture + 15 minutes of quizzing. Discussion boards and the webinar session comprise the remaining parts of the course.

Each module will include, at least:

- Text slides with animation or interactive elements with high quality video or voice over
- Screen capture of your desktop, if needed
- Interactive, low-stakes quizzing or assignments

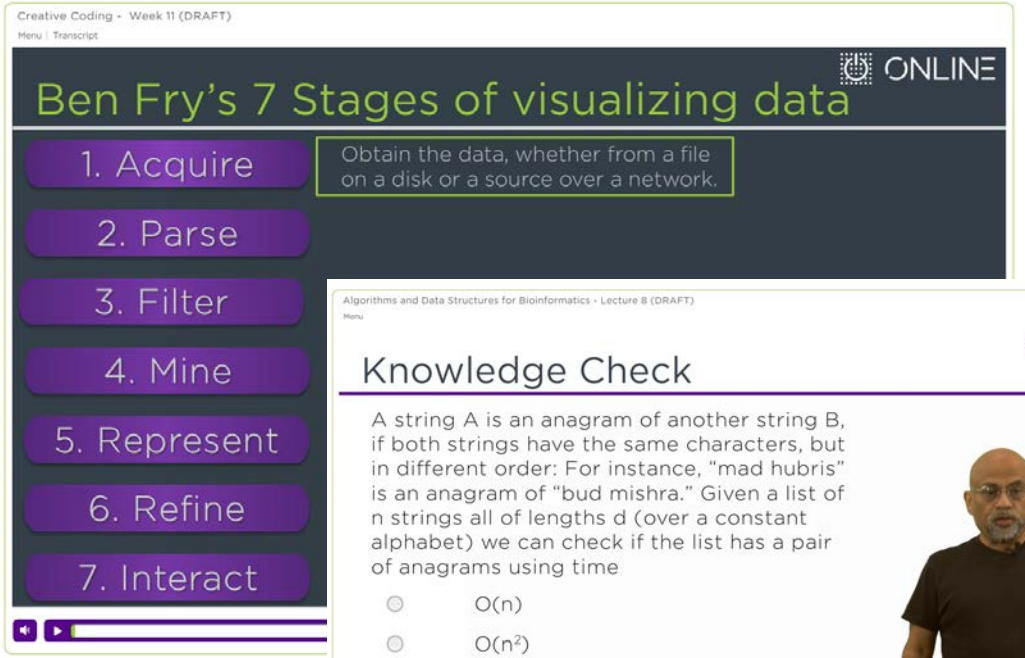


NYU Classes

- Announcements
- Forums
- WebEx
- Lessons (Scorm Modules)
- Resources
- Chat
- Assignments
- Gradebook

Active Learning Modules

- Video
- Text/ Images
- Interactive Features
- Quizzing



NYU Tandon Online's Process

- Development Meeting
- Tools and Technology Overview
- Storyboarding
- Module Creation
- Teaching the Course

Schedule Development Meeting

The Meeting Agenda Includes:

Key Roles: ID, ET, Instructor, Course Developers, and all stakeholders.

Analysis: Discussion of learner needs and objectives.

Timeline: Clear deadlines for each phases and submission dates for each stakeholder.

Introduction to Technologies: Project management tools, production room, screen capturing softwares etc.

Templates: Syllabus templates, storyboards, and powerpoints.

What options do I have for my online course?

During the Development Meeting we:

- **Discuss in detail how faculty members teach their on-campus courses and provide suggestions of tools and technologies to be used in their online classes.**

- **Set up an appointment for an in-class observation of teaching styles and develop an action plan on how we will implement this in an online forum.**

Examples:

- Writing tablets
- Web conferencing
- Video filmed in front of a green screen
- Interactive elements embedded on slides

Tools/ Technology Used Inside of the Online Classroom

- Web conferencing
- Google Apps
- Powerpoint
- VoiceThread
- Webcam

sound + images = VOICETHREAD

Google apps

articulate®

Sakai

ProctorU
Real People. Real Proctoring.

Cisco webex

TechSmith CAMTASIA STUDIO

Why use technology in your online course?

Students Expect More!

Expectations of Next Generation Learners:

- **Mobile-Friendly**
- **Clear Designs**
- **Interactive and Engaging**
- **Ease of Communication**

Question:

In your opinion, which is one of the most important feature of a learning technology?

- Communication
- Connectivity
- Scheduling
- Document Sharing

SURVEY LINK:

http://bit.do/OLCNYU

Question:

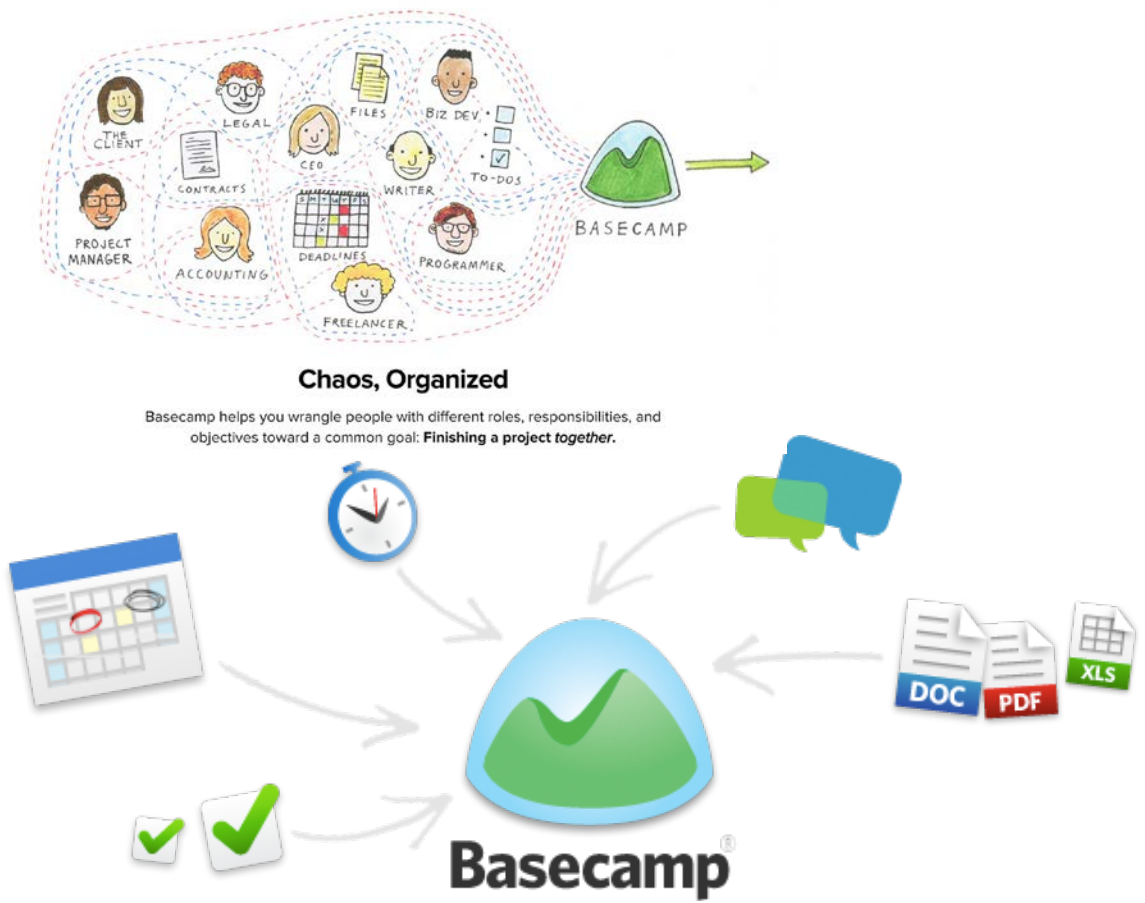
In your opinion, which is one of the most important feature of a learning technology?

- Communication
- Connectivity
- Scheduling
- Document Sharing

Answer:
All of the Above

Basecamp:

- Project Management Tool
- Communications
- Scheduling
- Connectivity
- Document Sharing



It's great that all these tools exist, but how do I use them in my class?

I've never done a screen capture, video conference, led an online discussion forum, etc before.

I've never been filmed in front of a green screen before.

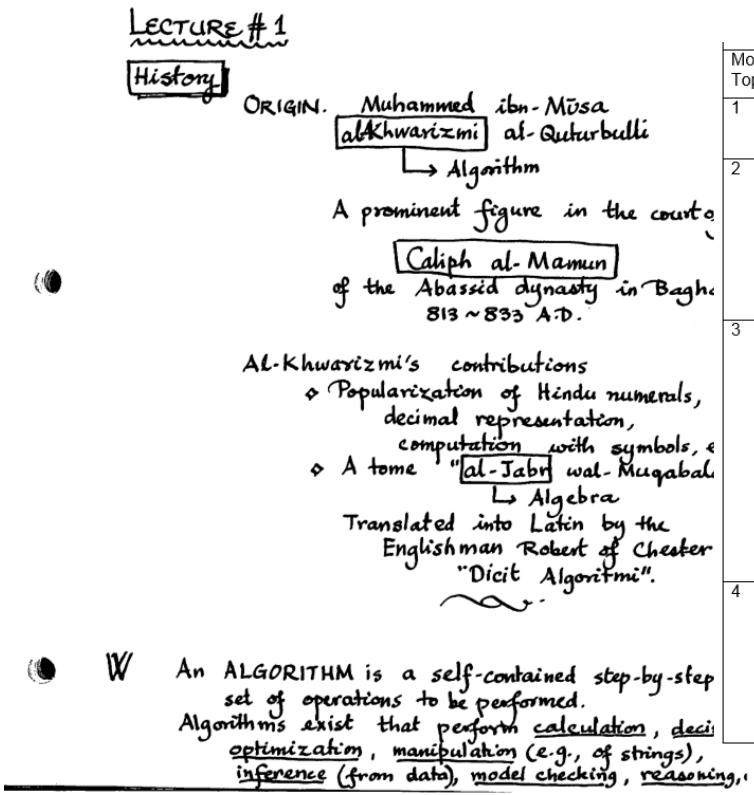
I don't know how to use Powerpoint, Camtasia, etc.

Training is key!

Educational Technologists provide training in how to use different technologies and what to expect when recording in our green screen studio

Storyboarding the Course

Scene #, Slide #	On-Screen	Audio	Programming Notes
	[Media description or file reference and screen topics/text]	*[Voiceover text or file reference]*	*[Interactivity, branching, or other notes]*



LECTURE #1

History

ORIGIN. Muhammed ibn-Mūsa al-Khwarizmi al-Quturbulli
→ Algorithm

A prominent figure in the court o

Caliph al-Mamun

of the Abassid dynasty in Bagh
813 ~ 833 A.D.

Al-Khwarizmi's contributions
- Popularization of Hindu numerals, decimal representation, computation with symbols, e
- A tome "al-Jabr wal-Muqabal
  → Algebra

Translated into Latin by the Englishman Robert of Chester "Dicit Algoritmi".

An ALGORITHM is a self-contained step-by-step set of operations to be performed.
Algorithms exist that perform calculation, deci optimization, manipulation (e.g., of strings), inference (from data), model checking, reasoning,

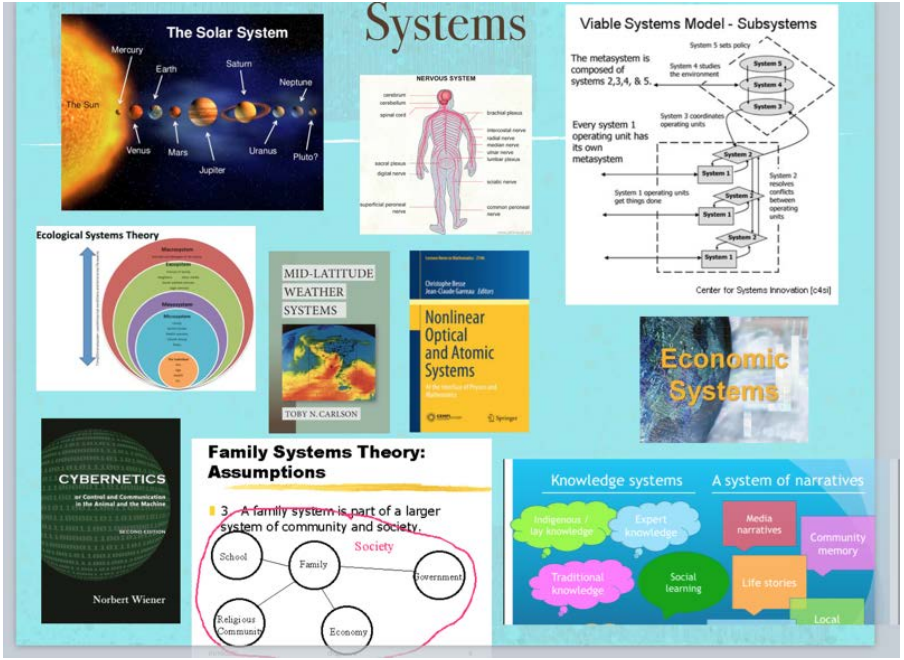
Module Topics	Topic	Format
1	Motivation	• Slides 1-8

2	One way if statements	• Syntax and semantics (slide 8-9)
		• Computing the absolute value
		  ○ Intro (slide 10)
		  ○ Implementation using computer
		• Extended version (slides 12-13)

3	Two way if statements	• Motivation – introducing the parity problem (slides 14-19)
		• Syntax and semantics (slide 20-21)
		• Determining the parity
		  ○ Intro (slide 22)
		  ○ Implementation using computer
		• Sequence of if vs. if-else (slides 23-24)
		• Boolean interpretation of arithmetic expression (slide 25)

4	Multi way if statements	• Motivation – introducing the letter grade problem and solution using two way if statements (slides 26-38) • Syntax and semantics (slide 39) • Solving letter grade problem using multi if statement (slides 40-41)

Before Examples



A) B)	MODULE 10/Weeks 12-13: Futures Last Weeks of Course	
Module Sections	Topic(s)	Format
1a	Context	Slides 1-5. Video # 1. "1920's – What The Future Will Look Like"
2a	Futurology	Slides 6-10. (1) Tarot Card Reading
3a	Scenarios	Slides 11-15.
4a	Science Fiction	Video # 2, PBS: "When Science Fiction Becomes Science Fact" Slides 16-22.
5a	Quiz	Slides 23-24.
1b	Week 13: Class chosen Case Study	Slide 25.
2b	Week 14: Presentations	Slide 26.
3b	Week 15: All assignments Due	Slides 27.
4b	Final Thoughts	Slides 28-29. Video # 3. *Colbert Report* "Happy Endings" video
5b	Conclusion of video.	Slide 30. Virtual goodbye and reminders.

Elements
(1) Section 2a, "Tarot Card Reading"
App to read Tarot Cards and predict the future.
–
Videos
#1, Section 1a, "1920s – What the Future Will look Like"
https://www.youtube.com/watch?v=czr-98yo6RU

#2, Section 4a, PBS: "When Science Fiction Becomes Science Fact"
https://www.youtube.com/watch?v=Ear4Prg9G8w

#3, Section 4b *Colbert Report* "The Word: Happy Endings"
http://www.cc.com/video-clips/fk34r7/the-colbert-report-the-word---happy-endings

Module Creation

- Filming in our green-screen studio
- Screen captures & writing tablets
- Creating animations/ interactions in Articulate Storyline

Prior to Recording

- Faculty meet with Educational Technologists

During Recording

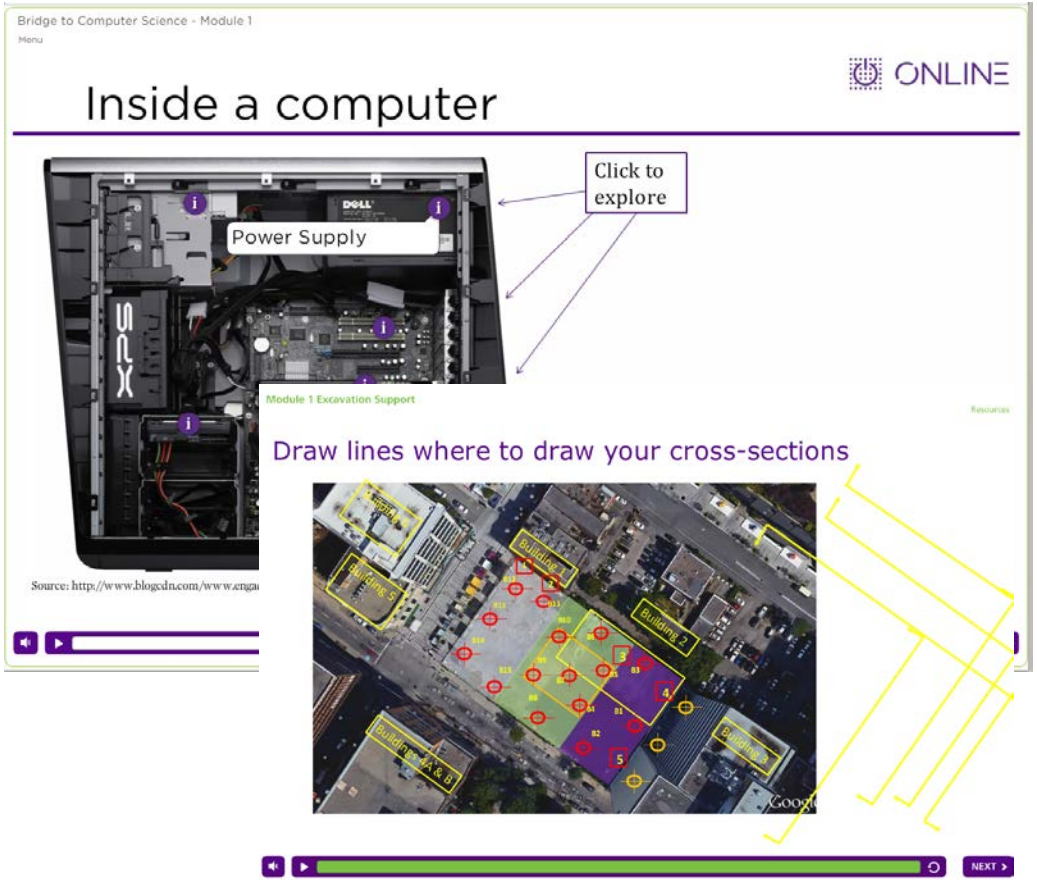
- Faculty record their lectures in the green screen studio
- Teleprompter
- Powerpoint Display

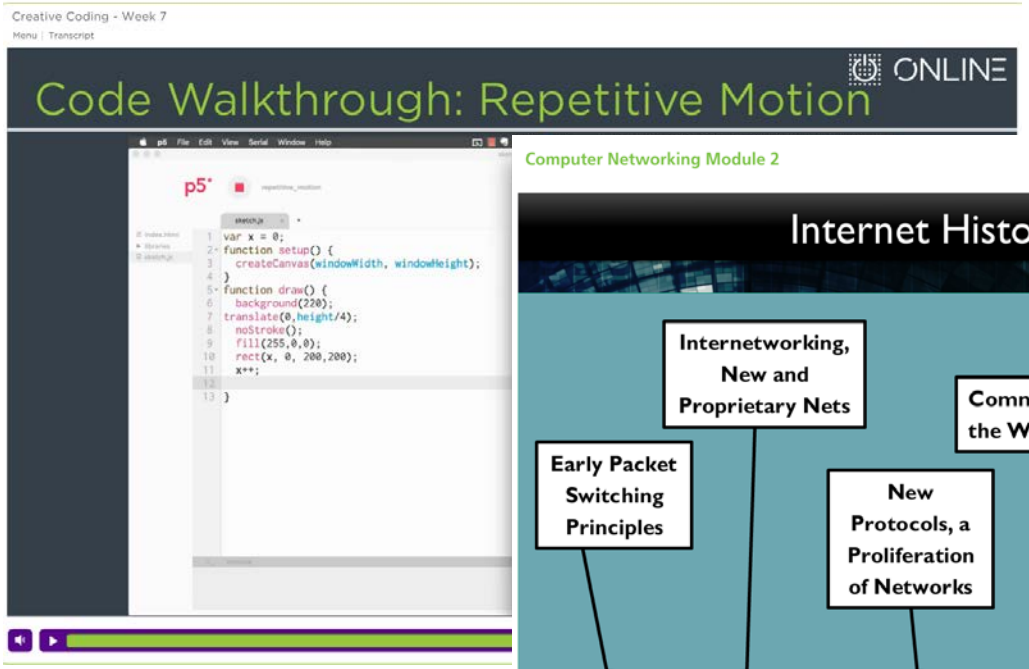
Supplemental Recording

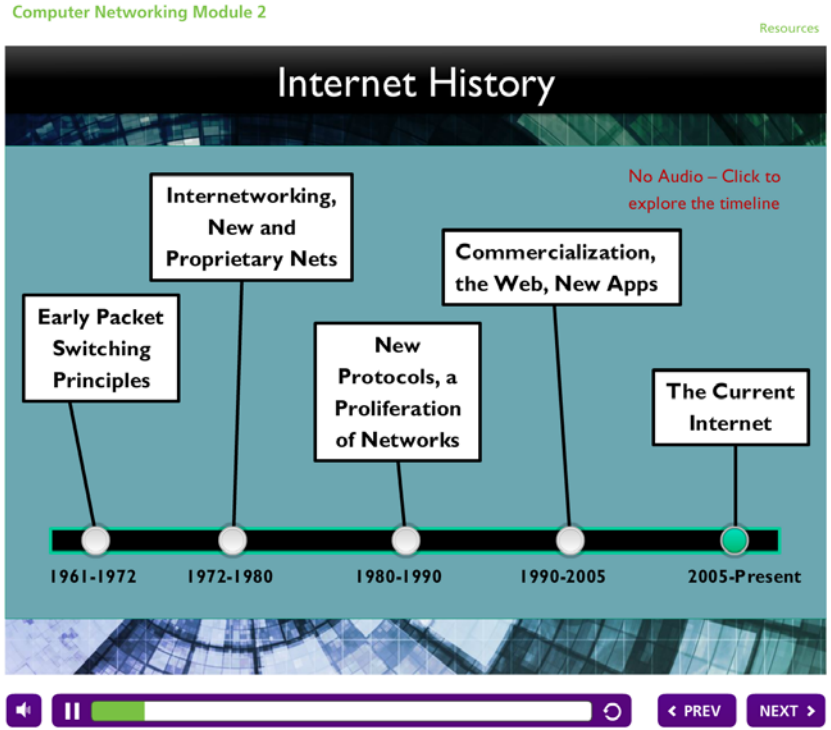
- **Screen Captures**
  - Camtasia
  - Audio voiceovers
- **Writing Tablets**
  - Ipad Pro and Apple Pencil
  - Wacom Tablet

Creation of Animations/ Interactive Elements

- Referring back to storyboards, Instructional Designers create interactive features to go along with the recorded videos and combine all content into “Active Learning Modules”





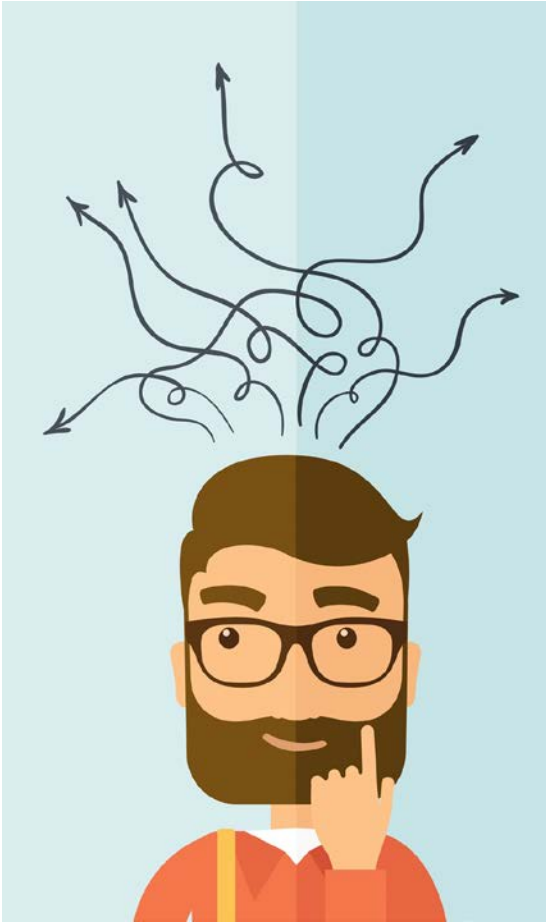


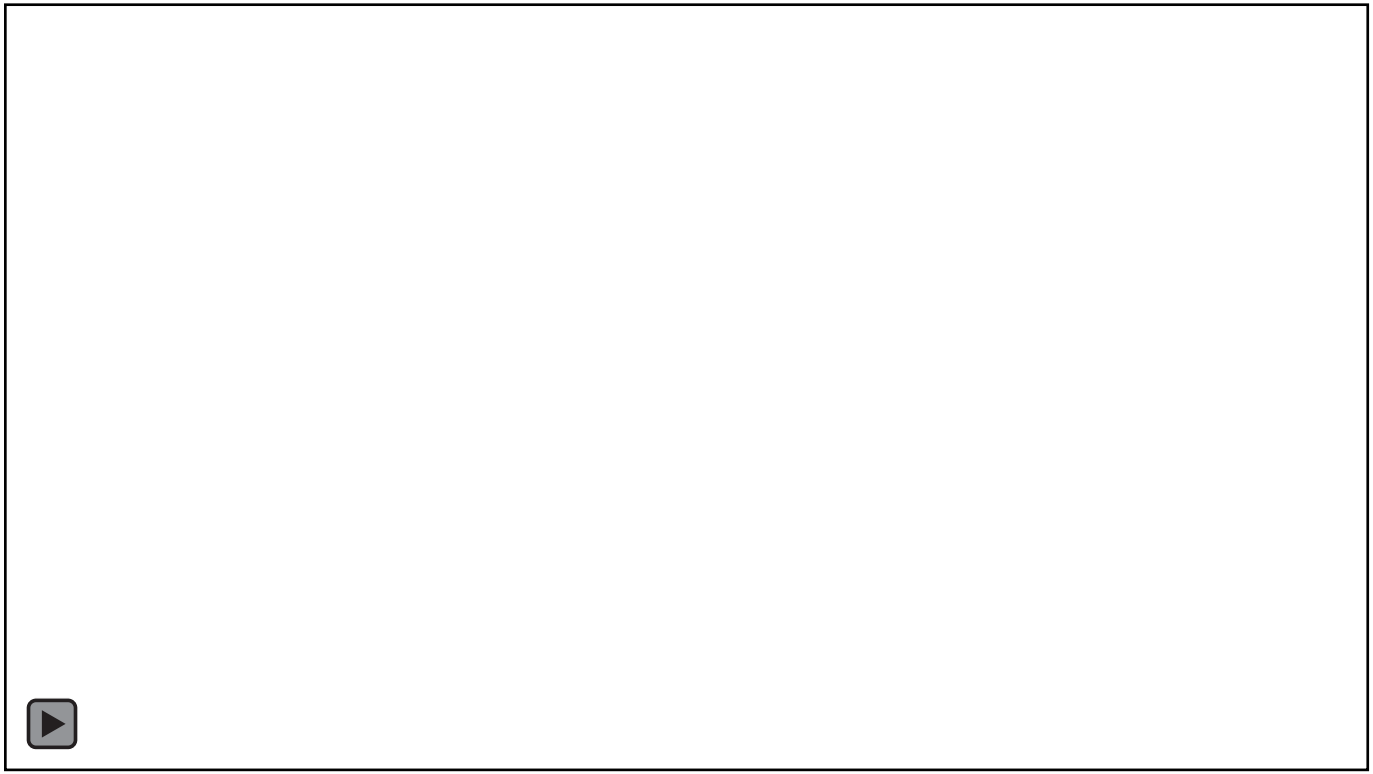
More Examples

Stop and Think

Imagine you are an instructor new to online learning. You have just completed developing your online modules and are preparing to teaching online for the first time.

- **What are the tools that you need or would like from your home institution?**
- **What training would you want to receive?**





Example of technology

Faculty Feedback

“One aspect I found challenging about the online course development was the code walkthrough videos. For a technical class like Creative Coding, it was imperative to have cookbook-style code walkthroughs. Unfortunately the process of recording each video was at first unnecessarily laborious because of poor sound quality issues which required multiple retakes. In the future, I think it would be helpful if there were a self service station or a little more support in regards to any screen capture methods.” - Kevin Siwoff, Adjunct Professor, New York University

“My only proposed enhancement I would love to see—if that some of the material be projected on the green screen at the time of taping so that some of the lecture can be interactive with a background—but that might be beyond the “scope” of the template.” - Rachael Stark, Adjunct Professor, New York University

Resource Links

Distance Learning: Best Apps, Tools and Online Services

The Next-Big-Thing in Online Education…Learning in Real Time

5 Pillars Of Online Teaching And 40 Smart Apps And Tools To Make Your Life Easier As An Online Educator

Virtual Reality and Learning: The Newest Landscape for Higher Education

Tech for Teachers: Apps, Tools and Online Resources

Kathy Shrock's Guide to Everything - Online Tools

Q & A

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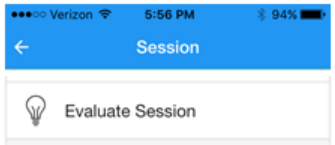
Session Evaluations Contest



- **Download and open OLC Conferences mobile app**
- **Navigate to specific session to evaluate**
- **Click "Evaluate Session" at the bottom of session details screen**
- **Complete session evaluation***

Each session evaluation completed (limited to one per session) = one contest entry
Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website

(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)

**Contact information required for contest entry but will not be shared with the presenters. Winners will be contacted post-conference.*