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CIRT News - January 2017

Center for Instruction & Research Technology (CIRT)

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cirt NEWS

CENTER FOR INSTRUCTION & RESEARCH TECHNOLOGY



CIRT News is published four times a year by the Center for Instruction and Research Technology at the University of North Florida.

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JANUARY 2017

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New in CIRT: Fresh Faces & New Equipment

Faculty Spotlight: Using 3D Printing to Create Custom Lab Tools

Featured Faculty Member: Dr. TJ Mullen

► Listen

Dr. TJ Mullen in the Department of Chemistry recently worked with CIRT to fabricate a custom tool for his research lab. His interests are in creating complex surface structures with molecular-scale organization and chemical functionality for applications ranging from bioactive surfaces to nanoelectronics. The goal of Mullen's research program is to fabricate complex mesoscale surface architectures economically.

The Molecular-Ruler process is a chemical patterning technique used in biosensor arrays and nano/molecular electronics that relies upon the assembly of metal-ligated multilayers. This assembly is a resource intensive process, requiring several days of manual dipping and rinsing to complete. Completing the required sampling by hand is tedious and inefficient.



Mullen developed plans for a robotic dipper by modifying plans found online for a camera slider, which had a similar pattern of movement. The robot dipper is composed of several components including an arm with a blade on its end for dipping, a housing for the circuitry, and an [Arduino](#) control board. He worked with CIRT to 3D print the belt guide and leg, and the housing which was then assembled with the other components. After printing several prototypes, with refinement between each, Mullen had a functioning tool that facilitated his research project. The Robot Dipper minimizes the amount of

bench time required to assemble multilayers and produces the necessary quality for the research. Additionally, by using a robot dipper, Mullen and his undergraduate research students have been able to overcome a challenge with cross-contamination common to the former manual process.

Mullen's work was supported by the National Science Foundation and is in collaboration with Dr. Daniel Santavica (UNF Physics) and Dr. Corey Cause (UNF Chemistry).

Click [here](#) to watch the robotic dipper in action.

If your work could benefit from a custom built tool with 3D printed parts, stop by to talk with us.



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Director's Message: 2016-2017 Key Issues in Teaching and Learning

Deb Miller, Director

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The Educause Learning Initiative (ELI) is a community of higher education institutions and organizations committed to the advancement of learning through the innovative application of technology. Each year, as part of its [7 Things You Should Know About...](#) series, it publishes a concise briefing on the current status of key issues in teaching and learning identified in the annual ELI survey. I thought that the most recent edition would be of interest to faculty, so I'll highlight some of those key issues here.



Key Issue

[Academic Transformation](#)

[Faculty Development](#)

Briefing Author

Gardner Campbell, Vice Provost, Virginia Commonwealth University

Norm Vaughan, Professor, Mount Royal University

Big Idea

The question isn't how higher ed must change, but rather whether it should change.

Faculty working together in communities of inquiry focused

Accessibility and Universal Design for Learning

Frédéric Fovet, Faculty of Education, University of Prince Edward Island

on the scholarship of teaching and learning can more easily meet the dual demands of teaching and research.

Universal Design has become a framework for curriculum design that provides inclusive access to a diverse population of students

Learning Space Design

Shirley Dugdale, Dugdale Strategy LLC

The focus is on creating spaces that accommodate multiple activities and support active learning. Research on the effectiveness of learning space design is increasing.

You can view the full report briefing [here](#). I also encourage you to explore [ELI's other resources](#), which cover topics as varied as Robot Writers, Personalized Learning, and Visual Literacy. You only need to create a free account to access these, as UNF is an ELI member.

The 2017 Key Issues in Teaching and Learning will be debated at the ELI Annual Meeting, February 13-15 in Houston, TX.

We'd love to hear your thoughts on any of these issues.

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Upcoming Events

**Registration is required for this event*

CANVAS 101*

Thursday, January 19, 2017

●OVERVIEW ●OF CIRT'S ●ONLINE COURSE TEMPLATES*

Monday, January 30, 2017

USING THE DESIGN TOOLS LTI IN CANVAS*

Wednesday, February 1, 2017

CREATING AND MANAGING ONLINE SURVEYS LEVEL 1

Tuesday, February 7, 2017

CANVAS 101*

Wednesday, February 8, 2017

CREATING COURSE INTRODUCTION VIDEOS*

Thursday, February 9, 2017

CANVAS MIGRATION BOOT CAMP*

Thursday, February 10, 2017

YOUTUBE CHANNEL WORKSHOP*

Thursday, February 14, 2017

DYNAMIC CONTENT IN CANVAS WITH OFFICE MIX AND GOOGLE APPS*

Thursday, February 23, 2017

CREATING VIDEO ASSIGNMENTS FOR CANVAS*

Tuesday, March 7, 2017

USING CANVAS ANALYTICS TO IMPROVE STUDENT SUCCESS*

Tuesday, March 14, 2017

TOOLS FOR ENGAGEMENT IN CANVAS*

Tuesday, March 28, 2017

CANVAS GRADING AND RUBRICS*

Thursday, April 13, 2017

CANVAS 101*

Tuesday, April 18, 2017

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Digital Thinking: Copyright Resources for Faculty

David Wilson, Assistant Director

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I assist many faculty with preparing media, typically digital video or audio files, for their LMS courses. Copyright and Fair Use are topics that come up frequently. This article will provide some suggestions and tools that may help you as you are adding media to your courses.

The most important thing to know is that we are here to help. Stephanie Weiss, the Online Learning Librarian is available to answer any questions you have about using materials in your course and copyright. She can also help you find materials to use in your courses that are already in a digital format and ready to use. The Library has [video databases](#) that include many videos covering a number of academic disciplines that are already licensed for use and can be easily linked from your course. If the media is not available through the Library it may be available for purchase or rental in digital format. [Amazon](#), [YouTube](#), and [iTunes](#) all have large digital video collections. Most full-length movies can be rented for under \$10 or purchased for under \$20.

If you are unable to find already published digital versions of the media you would like to use, the American Library Association (ALA) [Copyright Advisory Network](#) (CAN) is sharing a series of easy-to-use interactive tools that can help you decide if you should digitize a work, or a portion of a work, to include in your course.

- [The Copyright Genie](#) can help you determine if the media you are interested in using is covered by U.S. copyright, and will generate a PDF report for your records.
- [The Exceptions for Instructors eTool](#) "guides users through the educational exceptions in U.S. copyright law, helping to explain and clarify rights and responsibilities for the performance and display of copyrighted content in traditional, distance and blended educational models."
- [The Fair Use Evaluator](#) will "help you better understand how to determine the 'fairness' of a use under the U.S. Copyright Code." Like the Copyright Genie, it will also generate a PDF report for

your records.

- [The Public Domain Slider](#) "is a tool to help determine the copyright status of a work that is first published in the United States."

These tools will help you with decisions about what media to include in your courses. If you determine that you are not able to make a digital copy of a piece of media, I still recommend that you contact Stephanie. She may be able to help to find a digital version available at no or little cost to your student, or help you request permission to digitize and use the media in your course, or find an alternative that would be just as effective.

If you have any questions or comments please feel free to email me at david.wilson@unf.edu.

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Best Practices Online: Implementing E-Journals into Your Course

Jamie Chaires, Instructional Designer

► Listen



Electronic journaling, or e-journaling, enhances traditional face-to-face classrooms and distance learning courses by providing an effective means of active learning through a process of questioning, reflection, and prompt feedback from others. Journaling has been found to be a valuable strategy for checking students' understanding of core concepts, promoting reflection on the connections between theory and practice, enhancing insight, and promoting critical thinking, as well as encouraging interaction between students and faculty, increasing time on task, and respecting diverse talents and ways of learning (King & LaRocco, 2006). Many of the downsides of traditional journaling, paper journals that are collected by the instructor to be graded, are overcome or improved upon with the added use of technology. The cumbersome task of collecting, carrying, and distributing the journals, trying to read students (and instructors) handwriting, and the absence of the journals being used during the time they are collected are eliminated with the use of e-journaling. Electronic submission also provides opportunity for more timely feedback to students.

IN PRACTICE

When implementing e-journals into a course, students will need detailed directions with the instructor's expectations clearly defined. Inform students of the type of journal being requested, the number of entries required, the minimum length of entries, and the criteria for grading submissions. When considering journal writing in the academics with the goal of improving critical thinking skills, Phipps (2005) describes the following types of reflective writing as the most powerful tools:

- **Professional journals:** record the growth and development of the author in his or her specific field of study
- **Interactive reading logs:** provide an opportunity for recording reactions to materials being read as the learner progress through a book or article; can include imaginary conversations with the author of the material being read, even questioning the ideas presented
- **Theory logs:** compel students to examine and interpret theoretical concepts and significant points, restating them in their own words and then recording how they are applied in practice.

Instructors may also give students choices as to how they will submit their e-journals. Canvas allows for different types of file submissions including a simple text entry box, file upload, or video/audio recordings. There are multiple ways to set up e-journals within the Canvas assignments tool. Two templates have been created by the ID team in CIRT and shared in the Canvas Commons for download. One template is designed for a recurring journal that allows for multiple submissions to the same assignment and communication between the instructor and student in one location. This technique allows for a more seamless view of past and present journal entries and only creates one column in the grade book. In the other template, students will only submit once to the journal assignment, requiring the creation of separate assignments for each journal entry but allowing for unique instructions and additional columns in the grade book. Sample grading rubrics have also been included with these journal templates. For help gaining access to these templates, [contact](#) an instructional designer in CIRT. Whether the instructor should assess students' journals is debatable. Brookfield (1995) suggested that journal entries should not be assessed, but that awarding credit for completion would suffice.



However, even if not assessing the quality of the writing, it is imperative to read the students' entries and make comments, otherwise, students will feel their writing is not valued and view the process as unimportant (Phipps, 2005). Prompt feedback also helps to establish a relationship between the instructor and a student, increasing student learning and satisfaction in the course.

ADDITIONAL RESOURCES

For more ideas on e-journals in Canvas, check out these links:

- [Blog, Wiki, and Journal Assignments in Canvas](#)
- [Canvas Assignments Instructor Guide](#)

You may also be able to find an existing journal assignments in Canvas Commons that you can import into your course.

- [How do I import and view a Commons resource in Canvas?](#)

REFERENCES

Brookfield, S. D. (1995). *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass.

King, F. B., & LaRocco, D. J. (2006). E-Journaling: A Strategy to Support Student Reflection and Understanding Current Issues in Education. 9(4).

Phipps, J. J. (2005). E-Journaling: Achieving Interactive Education Online. *Educause Quarterly*, 62-65. Retrieved January 4, 2017, from <http://www.algonquincollege.com/profres/files/2013/10/E-Journaling-Achieving-Interactive-Education-Online.pdf>

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Canvas News

Ross Bell, Assistant Director of Online Learning Support

Welcome to the start of a new year! By now, I hope you have familiarized yourself with Canvas; for many, the Spring 2017 is your first time teaching with Canvas. We are offering several Canvas workshops this spring, see our [Events page](#) for details. We're also always happy to meet with faculty individually.

If Summer 2017 will be the first time you are teaching in Canvas, we recommend attending a Canvas 101 training. If you wish to transfer content from a Blackboard course, visit our [Canvas Transition Website](#) for information on how to migrate your Blackboard content to Canvas. You can migrate it yourself, or we will migrate it for you.



We also recommend that you bookmark the [UNF Canvas Knowledge Base](#), and subscribe to its [News Feed](#).

CANVAS APPS Canvas Apps are external tools that allow faculty to integrate 3rd party tools and services into their Canvas courses. For more information, and a full list of available apps, visit our [Canvas Apps](#) page. The list is continuously growing, so be sure to check it regularly. If there is an app you would like to see added please read the How to Request an [External App](#) article which details the process.

JOURNALS IN CANVAS Canvas does not have a dedicated Journaling tool, but there are multiple ways that instructors can create journal assignments in their courses. See Jamie's article on eJournals in this newsletter, or read our [Blog, Journal, and Wiki Assignments](#) in Canvas article for more information.

BLACKBOARD Blackboard will be retired on May 31st and we will no longer be able to access any course information after that date. Stay tuned to the Canvas Transition Update emails for more information about backing up course records and content, if needed.

For any Canvas or Blackboard questions, contact CIRT at 620-3927 or cirtlab@unf.edu.

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New in CIRT: Jessica Harden



Please join us in welcoming Jessica Harden to CIRT as a member of the Creative Team. Jessica graduated with her Bachelors in Anthropology and Political Science in Fall 2015 from the University of North Florida. She won her first film festival at age 11 and continues to be passionate about storytelling through film. As a UNF student, she worked as a reporter and copy editor for the Spinnaker.

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Deb Miller, Editor

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