

3-2018

## CIRT News - March 2018

Center for Instruction & Research Technology (CIRT)

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MARCH 2018

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## Faculty Spotlight: Using 3D Printed Models in Classes

**Featured Faculty Members: Jason John, Department of Art and Design**

► Listen

Painting I introduces students to the techniques, concepts, and history of painting through direct observational study. Professor Jason John was interested in creating an assignment for his Summer Painting I class that would allow students to explore painting on three-dimensional models. In this class, students recreate portraits from art history. The portraits on the 3D printed heads will be put into cardboard backdrops to provide an environment. Students will replicate the form on the figure, while replicating the environment in the backdrop from the original painting. Once both substrates are painted on, the entire system will replicate the painting the students will be attempting to copy. John consulted with CIRT to explore whether the 3D printer could create paintable models for the assignment.

CIRT assisted John in locating a suitable model of a human head on [Thingiverse](http://Thingiverse), a web-database with thousands of free printable 3D models. A suitable model was identified and CIRT printed a prototype for testing. The initial print took 12-14 hours because the model was configured to print the head as a solid piece rather than using infill, a honeycomb pattern of supports used on the interior of 3D prints to save material and time. CIRT staff modified the model to be primarily hollow with some interior supports, reducing the print time to roughly four and a half hours. Objects are not ready to be painted immediately after they have been printed. First, the heads were covered with self-leveling acrylic dispersion. Once the dispersion dried,



John would sand and repeat this process about 3 times. He found that some of the more brittle acrylic gels would just crack apart, so he had to find a more flexible dispersion. Once the surface of the head was made smooth, John applied Golden N6 Neutral Gray to the head and sanded once again. After this process, the oil paint layers are ready to apply. Students can add heavy paint texture to the head if they so desire. The painting process will be a similar procedure to painting on a flat surface, but the student will have to compensate for the 3D form.

John reviewed and approved the prototype and CIRT printed 20 models over the course of three weeks for use in the course. He is having the students paint on

3D forms so they better understand molding of light form when painting on a 2D surface. If this project works out, he plans to apply the principle to his painting course every year. Eventually he hopes to exhibit the heads in the Library Gallery.

If you are interested in using 3D printing or 3D models in your teaching and research please contact us at [cirtlab@unf.edu](mailto:cirtlab@unf.edu)

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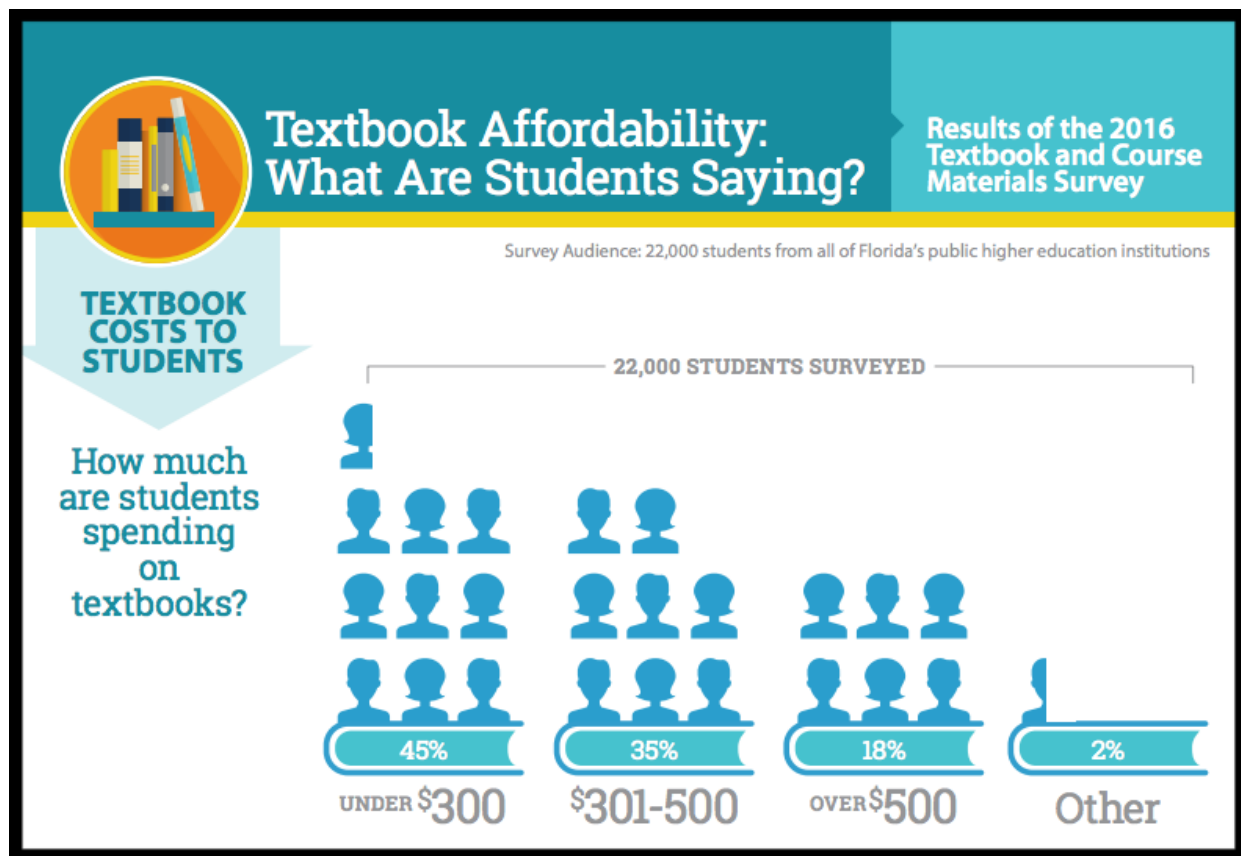
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## Director's Message: UNF Open Educational Resources (OER) Initiative

**Dr. Deb Miller, Senior Director**

▶ [Listen](#)

Since 2006, the cost of college textbooks has increased 88 percent, compared with an increase of 21 percent for all items, according to the Consumer Price Index (U.S. Bureau of Labor Statistics, 2016).



The cost of textbooks also puts college students at risk of falling behind. A 2016 survey of more than 20,000 Florida college students found that textbook prices caused 67 percent of them to not purchase a required textbook, 26 percent to drop a class and 20 percent to fail a course (Florida Virtual Campus, 2016).

To learn more about what students have to say about textbook affordability, see the 2016 Textbook and Course Materials Survey [overview handout](#).

**UNF's Open Educational Resources (OER) Initiative** is a joint project by the Center for Instruction and Research Technology (CIRT) and the Thomas G. Carpenter Library that seeks to lower college costs for UNF students by encouraging UNF faculty to adopt quality open resources in their courses.



The goals of this collaboration are to:

- Lower student costs by eliminating expensive instructional materials when possible.
- Support faculty experimentation with OERs.
- Assist faculty in finding and using academically equivalent OER content.

There are several aspects to the use of online resources with low-cost, open, "free" access, and increasing textbook-affordability. To learn more about the OER movement, I recommend visiting the Library's [LibGuide](#) for OER, the [OER Commons](#), or [Florida's Open Access Textbook](#) site.

In an initial call, we sought proposals focused on adoption of existing OER materials, such as peer-reviewed open texts and licensed content from the Library in a designated course. Nine UNF faculty members submitted proposals and are currently working to adopt OER materials in a course.

In future years, we anticipate expanding the call to include proposals for authoring open texts/courseware. To learn information about this initiative, please visit the [UNF Open Educational Resources \(OER\) Initiative](#) webpage.

We are interested in developing a steering group to guide this initiative's future development. If you have interest or experience in this area and are willing to serve, please contact Deb Miller at [deb.miller@unf.edu](mailto:deb.miller@unf.edu).

Florida Virtual Campus. (2016). 2016 Student textbook and course materials survey. Retrieved from [http://www.openaccesstextbooks.org/pdf/2016\\_Florida\\_Student\\_Textbook\\_Survey.pdf](http://www.openaccesstextbooks.org/pdf/2016_Florida_Student_Textbook_Survey.pdf)

U.S. Bureau of Labor Statistics, TED: The Economics Daily. (2016). College tuition and fees increase 63 percent since January 2006. Retrieved from <https://www.bls.gov/opub/ted/2016/college-tuition-and-fees-increase-63-percent-since-january-2006.htm>

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## Upcoming Events

*\*Registration is required for this event.*

### **HUMANIZING THE ONLINE ENVIRONMENT\***

Friday, March 16, 2018

### **DHI WORKSHOP: EDITING THE EARTHA M.M. WHITE COLLECTION\***

Wednesday, March 28, 2018

### **CANVAS 101\***

Thursday, March 29, 2018

### **CANVAS GRADING AND RUBRICS\***

Wednesday, April 4, 2018

### **CANVAS'S NEW GRADEBOOK\***

Thursday, April 5, 2018

### **BEST PRACTICES ACCESSIBILITY AND UNIVERSAL DESIGN IN ONLINE COURSES\***

Wednesday, April 11, 2018

### **CANVAS 101\***

Wednesday, April 18, 2018

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## Digital Thinking: Accessibility Checker in Microsoft Office

**Jessica Harden, Educational Media Coordinator**

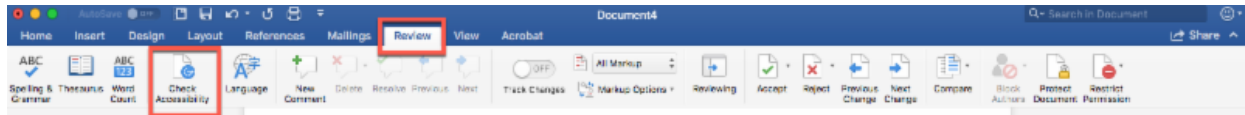
► Listen

Microsoft Office 2016 products have a built in accessibility checker that assists in making sure your

documents are accessible to your viewers. This is an excellent first step in making sure your documents are as accessible as possible. Below you will find a brief overview of the tool followed by several examples of common accessibility issues broken down by document type.

## Accessibility Checker

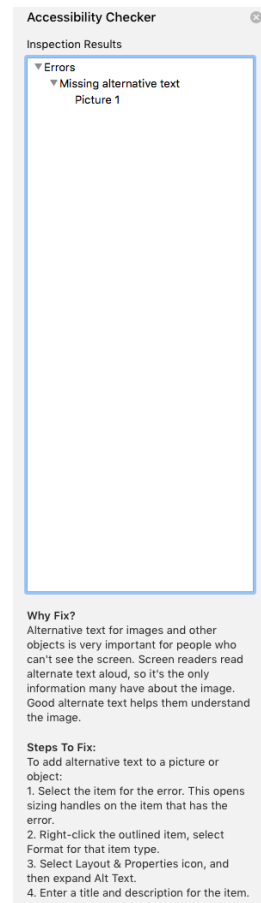
The accessibility checker functions similarly in Microsoft Word, PowerPoint, and Excel. One of the best features is that the tool not only checks your document for accessibility issues, it also tells you why it is important to fix these issues and gives you step by step instructions on how to fix each issue.



The tool can be accessed by going to the Review tab at the top of Word, PowerPoint, and Excel, and then selecting Check Accessibility.

The Accessibility Checker will open in a pane on the right hand side of the document. Under Inspection Results you will see a list of errors. When you click on the error it will highlight it in the document so that it is easy for you to locate and make the appropriate changes.

Beneath the Inspection Results box you will see more information about the error. The Why Fix? section explains why it is important to fix the error. The Steps to Fix section provides step by step instructions on how to make the necessary changes to fix the error. Once the error is fixed it disappears from the Inspection Results box.



## Common Accessibility Issues

### *Missing Alternative Text*

This error occurs when a picture, chart, or graph does not have alternative text added to it. Alternative text is important for anyone accessing your document who may be using a screen reader as it will read this text to describe the image.

### *Unnamed Sheet in Excel*

Excel names sheets by number as a default, for example Sheet 1, Sheet 2, and so on. This can be confusing to those using screen readers because the text is not reflective of the content. It is important to rename your sheets with relevant titles and to delete unused sheets to avoid confusion.

### *Read Order for Slides in PowerPoint*

When you create objects such as a text box, image, or title and add it to a slide in PowerPoint it is assigned a default read order. This is the order in which the object will be read by a screen reader. The default read order is often confusing as it is determined in part by when an object is added, it does not automatically read from top to bottom, left to right. By mindfully changing the read order on your slides you can ensure screen readers convey the information in the correct order.

For more information about using Microsoft Office's built-in accessibility checker, please contact Jessica Harden at [jessica.harden@unf.edu](mailto:jessica.harden@unf.edu)

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# Best Practices Online: Using Canvas Tools to Promote a Community of Inquiry

**Rozy Parlette, Instructional Designer**

► [Listen](#)

One of the most challenging aspects of teaching online is finding ways to encourage student collaboration and build a sense community. Since instructors and students do not see each other in person, the community aspect of online courses can often be lost. For an online course to effectively engage students, the instructor must intentionally construct most of the interactions that will take place. The Community of Inquiry model offers a useful framework for building strong learning communities in online courses. An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding (Athabasca University, n.d). The Community of Inquiry model aims to create collaborative groups of learners through the advancement of three interconnected components - social, cognitive, and teaching presence. This article will discuss how tools in Canvas can be utilized to promote the model's three elements.



## Social Presence

Social presence is "the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop interpersonal relationships by way of projecting their individual personalities" (Akyol, Garrison, & Ozden, 2009).

*Setting the Climate*

[Syllabus Tool](#)

This Canvas feature can be used to outline guidelines for how students will be expected to engage with each other and to encourage a climate of mutual respect. Stating netiquette standards for student communication are also useful in explaining how students are to interact sensitive topics that may be discussed during the course.

*Fostering a Sense of Belonging*

[Profile Tool](#)

This tool allows students to share a personal biography and links to other online resources such as a personal website or blog.

[Rich Content Editor](#)

Encourage students to use this feature to record a personal summary and share it in an introductory discussion. Students will form distinct impressions of each other and will develop a deeper personal connection with their peers.

[SpeedGrader](#)

This tool can be used to create a two-way conversation between students and an instructor regarding assignments and feedback.

[Peer Review](#)

This student to student communication device opens up a channel of discussion where students can communicate about assignments and clarify each other's feedback.

*Communication between Students*

[Discussions](#)

This Canvas tool can be used to create conversations around a topic or prompt that can be mediated by an instructor.

*Collaboration*

[Groups](#)

Instructors can use this tool to create collaborative mini-sites where students can work together on projects.

## Cognitive Presence

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 1999).

### *Constructing Meaning*

#### Embedding Video in Discussions

Embed videos in a discussion board prompt to trigger prior knowledge and give students with divergent views a starting point for discussion.

#### Arc

This discussion tool that gives instructors and students the ability to discuss course content using video. In Arc's interface, students and instructors interact with media by commenting on specific points on a recording's timeline. Students can learn from each other's observations as well as from their instructor's guidance and feedback.



#### Pages

Instructors and students can use pages to collect resources related to course topics. Pages can also be used for modeling assignment expectations for students.

#### ePortfolio

This tool can be used for work revision as students submit different versions of an assignment. In addition, ePortfolios can be used to gauge student understanding of course topics, give opportunities to use critical thinking skills, and stimulate reflection of essential concepts.

#### SpeedGrader

Students have the opportunity to reflect on feedback provided to them by their instructor; they can then use this feedback to improve their work products. This tool also allows instructors to see growth over time as students submit revised versions of an assignment.

## Teaching Presence

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

### *Organization of Content and Direction throughout the Learning Process*

#### Modules

This tool allows instructors to create a linear work path and moderate when students are accessing content, activities, and assignments. The Modules feature gives instructors the ability to aggregate different tools into one module. By setting prerequisites and requirements, students access material in a path that was purposely constructed for them by their instructor. In addition, students become aware of the course's structure and learn which tools they will use during the course.

### *Evaluation and Reflection*

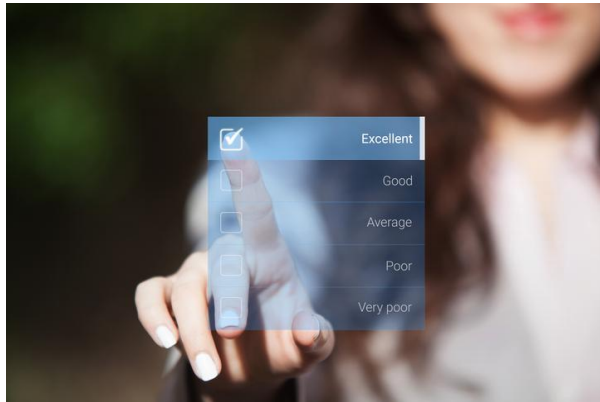
#### Surveys and Ungraded Quizzes

Instructors can gather valuable student feedback using surveys; this information can be used to improve future iterations of courses. Ungraded quizzes such as a Student Orientation Quiz can be used to clarify and reinforce an instructor's expectations and emphasize important course-related information.

If you would like more information about how to use Canvas tools to cultivate a community of inquiry in your online or hybrid course, please contact a member of the instructional design team.

## References





Akyol, Z., Garrison, D. R., & Ozden, M. Y. (2009). [Development of a community of inquiry in online and blended learning contexts](#). *Procedia - Social and Behavioral Sciences*, 1(1), 1834-1838.

Anderson, T., Archer, W., Garrison, D., Rourke, L. (2001). [Assessing Teaching Presence in a Computer Conferencing Context](#). *Journal of Asynchronous Learning Networks*, 5(2), 1-17.

Athabasca University. (n.d.) An Introduction to the Community of Inquiry. Retrieved March 2, 2018, from <http://www.thecommunityofinquiry.org/coi2>

Garrison, D., Anderson, T., & Archer, W. (1999). [Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education](#). *The Internet and Higher Education*, 2(2-3), 87-105.

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## Canvas News

**Ross Bell, Assistant Director of Online Learning Support**



Just before 1:00PM on February 21st user accounts were unexpectedly removed from Canvas, preventing instructors and students from accessing Canvas and their course work. Despite the message users received when logging back into the system, that their account did not exist, Canvas was never down and their data remained safe. The source of the problem was a routine enrollment update, during which a flawed user file was sent from our student information system (SIS). The file was incomplete and only contained five percent of the Canvas user population, thus removing the remaining 95 percent of the users from the system. To ensure this does not happen again, safeguards have been put in place to halt the processing of any incomplete SIS import file.

Once the problem was properly identified, ITS began restoring Canvas users and course enrollments, that was completed by 6:15PM for the Spring 2018 term and later in the evening for the Spring 2018 parts of terms. Unfortunately, this incident coincided with an unrelated issue on the vendor's servers that prolonged the restoration process. By end of day on the 22nd all SIS managed enrollments were restored in Canvas and CIRT had completed restoring a large portion of manual and self-enroll courses. CIRT continued to manually restore enrollments in courses, GROUPS, and SANDBOX courses throughout the weekend up until end of day Monday, March 5th at which point all known enrollment issues were resolved. If you still have missing enrollments in any course, please report that to CIRT.

Group memberships within courses were also impacted. Some group memberships were corrected manually when faculty contacted CIRT and the rest were resolved on Sunday, February 25th when the vendor provided an automated method to restore group memberships. If you are using groups in your Spring 2018 course(s), please double check them and report any abnormalities to CIRT.

In the wake of this event the, LMS Team convened to analyze the cause of the issues, plan changes to avoid in the future and to review the communication plan for announcing LMS outages and interruptions. That plan has been modified to improve timely and meaningful communication to the campus for future service interruptions. If you have any suggestions, please feel free to contact me directly.

For the most up-to-date information, please subscribe to and/or bookmark these sites:

- [LMS News](#) - Subscribe to receive status and informative updates about UNF's Canvas instance.

- [ITS Service Interruption History](#) - Lists all ITS service interruptions, including Canvas.

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## Coming Soon to CIRT- We're Moving (yes again)

When the spring semester ends, CIRT will be making some changes. In order to expand the capacity of CIRT's Video Studio and to better align staff location to faculty needs, CIRT will move the Video Studio from Building 10 room 1203 to Building 1 room 1701, and relocate the Online Learning Support (OLS) team from Building 1 to Building 10.

A larger space for the Video Studio will allow for additional set ups for recording, thus allowing for faster turnaround between time slots. It will also allow us to start the development of a light board in that space. The improved video recording space will support additional recording types and improved final products. All of CIRT's media services will now be concentrated in Building 1.



We also hope to improve services by co-locating the Instructional Design and Canvas support teams in a single location. The distinction between a technical question and an instructional design question is not always clear. The co-location of these teams in the same space will allow our staff to immediately bring additional expertise into any conversation. These changes are expected to foster stronger synergy between the Instructional Design and Online Learning Support teams and improve their ability to work together to anticipate needs and explore new technologies that support digital learning. All Canvas and instructional design services will soon be concentrated in Building 10.

Look for more information on this change in May.

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This is a publication of the  
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Deb Miller, Editor

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