

11-2018

## CIRT News - November 2018

Center for Instruction & Research Technology (CIRT)

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# CIRT NEWS

CENTER FOR INSTRUCTION AND RESEARCH TECHNOLOGY



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

*To view past newsletters, current events, and more, visit [www.unf.edu/cirt](http://www.unf.edu/cirt).*

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# Faculty Spotlight: Using Open Educational Resources in Courses

Featured Faculty Member: Dr. Jason Lee, Department of Leadership, School Counseling & Sport Management

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Dr. Jason Lee is a Professor of Sport Management and the Coordinator of Sport Management Field Experiences in the College of Education and Human Services. Lee was aware of the attention surrounding Open Educational Resource (OER) Initiatives around the country and wanted to learn more about how he could use OER to lessen the financial burden of course materials for his students. When the 2<sup>nd</sup> round call for proposals for [UNF's OER Initiative](#) went out last spring, he submitted a proposal to redesign SPM5206, Ethics and Issues in Sport, to use OER.



Lee's proposal was accepted, and he worked with Instructional Designers and the Online Learning Librarian to map out a plan of action and began looking for freely available instructional materials through repositories such as the [OER Commons](#) and [OpenStax](#). He ultimately found an ebook that fit the needs of his course, but it was not part of the library's collection. The library acquired the book for use in the course, and Lee was able to implement it in his Fall 2018 course, making it a zero textbook cost course for students.

Through participation in the OER Initiative, Lee recognized some of the challenges involved in transitioning to OER materials including the time required to identify and evaluate high-quality open educational resources. Another challenge can be finding supplemental resources such as presentations and quiz banks, which are often included with publisher materials. Despite these challenges, Lee was able to find and implement alternative resources that accomplish the same educational goals. In addition to the ebook, he also uses journal articles from library databases, and YouTube videos.

Now that Lee has successfully used OER materials in his Ethics and Issues in Sports course, he is considering transitioning other courses to adopt OER material. Lee has become a believer in OER materials for certain courses, concluding that the benefit to students far outweighs the challenges.

For more information about using Open Educational Resources, assistance finding OERs, or help incorporating them into your courses please contact CIRT at [cirtlab@unf.edu](mailto:cirtlab@unf.edu). The UNF OER Initiative is currently accepting proposals for a Spring 2019 cohort. For more information or to apply visit [OER Initiative](#) on the UNF website.

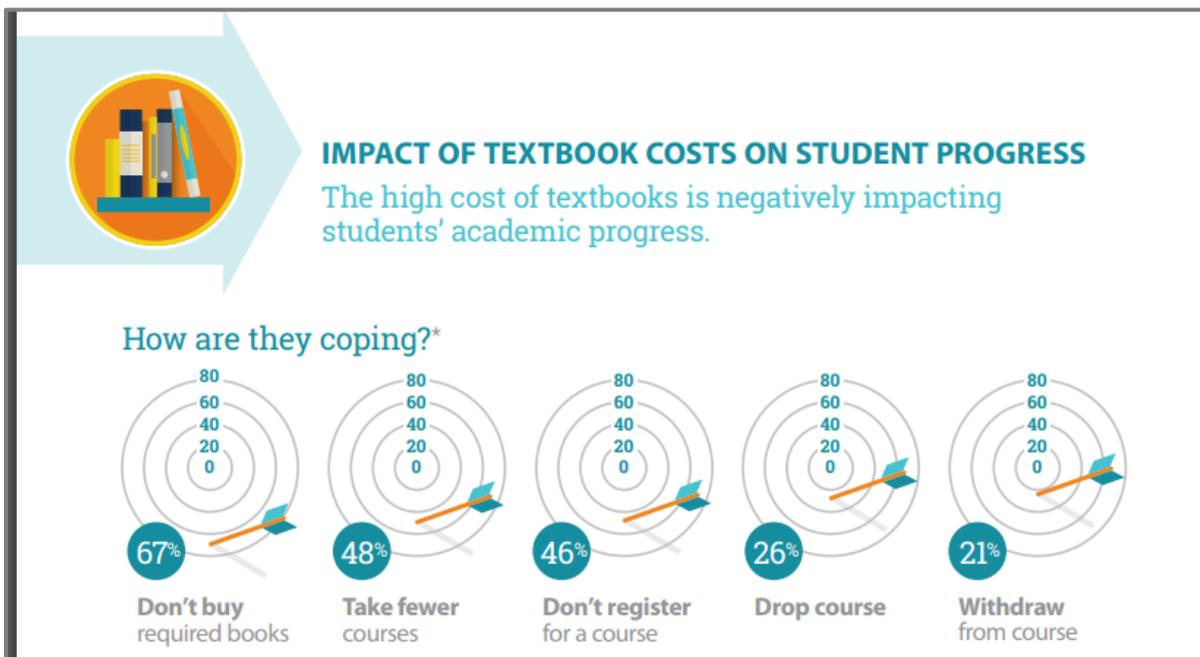
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# Director's Message: Textbook Affordability Initiatives at UNF

Dr. Deb Miller, Senior Director

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Textbook affordability continues to be of concern nationally and in Florida. High textbook costs impact student success and retention and contribute to instructional cost- Metric 3. That metric is based on student tuition and fees, books and supplies.



2016 Student Textbook and Course Materials Survey, Florida Virtual Campus

UNF launched an initiative in AY18 to support and expand the use of OER materials as one means of addressing textbook affordability. The [OER Initiative](#) is a joint project of 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 faculty to adopt quality open resources in their courses.

Participating faculty receive extensive direct support from instructional designers and librarians and have access to an OER hub in Canvas with additional resources for locating and reviewing OER content.

In the first year, 16 faculty proposals to redesign courses using OER were accepted. To qualify for the initiative, all required textbooks must be available at no cost and the cost of any other instructional materials may not exceed \$25. Those 16 courses represent potential annual student cost savings of approximately \$386,324. **The OER courses from this initiative taught in Summer and Fall 2018 have already saved UNF students \$52,450.**

Students report that they like digital access to text materials.

A student in an Electrical Engineering course that was converted to OER materials commented:

*"Textbooks are far too expensive to be worth the hundreds of dollars that we are charged and I hope that some of my other classes take this approach to save us students"*



### Next Steps

For AY19, up to 20 additional course proposals will be accepted and supported. The call for proposals is currently open as you will see further down in this edition of CIRT News. We are also interested in engaging with an academic program or department that seeks to redesign all of its courses to use OER materials.

### Other Efforts

In addition to the OER Initiative, there are other projects in the works at UNF to support textbook affordability. UNF's bookstore partner, Follett, has a platform called [includEd](#) that provides students with first day access to course materials at a discounted rate when the costs are included in tuition and fees. This has been a difficult model to implement in Florida, where [state statute](#) requires that students opt-in, rather than opt-out, of such an arrangement, but progress is being made.

Publishers are also starting to develop new pricing models, such as the [Cengage Unlimited](#) digital subscription model, which allows students to gain access to all materials in their collection for a set period of time along with low-cost print rentals. This is a Netflix approach to course materials.

Lastly, we have begun discussing participation in Affordability Counts, a statewide effort to develop a catalog of low-cost materials (less than \$20 per credit hour) and recognize faculty who are actively making changes to reduce the cost of course materials to students.

If you are interested in any of these projects, we'd love to hear from you and discuss further.

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## Upcoming Events

\*Registration is required for this event.

[CANVAS'S NEW GRADEBOOK\\*](#)

Thursday, November 29, 2018

[FINAL GRADE TRANSFER TOOL – HANDS ON\\*](#)

Thursday, December 6 2018

[CANVAS 101\\*](#)

Wednesday, January 2 2019

For more events please visit the [CIRT Events page](#)

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## Digital Thinking: Office 365

Jodi Newton, Academic Support Technician and Jessica Harden,  
Educational Media Coordinator

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UNF recently transitioned to Office 365. Office 365 gives faculty and staff greater access to Microsoft software, a larger mailbox, more cloud storage, and the ability to work in a browser. Office 365 can be accessed through myWings or by logging in at [portal.office.com](http://portal.office.com). While most of us are familiar with Microsoft Word, PowerPoint, and Excel, Office 365 has several new features that can be great tools. Here's a look at some of the new available features and how they can be used at UNF.



### Delve

Delve allows you to manage your Office 365 profile and to click on other profiles to see information like availability, contact details, documents, and email attachments they've shared with you. The only users that can see your documents are those that you have shared them with via OneDrive or SharePoint. Click on your own profile to access documents and email attachments you have accessed recently. Share as little or as much information on your profile as you like.

[Get Started with Delve](#)



### Flow

Microsoft Flow allows you to set up automated events, or workflows, across many common apps and services. As part of the approval process, approvers receive email notifications about pending approvals, and can view and respond to all approval request in one central dashboard. Stay connected to what's happening without having to log in by creating a workflow to send a push notification when you receive an email from someone specific with the Flow app on your mobile device. Here is a [list of apps](#) that connect with Flow.

[Get Started with Flow](#)



## Forms

Create simple surveys and polls, and easily see results as they come in. Invite others to respond to your form using any web browser, even on mobile devices. Use built-in analytics to evaluate responses as they are submitted. Export form data to Excel for additional analysis.

[Get Started with Forms](#)



## OneNote

Although OneNote is not new, it has some great features and use cases. With OneNote you can create and share notebooks easily with the help of OneDrive. OneNote can be used online in the browser, on an android or apple mobile device, and Windows or Mac computers with a simple sync. Start a note on your mobile phone and continue with your laptop in the office. OneNote can help organize your notes, research, and plans in a single notebook or multiple notebooks using sections, pages, and subpages. OneNote supports pictures, tables, links, and file attachments on note pages.

[Support, training, FAQ for OneNote](#)



## PowerApps

With PowerApps, you can [build an app](#) by with a few clicks using a template or from a blank canvas. The apps you create connect to cloud services and data sources seamlessly. Instantly share apps so that co-workers can use them on their phones and tablets using the PowerApps Mobile application for Windows tablets, iOS, and Android devices Microsoft provides an online workshop to help build, and pre-made templates to make building an app in PowerApps easy.

[Get Started with PowerApps](#)



## Sway

Create visually striking newsletters, presentations, and documentation in minutes on [sway.office.com](https://sway.office.com) or a Windows 10 computer. Unlike other software, Sway allows you to create the presentation in the standard Slideshow layout but also includes vertical and horizontal layouts. Easily compile text, images, videos, and other content in an interactive online format. Apply designer-created layouts and color schemes, or let Sway suggest design elements that match your content. Supports search and import of relevant content from other sources.

[Learn more about Sway](#)



## To-Do

Microsoft To-Do is a simple and intelligent to-do list that lets you manage all your tasks in one place. Plan your day by entering new tasks in My Day to work through today or set for a future day. You can set due dates and reminder times for each task to keep everything on track and star a task to mark it as Important, so that it automatically appears in your Important smart list. You can use Steps to break larger tasks down into smaller, more actionable pieces and give your tasks more context by adding notes within each task's detail view. Microsoft To-Do tasks automatically sync your Microsoft To-Do tasks to Outlook Tasks and are viewable in

Microsoft Outlook. Access your lists and tasks from anywhere. With our iPhone®, Android™, and Windows 10 web apps, you can log in to your account on all your devices.

[Get Started with To-Do](#)

For more information about Office 365 please contact Jodi Newton at [j.newton@unf.edu](mailto:j.newton@unf.edu)

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## Best Practices Online: Basic Accessibility Checklist

Mitra Asgarinik, Instructional Designer

[▶ Listen](#)

Imagine you're taking an online course as a student.

What is your main concern? Perhaps you feel distressed about consuming learning material from a computer screen, or maybe you are uneasy about interacting with your instructor and peers in a virtual space.

Now imagine you're taking an online course, and in addition to your concern, your sight is severely limited. Or you have a hearing impairment. What if you have a condition that interferes with

cognitive processing? Now what barriers to learning might you encounter? What adjustments would you need in order to fully interact with the course?

Accessibility isn't about catering to a single group of students; it's an instructional approach that benefits all learners by optimizing their learning experience and providing multiple avenues for interacting with the course content.



The key to an accessible course is a proactive instructor—being mindful from the beginning (i.e., the design and development phase) and designing course materials that are functional for all learners. In turn, your students will spend more time actively engaging with their learning, not trying to figure out the course materials. In addition, learners with disabilities can access the content, and you've alleviated potential learning barriers. As a result, you maximize your time on instruction and greatly reduce the work (and stress) of having to make last-minute changes.

To help create optimal learning environments, we've developed a Basic Accessibility Checklist that incorporates ADA and WGAC standards. This tool can help you check all of your boxes (literally and figuratively) in making course design approachable and accessible for learners. By using this checklist, you can confirm that a course is:

- Designed in accordance with [federal law](#) and [university policy](#)
- User friendly
- Accessible to students with different learning needs, styles, preferences, and interests
- Populated with frequently requested accommodations

So grab a pen (or mouse), and let's check out your course! Keep in mind that there may be some unchecked boxes, and that's okay. The checklist is intended to identify specific course elements and guide you in making them accessible. If you'd like assistance with your checklist analysis or adjustments, reach out to us at [CIRT](#). We're happy to support you with your accessibility goals!

We've also included a list of helpful resources below to help make your course more accessible. If you'd like to further explore these or any other resources, just let us know.

### [Best Practices for Accessibility and Universal Design for Learning \(UDL\)](#)

General information and examples for supporting accessibility and UDL in your online course.

### [Online Course Templates](#)

Adopting a CIRT Course Template is an easy way to support accessibility in your online courses.

### [CIRT Events Calendar](#)

Check our Events Calendar for regular workshops on accessibility. Visit the Past Events page and search for "access" to view past workshops and download helpful resources and materials.

## Basic Accessibility Checklist

### Accessibility Statement

- I have an Accessibility Statement on my Course Overview or Help/Support page, and it includes the following:
- [The UNF accessibility policy](#). A hyperlink that is meaningfully introduced is sufficient.
- A brief description of the [DRC](#), stating how students can receive disability services and accommodations and including a hyperlink to the DRC homepage.
- [The Canvas accessibility policy](#). A hyperlink that is meaningfully introduced is sufficient.
- The accessibility policies for technology products that students are required to use in the course. A hyperlink that is meaningfully introduced is sufficient.

### Text Formatting

- The text I've created is easily read by students and screen readers.
- All text content is created using the [Rich Content Editor](#) in Canvas.
- All text content is selectable. It can be highlighted, copied, and pasted.
- All text content is searchable. Specific words or phrases can be detected using the Search tool (Ctrl + F or Command + F).
- Font size is at least 12-point.
- Bold font is used sparingly.
- Italics are avoided.
- Underlined text is only used for hyperlinks.
- [Hyperlinks](#) are semantically meaningful—each hyperlink provides a brief description about the linked content.
- The font color is in [high contrast](#) with the background color.
- [Headings](#) are used to organize the content and group related information.
- Headings are created using the [Change Text Style](#) tool from the Paragraph drop-down menu.
- [Formatted lists](#) are created using the Bulleted List or Numbered List tool.

### Images and Multimedia Content

- The images and multimedia I've included are supplemented with means of alternative access.
- Images are populated with [alternative text](#), commonly referred to as "alt text."
- Videos include [closed-captioning or a transcript](#). There are tools in Arc and YouTube for self-generation of captions, which typically require some correction. CIRT also contracts with a third-party provider to generate caption and transcript files. Please contact us for assistance in obtaining captions and transcripts.
- Audio files are accompanied by a transcript.
- [Tables](#) are created in the Rich Content Editor with defined cell properties.

### Accessibility Checkers

- Canvas pages have been analyzed with the [Canvas Accessibility Checker](#) (available in the Rich Content Editor) or the [Check Accessibility tool](#) (when using Design Tools).

- Microsoft files ([Word](#), [PowerPoint](#), and [Excel](#)) have been evaluated with the [Microsoft Accessibility Checker](#).
- PDF files have been analyzed with the [Accessibility Checker \(Full Check\) in Adobe](#).
- If any [issues](#) were identified, they have been addressed, or I have reached out to [CIRT](#) for assistance.

## More Best Practices

In addition to making your course accessible, here are some other best practices that help to make your course more user-friendly.

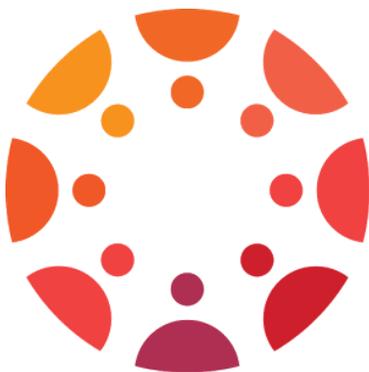
### Course Design and Navigation

- My course design is consistent.
- Each module (or week) follows the same structure, resulting in a familiar learning environment.
- My course is easy to navigate.
- Learners can easily determine where they can access the materials they need.

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## Canvas News

Daniel Mainwaring, Assistant Director of Online Learning Support



### Analytics Beta

Instructure recently released a new analytics tool called Analytics Beta. The tool currently provides improved analytics for course grades, allowing instructors to filter and compare grades using the course average, a given section, or even an individual student. It also allows for filtering by assignment type as well. In order to take a look at the tool, you'll have to enable it by going to Settings in the course, and then selecting navigation. From there, you can then enable it by either dragging it to the bottom on the enabled list, or by clicking the three dots to the right of the title, and selecting enable.

### Office 365 LTI

UNF has implemented the Office 365 LTI in Canvas. With this tool, instructors can easily share files from their OneDrive with students. This tool is also a narrated PowerPoint solution as it allows PowerPoints to be viewed in the course without requiring students to download the files and without affecting the course file size limit. To begin using the tool, it will need to be [enabled in Canvas](#). Once the tool is enabled, files can be [added to the Rich Content Editor as hyperlinks](#).

### HTML5 Update

Canvas is updating video recording in the Rich Content Editor to support HTML5 instead of Flash. This update applies to the Rich Content Editor in Assignments, Announcements, Discussions and in SpeedGrader comments. This update is currently still in BETA but to stay up to date on when it is pushed into production you can subscribe to CIRT's [LMS News Page](#).

Arc has a new beta feature for video quizzing and we'd like to identify faculty to participate in a pilot. Interested faculty can contact Daniel Mainwaring, x 5264

TurnItIn is coming to UNF. They have acquired Vericite and UNF will be transitioning to that tool likely for summer 2019. We are currently researching the implementation process and consulting with the Writing Center in order to align with QEP work.

For more information about Analytics Beta, Office 365 LTI, HTML 5 Update, or Video Quizzing please contact CIRT at [cirtlab@unf.edu](mailto:cirtlab@unf.edu).

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## New in CIRT

### Socrative and New CIRT Team Members

CIRT has [Socrative Pro](#) licenses available for faculty use. Socrative is an app-based alternative to classroom clickers that supports polling, interactive quizzing, and team based activities to boost classroom engagement and provide students with instant feedback. Contact [cirtlab@unf.edu](mailto:cirtlab@unf.edu) if you're interested in adoption or learning more.



Mitra holds a B.S. in Elementary Education and M.A. in Communication—both from the University of Central Florida—with a professional background in instruction and curriculum development. This blend of experience enables her to consider the unique learning perspectives of instructors and students, which inspires her mindful approach to instructional design. In her free time, Mitra enjoys working out, practicing yoga, and exploring new places with her friends and pet pug.

Jann is passionate about the best practices and applications of educational technologies for teaching and learning. She came to UNF from the University of Delaware where she held responsibilities for UOnline distance learning development, research development, and Academic Technology Services/Faculty Commons. In 2017 she earned her Doctor of Education in Educational Leadership focusing on Curriculum & Technology. Jann enjoys learning about the Jacksonville area and open water scuba.



