Online and Blended Technologies to Support Assessment

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EDUCAUSE Research Snapshot

In 2016, ECAR collaborated with 183 institutions to collect responses from 71,641 undergraduate students about their technology experiences. The findings in this snapshot were developed using a representative sample of 10,000 students from 153 U.S. colleges and universities.

46% of students say they get more actively involved in courses that use technology.

78% of students agree that the use of technology contributes to the successful completion of courses.

http://er.educause.edu/articles/2016/8/educause-research-snapshot-leveraging-technology-to-better-engage-students
EDUCAUSE Research Snapshot

Technology is pervasive in the lives of students:

- 90% of students own a smartphone and a laptop. Six in ten own a tablet.
- 61% own two or three internet-capable devices.
- 33% own four or more.
- 6% own zero or one.

Use:
- Percentage of students who say they use the device in most or all of their courses.
- Laptop: 75%
- Smartphone: 50%
- Tablet: 25%

Importance:
- Percentage of device owners who say the device is very/extremely important to their academic success.
- Laptop: 100%
- Smartphone: 75%
- Tablet: 50%

http://er.educause.edu/articles/2016/8/educause-research-snapshot-leveraging-technology-to-better-engage-students
LEARNING ENVIRONMENT AND ACADEMIC EXPERIENCES:

82% of students prefer a blended learning environment.

6 in 10 students say they want their instructors to use these more:

- Lecture capture
- Early-alert systems
- Free, web-based supplemental content
- Search tools to find references/information online for class work
TECHNOLOGY HAS CONSIDERABLE POTENTIAL TO ENGAGE STUDENTS IN CLASS:

Many students report that faculty use technology in meaningful and engaging ways.

Percentage of students who say most or all of their instructors do these things:

- Use technology during class to make connections to the learning material: 61%
- Encourage the use of online collaboration tools: 57%
- Encourage the use of student devices during class to deepen learning: 34%
- Encourage the use of technology for creative or critical-thinking tasks: 49%

Percentage of students who say that technology has helped them:

- Ask instructors questions: 79%
- Engage in the learning process: 71%
- Work with other students on class projects: 69%
- Participate in group activities: 65%
53% would rather give up their sense of SMELL instead of their technology

Millennial Students…

83% report they have slept with or next to their phone

88% send text messages

24% say “technology use” defines their generation

Pew Research Group (2011)
We have moved past this...
This is on the horizon...
What is happening now?
A little overwhelming?
How can we leverage technology?

Content
What do you want your students to learn?

Collaborate
How do you want your students to learn it?

Communicate
How would you like them to interact & share information?

<table>
<thead>
<tr>
<th>Content distribution</th>
<th>Collaboration</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video</td>
<td>Wikis</td>
<td>Blogs</td>
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<td>YouTube</td>
<td>Wikispaces</td>
<td>Blogger</td>
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<td>Vimeo</td>
<td>Wikidot</td>
<td>Edublogs</td>
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<td>Curated video libraries</td>
<td>Synchronous meeting tools</td>
<td>Digital presentations</td>
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<td>Stanford eCorner</td>
<td>Adobe Connect</td>
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<td>Cornell Prendismo</td>
<td>Big Blue Button</td>
<td>Prezi</td>
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<td>TED Talks</td>
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<td>RSA Animate</td>
<td>GoToMeeting</td>
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<td>Document sharing</td>
<td>Discussion forums</td>
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<tr>
<td>Dropbox</td>
<td>Vanilla</td>
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<tr>
<td>SkyDrive</td>
<td>(Most CMS have embedded discussions)</td>
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<td>SugarSync</td>
<td>TopHat</td>
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<tr>
<td>Course/learning management systems</td>
<td>Collaborative Q&amp;A</td>
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<td>(CMS/LMS)</td>
<td>Piazza</td>
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<td>Blackboard</td>
<td>Microblogging</td>
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<td>Moodle</td>
<td>Twitter</td>
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<td>Desire2Learn</td>
<td>Learning Catalytics</td>
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<tr>
<td>iTunes/RSS feeds</td>
<td>Mindmaps and Whiteboards</td>
<td>Social Networks</td>
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<td>Mindomo</td>
<td>Facebook</td>
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<td>Mural.ly</td>
<td>LinkedIn</td>
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<tr>
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<tbody>
<tr>
<td>Desktop and video capture</td>
<td>GroupZap</td>
<td>Podcasts</td>
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<td>Jing</td>
<td>Collaborative editing</td>
<td>Soundcloud</td>
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<td>Camtasia</td>
<td>Etherpad</td>
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<td>Vine</td>
<td>CrocoDoc</td>
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<td>Audio</td>
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<td>Audacity</td>
<td>Diigo</td>
<td>Google Hangouts</td>
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<td>Self-authoring</td>
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<td>Chat</td>
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<td>iBooks</td>
<td>Dipity</td>
<td>Google Moderator</td>
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<td>Lulu</td>
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<td>Messenger</td>
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<td>Questions and resource sharing</td>
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<td>Open and digital textbooks</td>
<td>Photo sharing</td>
<td>Quora</td>
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<td>FlatWorld Knowledge webtexts</td>
<td>Flickr</td>
<td>Reddit</td>
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<tr>
<td>Homework systems</td>
<td>Pinterest</td>
<td>Surveys</td>
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<td>Pearson MyLabs</td>
<td>Note taking and organization</td>
<td>Qualtrics</td>
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<td>Megraw-Hill Connect</td>
<td>Notability</td>
<td>Survey Monkey</td>
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<td>Evernote</td>
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<td>Springpad</td>
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<td>Social Media curation</td>
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<td>Storify</td>
<td>Project management</td>
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<td>Binfire</td>
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<td>Wunderlist</td>
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<td>Resource sharing</td>
<td>Peer review</td>
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<tr>
<td>LiveBinder SlideShare</td>
<td>Calibrated Peer Review</td>
<td>Email</td>
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</tbody>
</table>
Bite sized technologies

Content
- YouTube
- iTunes
- Flatworld Knowledge

Collaborate
- Teammate
- Piazza

Communicate
- Office 365
- Twitter
- Dropbox
Use Office products on or offline
Save to OneDrive and share

Also good for collaboration

http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/
Collaborate

Simulated decisions in R&D, Marketing, Production and Finance
Automated debrief reports
Assurance of learning data
Track completion and activity

http://www.capsim.com/capsimcore/
Create a course or topic #hashtag
Use technology to continue or extend the conversation

The findings of the U.S. Department of Education’s report on evidence-based practices in online learning\(^3\) indicate that a significant factor for improving student success is to design courses that increase students' time on task.

Activity Ideas for Integrating Technology

Technology Tools for Teaching

There are so many options when you consider using technologies for teaching, it can get pretty overwhelming! Keep in mind that technologies...

DEMONSTRATION
GoReact
- Self-record
- Live record (and react)
- Video/media prompt
- Feedback (annotate from self, peer, and instructor)

Various licenses available (per student, per course, site)

Integrates with Canvas and Blackboard grade book

https://goreact.zendesk.com/hc/en-us
DISCUSSIONS

• Yellowdig
  • Student-driven discussions
  • Configure points, topics, analytics
  • Instructor badges
  • Pin and Comment word counts, Like, Love, Not relevant
• Integrates with Canvas grade book

Ethics in Construction

In the construction industry, at least the current state of it, margin are very slim. A few slip-ups, accidents, or scope gaps can turn a project from a successful one to a disaster, financially speaking. As a result, there are quite a few bottom-feeders in the industry that try to circumvent this in a number of ways.

I feel fortunate to work for a contractor that is large enough and has good enough relationships to not have to worry about whether or not we’re one of the “baddies” in the industry. We employ talent and reward it, we keep our jobsites very safe, and we work to be honest and fair with our clients (even when they don’t reciprocate).

I’ve seen competition that does not though. In many cases, the least ethical firms are the small “trunk-slammers” that entice owners and developers with a cheap bid and then “change order” them into oblivion to make their profit. These are
### Leaderboard

<table>
<thead>
<tr>
<th>Name</th>
<th>Points</th>
<th>Pins</th>
<th>Comments</th>
<th>Votes Given</th>
<th>Votes Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy Farrell</td>
<td>120</td>
<td>6</td>
<td>19</td>
<td>7</td>
<td>11</td>
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<tr>
<td>Mark Hilderbrand</td>
<td>110</td>
<td>4</td>
<td>19</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>Jared Stimson</td>
<td>103</td>
<td>5</td>
<td>15</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Bryant Van Meeteren</td>
<td>100</td>
<td>5</td>
<td>13</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Ryan Hoffman</td>
<td>100</td>
<td>2</td>
<td>5</td>
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<td>99</td>
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<td>98</td>
<td>2</td>
<td>10</td>
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</table>

### Earning Points

- Creating a new **Pin** with a minimum of 40 words earns 10 points.
- Adding a new **Comment** with a minimum of 40 words earns 5 points.
- **Upvoting** a Comment or Pin (Like or Love) earns author 1 point.
- Receiving an **Instructor Badge** earns 10 points.
- Receiving a **Comment** on a Pin will earn Pin author 0 points.
- **100%** participation achieved after earning 100 points (passed back to gradebook if enabled).

### Weekly Point Maximum

- **Enable weekly maximum point setting**
- **Weekly Maximum Points**: 20 (Min 5 week(s) to meet 100 points)
- Starts at: 21:00 EST/GMT -05:00 America/New_York
Hotels full, host eclipse viewers at your home

I found this article about the recent solar eclipse. As many of you know, many people in Nebraska rented out their land and houses to visitors during the eclipse. The profit they made is subject to hotel tax as stated in the article. Do you think it’s ethical or unethical for these property owners to not pay the same tax hotels are subject to?

Residents can rent out rooms through Airbnb

http://www.nptelegraph.com/recipe/hotels-f...

Sarbanes-Oxley marks 15 years of success and challenges

As we learned in class, Sarbanes-Oxley was established in 2002. This year marks 15 years since it was implemented. The article I shared discusses how the business world has developed during this time. There has been substantial improvement, and investors are more confident in public companies. Despite the significant successes that SOX has provided, undoubtedly, there are some challenges. This piece shares in more detail the progress and challenges of SOX.

In the wake of a variety of accounting scandals that cost investors billions of dollars, the Sarbanes-Oxley Act was introduced in 2002 to provide assurance about the accuracy and completeness of financial statements.

https://www.accountingtoday.com/opinion/sa...
By the numbers

Average Participation Points Earned

101.8 average overall
88% earned 100 or above
ANOTHER DISCUSSION OPTION

- Flipgrid
  - Video introductions
  - Topics
  - Moderation
  - Free
- Integrates with Canvas

http://flipgrid.com
LET’S TRY IT!
APPLY IT
YOUR TURN TO DIG IN!

- Choose an assessment
- Consider how technology can enhance the assessment (no fluff)
- Choose a technology
- Create your technology enhanced assessment
POTENTIAL TOOLS


Join Me www.join.me | Skype: www.skype.com | Zoom: zoom.us/  < Synchronous meetings

Kahoot!: getkahoot.com/ and kahoot.it | Learning Catalytics: learningcatalytics.com/ | Quizizz: quizizz.com/


Voicethread: www.voicethread.com | Slideshare: www.slideshare.net | Google Slides  < Slides  ^ Video/Audio

  ^ Portfolios  ^ Charts and Graphics

For more ideas, see Design on a Dime, Dell & Griebling: http://bit.ly/14G7nvs or articles such as http://www.edudemic.com/best-web-tools/
LESSONS LEARNED
Teaching with Technology

- choose the *right* tool for the *right* reason
- pedagogy **FIRST**
- technology **LAST**
Try one new thing...
Small things make a big difference...
Warp the space-time continuum...
Flip your purpose...
It’s ok to ask for help…
Failure won’t kill you...

Danger of Death by Failing
KEYS TO FAILING GRACEFULLY...

- Set student expectations
- Communicate well
- Have a backup plan
- Be flexible

(and learn from your failures)