

9-2018

CIRT News - September 2018

Center for Instruction & Research Technology (CIRT)

Follow this and additional works at: https://digitalcommons.unf.edu/cirt_news

 Part of the [Educational Technology Commons](#)

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.

Visit CIRT online at:



SEPTEMBER 2018

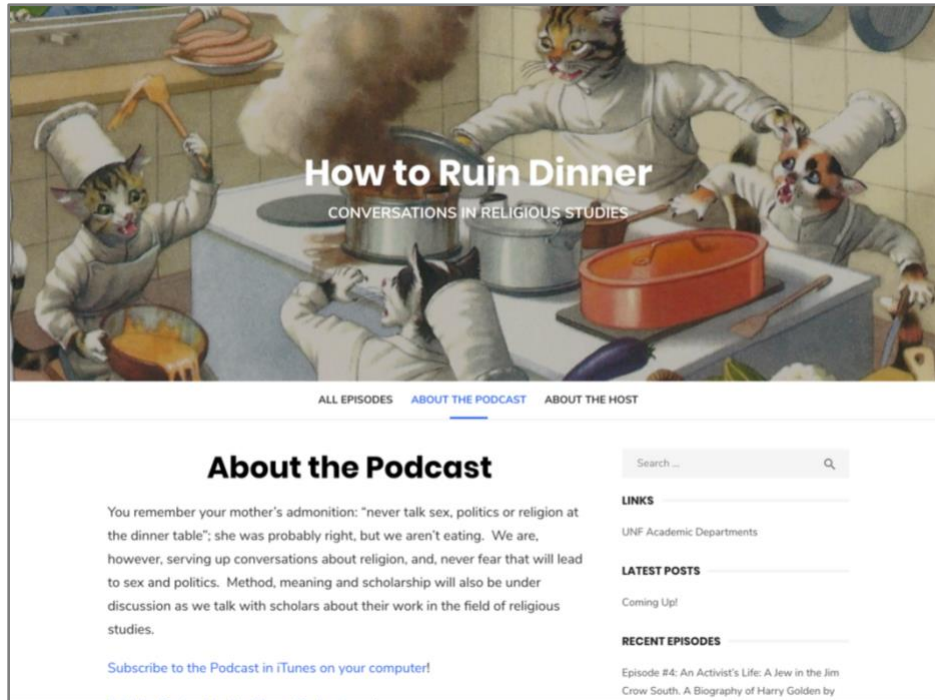
- [Faculty Spotlight: Recording and Publishing Podcasts through Faculty Domains](#)
- [Director's Message: CIRT Annual Report 2018](#)
- [Upcoming Events](#)
- [Digital Thinking: Horizon Report > 2018 Higher Education Edition](#)
- [Best Practices Online: Aligning Objectives, Content, and Assessment](#)
- [Canvas News](#)
- [New in CIRT](#)

Faculty Spotlight: Recording and Publishing Podcasts through Faculty Domains

Featured Faculty Member: Mary Treyz, Department of Philosophy and Religious Studies

[▶ Listen](#)

Dr. Mary Treyz, an adjunct professor in the Philosophy and Religious Studies program, was interested in creating a podcast. She had a name for the podcast, "How to Ruin Dinner - Conversations in Religious Studies", and knew the content she wished to cover. She even knew of some guests she wanted to invite to join her on the podcasts. However, for her, it was unclear what went into the creation process. So, she attended a CIRT podcasting workshop to learn about the components needed to bring a podcast into existence. After attending the workshop, Treyz contacted CIRT for assistance with creating the podcast.



CIRT staff member Andy Rush consulted with Treyz and helped her work through the four main stages of podcasting: planning, recording, editing and publishing. Treyz had the overall concept and episode ideas. She began booking guests who would join her on the podcast, completing the planning phase.

Treyz and her guests then came to CIRT to record the podcast. CIRT provided a space and professional recording equipment, but it was Treyz and her guests who did the hard work of creating the episode content during each recording session.

Next came the editing process. Treyz worked with CIRT to clean up the audio and select opening and closing music for the podcast episode. Once edited, the file was prepared for publishing by converting it to an MP3 audio file.

Publishing is the final stage of podcasting. This step can be complex but with the use of Faculty Domains, a UNF-provided webspace for faculty publication, Treyz was able to easily create a website to host the podcast. CIRT provided assistance website design and soon Treyz was publishing the podcast [How to Ruin Dinner - Conversations in Religious Studies](#).

If you are interested in learning more, we have information available about [podcasting](#) and the [vocal booth](#).

If you are interested in using podcasts in your teaching and research please contact us at cirtlab@unf.edu

[▲ Return to top](#)

Director's Message: CIRT Annual Report 2018

Dr. Deb Miller, Senior Director

[▶ Listen](#)

Welcome back! The start of the fall term and the increased student activity on campus is always a wonderful reminder of our shared mission. I invite you to review the [CIRT 2018 annual report](#). In it you will find information on achievements, initiatives, and activity data for the past year, as well as planned initiatives and strategic goals for the coming year.

During the past year, we've completed several important projects which you'll read about in greater detail in the report. These include the deployment of a modern web publishing platform for faculty, the genesis of an [Open Educational Resources \(OER\)](#) initiative in partnership with the Thomas G. Carpenter Library, and the facilitation of UNF's participation in [NC-SARA](#).

In the coming year, we will improve and expand our video production services, launch an initiative to improve the accessibility of course materials in Canvas, and develop structures to support the State University System goal of creating a culture of quality for online education.

Specifically, we'll be working to increase the number of online courses that complete a QM-based review and to develop a faculty recognition structure for excellence in online teaching. Here are a few fast facts about what we've been doing for the past year, and I hope you'll take the time to learn more by reading the [report](#).

CIRT by the Numbers 2017 – 2018

CIRT provides a variety of services from equipment checkout to high-level project consultation. Here's a look at some fast facts from the past year.

- 5** Staff conference presentations/publications
- 37** 3D printing projects
- 39** Quality Matters reviewed courses
- 74** Faculty Domain accounts
- 83** TOL completions
- 89** Workshops
- 97** Banners developed
- 253** Laptop checkouts
- 280** Produced videos
- 374** OLL bookings
- 446** Poster prints
- 683** Scantron bookings
- 1,989** SOLO completions
- 4,474** Faculty support interactions

If you have any questions or comments, please contact Deb Miller at deb.miller@unf.edu.

[▲ Return to top](#)

Upcoming Events

*Registration is required for this event.

[CREATING VIDEO ASSIGNMENTS FOR CANVAS*](#)

Wednesday, October 3, 2018

[CANVAS 101*](#)

Thursday, October 4, 2018

[PODCASTING WITH WORDPRESS*](#)

Tuesday, October 9, 2018

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

[▲ Return to top](#)

Digital Thinking: Horizon Report > 2018 Higher Education Edition

David Wilson, Assistant Director

[▶ Listen](#)



This edition of Digital Thinking will provide an overview of the New Media Consortium (NMC) Horizon Report > 2018 Higher Education Edition and go over some of the trends, challenges, and developments covered in the report. The report is designed to give people working in higher education an idea of the major technology-related opportunities and issues that will impact higher education institutions in the future. The report uses three 'horizons' to indicate when the creators expect each trend or development to become mainstream at higher education institutions. The three horizons are short-term, mid-term, and long-term. The short-term horizon includes trends and developments that will become mainstream in one year or less. The mid-term covers trends and developments that will become mainstream in two to three years. Finally, the long-term includes trends and developments that will be commonly adopted in four to five years. Challenges are organized differently. Instead of being organized by time, they are organized by severity ranging from solvable to

wicked. It is also important to note that the organization that originally produced the yearly Horizon Reports, the New Media Consortium (NMC), filed for bankruptcy last year and ceased operations. EDUCAUSE acquired the NMC. EDUCAUSE now produced the report under the NMC brand.

Short-term Horizon

Trends

The short-term trends identified in this report are a growing focus on measured learning, and redesigning learning spaces. Measured learning is the tools and methods used by faculty and institutions to "evaluate, measure, and document academic readiness, learning progress, and skills acquisition." The report points to this trend being driven by employers seeking graduates that have both a deep knowledge of their area of knowledge, and a wide set of soft skills. Institutions are responding by redesigning transcripts to highlight the range of skills students acquire during their studies and offering other forms of credentials like badges (p. 18 – 19). Redesigning learning spaces is a trend to move away from traditional lecture classrooms towards active learning classrooms (ALCs). ALCs may be classrooms with digital technology integrations (like lecture capture devices, or video conferencing tools built-in) or classrooms equipped with moveable furniture and plenty of surfaces to write on (p. 20 – 21).

Developments

Analytic technologies and makerspaces are the developments expected to become mainstream in the next year. Analytic technologies are technologies that leverage data that a university collects to measure student behavior and quickly act on the outcome to improve the educational experience. The report also discusses the ethical issues surrounding the uses of analytic tools (p. 38 – 39). Makerspaces are areas on campus designed to facilitate teaching skills, and providing tools needed for students to design and create physical objects like prototypes (p. 40 – 41).

Mid-term Horizon

Trends

The report's mid-term trends are the proliferation of open educational resources (OERs) and the rise of new forms of interdisciplinary studies. OERs are materials that are of a high quality that can be used in classes at no cost to students (p. 14). For more information on OERs please see the Director's Message from the March 2018 issue of CIRT News that covers UNF's OER Initiative. The report describes new forms of interdisciplinary studies as traditional disciplines that are blended with digital methods like data structures, visualizations, and geospatial applications (p. 16).

Developments

The developments the report predicts to become mainstream in the next two to three years are adaptive learning technologies and artificial intelligence (AI). Adaptive learning is the automatic customization of lessons and content for each student based on their current level of knowledge or ability in the topic. AI are machines sophisticated enough that people can interact with them as if they were interacting with another person. It is being used by some institutions to provide voice response "chatbots" that can help students with registration and provide responses to questions about student records information. The report briefly mentions issues of confidentiality and security that need to be solved before the technology becomes mainstream in Higher Education (p. 42 – 45).

Long-term Horizon

Trends

The two trends on the long-term horizon are advancing cultures of innovation & cross-institutional, cross sector collaborations. Cultures of innovation are loosely described as intuitional cultures that promote experimentation, accept failure as an essential part of the learning process, and integrate entrepreneurship (p. 10 – 11). Cross-institutional & Cross-sector collaboration allows institutions to collaborate across borders to work toward common goals. Cross-intuitional collaborations allow institutions to share resources, like OERs, globally. Cross-sector collaborations allow students and faculty to use institutional resources to develop solutions in other sectors like the government sector (p. 11 – 12).

Developments

Mixed reality (MR) and robotics are the long-term developments. MR uses technology to overlay virtual information onto the real world. Examples include heads up displays (HUDs), the now defunct Google Glass, and the Microsoft HoloLens. The difference between mixed reality and augmented reality is that augmented reality is information displayed on a separate screen (phone or tablet) that

provides information about the real world, and it is not overlaid directly onto the real world. Robotics is the design and creation or use of robots in higher education (p. 46 – 49).

Challenges to Adoption of Technologies in Higher Education

The six challenges to technology adoption identified by the report are broken into three categories of severity. The categories are solvable, challenges that we understand and know how to solve, difficult, challenges we understand but do not know how to solve, and wicked problems we do not fully understand or know how to solve.

Solvable Challenges

The solvable challenges are authentic learning experiences and improving digital literacy. Authentic learning experiences are experiences that "... immerse learners in environments where they can gain highly practical, lifelong learning skills..." (p. 24). Solutions for this challenge include community engagement and mentorships. Digital literacy is learning a deep understanding of technologies, the ability to interpret and critically analyze information presented in new media formats, and to understand how to act in online settings. Solutions to this challenge include leveraging Libraries to provide support for digital literacy, creating online courses to help students to develop the skills, internships, projects, and workshops (p. 26 –27).

Difficult Challenges

Adapting organizational designs to the future of work and advancing digital equity are the difficult challenges. Adapting organizational designs to the future of work is the idea that the current organizational structures used by institutions (hierarchical) are obsolete with the existence of the internet and challenges that higher education faces (p. 28). Digital equity addresses the situation of an uneven distribution of technology. Some people do not currently have access to the internet, and broadband penetration is still low in many areas. Additionally, not all students have devices to participate in the bring your own device (BYOD) movement (p. 30 – 31).

Wicked Challenges

Wicked challenges are hardest type of challenge to solve. These issues are so complicated that they are not understood well enough to describe well, let alone solve. The two wicked challenges are economic and political pressures and rethinking the role of educators. Economic and political pressures include the lack of resources caused by the great depression and federal and state policy shifts that decrease funding available to higher education institutions. While all institutions experience these issues, they are especially impactful to public institutions (p. 32 – 33). Rethinking the role of educators includes the increased expectations placed on faculty. These expectations vary in type from pedagogical and technological, to increased expectations of availability (p. 34 – 36)

The NMC Horizon report is a thorough look at the future landscape of higher education. It is particularly useful because it provides several quality resources for each topic. It can be used by departments and units that are starting to explore and implement the upcoming trend and developments. It also informs institutions about the upcoming challenges that they may face.

For more information about the 2018 Horizon Report, please contact David Wilson at david.wilson@unf.edu

[▲ Return to top](#)

Best Practices Online: Aligning Objectives, Content, and Assessment

Allison Archer, Instructional Designer

[▶ Listen](#)

Overview

As someone who has hit a curb more times than I would care to admit, I have first-hand experience driving a vehicle that pulls away from the intended steering direction because the wheels are out of alignment. Just like wheels on a vehicle, the components that make up an online course must also be aligned. Teachers can help steer students towards success by ensuring alignment exists between a course's objectives, content, and assessments.



Outlining learning objectives can serve to set expectations and hold both students and teachers accountable for their participation in a course. It is important to note that teachers and students view learning objectives from different perspectives. Teachers construct objectives based on the content they intend to teach. Students, on the other hand, prioritize their approach not on the content, but on the assessments (Biggs, 1999). McLoughlin (2001) puts it this way, "...students learn what they think they

will be assessed on, and so assessment defines the learning outcomes." For this reason, it is necessary that alignment between objectives, content, and assessments exist. Alignment is crucial, especially in an online course where students' learning can be highly dependent on self-motivation (Thinakaran & Ali, 2016).

In Practice

As an instructional designer, I frequently come across objectives that begin with "Students will learn..." or "Students will understand..." While these may be valid goals, consider how one would measure whether or not a student has learned or understands something. Perhaps students demonstrate their understanding by explaining a topic, solving a problem, or designing a plan. The action word within the learning objective should be measurable, that is, "Students will explain...", "Students will solve...", or "Students will design..."

In discussing learning objectives, it is necessary to note the distinction between course-level and module-level objectives. Course-level objectives may be broad, giving a bigger picture of what students should be able to accomplish upon completing the course. Module-level objectives list specific skills that will support students' attainment of course-level objectives. Consider the following example from the Standards from the Quality Matters Higher Education Rubric, 6th Edition.

Course-level Objective	Module Objectives
Upon completion of this course, learners will be able to apply the rules of punctuation.	<ol style="list-style-type: none"> 1. Learners will write sentences that correctly use commas, semicolons, and periods. 2. Learners will use apostrophes when, and only when, needed. 3. Learners will use double and single quotation marks correctly in quoted material.

Note the use of measurable action words and the relationship between the module-level and course-level objectives.

In addition to alignment between course-level and module-level objectives, the content within a course must align with the objectives provided. Content in a distance learning course might present in the form of textbook readings, journal articles, instructor-narrated slide presentations, or instructional videos. Check that there is supporting content offered for each of the skills required to meet the stated objectives. Continuing with the learning objective example above, supporting content might be the punctuation chapter of a writing and style guide.



An assessment that is aligned to the objectives should require students to demonstrate a skill. Posting to a discussion board, writing a paper, selecting between options on a multiple-choice quiz, or creating a project might all be used to determine students' proficiency with the skills stated in the learning objectives. To assess the course and module objectives in the given example, a teacher may require students submit evidence of their writing that makes use of commas, semicolons, periods, apostrophes (if applicable), and quotations.

Whether developing a course from the beginning, or revising an existing course, ensuring alignment between objectives, content, and assessment is imperative to the teaching and learning processes. Just as a car needs proper wheel alignment to move in the intended direction, teachers and students can achieve their desired outcomes when the content and assessments are aligned to the objectives.

Additional Resources

- [Bloom's Taxonomy](#)
- [Quality Course Review](#)

References

Biggs, J. (1999). *Teaching for Quality Learning at University*. Buckingham: SRHE and Open University Press.

McLoughlin, C. (2001). Inclusivity and alignment: Principles of pedagogy, task and assessment design for effective cross-cultural online learning. *Distance Education*, 22 (1). Retrieved from <https://doi.org/10.1080/0158791010220102>

Standards from the Quality Matters Higher Education Rubric, 6th Edition. Quality Matters. Retrieved from <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>

Thinakaran, R. & Ali, R. (2016). An Empirical Study: Learning Programming Using eLearning. In: Luaran, J., Sardi, J., Aziz, A., & Alias, N. (Eds.), *Envisioning the Future of Online Learning*. Singapore: Springer.

[▲ Return to top](#)

Canvas News

Samantha Maletta, Coordinator of Online Learning Support, Taylor Kennedy, Coordinator of Training Coordinator of Online Learning Support



Arc: Now Create Screencasts Directly in Canvas!

Did you know that over the summer, Arc added a screen capture feature? Also, did you know that you edit the video you recorded right there in Arc? Arc teamed up with Screencast-O-Matic to provide screen capture and intuitive editing tools at your fingertips. Some of the editing tools available include video cropping, inserting text, and overlay features. You can view the [full list of editing tools and tutorials](#) on how to use them by visiting [Screencast-O-Matic's](#) website. To get started using the [Arc screen capture](#) feature, visit Arc on the global navigation or course navigation and click Record > Screen Capture in the top right corner of the screen. Visit the [Arc Guide](#) for additional information, or stop by and we'll be happy to show you.

Viewing Inactive Users: Withdrawn Student Enrollments in Canvas

When a student withdraws from a course after Drop/Add, their user account is set to Inactive in that course. Inactive students still remain in the course and their course records can be viewed



at any time by visiting [People](#) or [Grades](#). You can reference [How to view student activity](#) article for step-by-step instructions. Please contact CIRT for assistance or if you have any questions about viewing assignment submissions or activity for Inactive users.

Canvas's New Gradebook

Canvas released a new gradebook that users can opt-in to use for their course(s). This gradebook offers several new features that include column filtering, late and missing policies, and color-coded student submission statuses. Please reference CIRT's [knowledgebase article](#) for more information on the new gradebook.

[▲ Return to top](#)

New in CIRT

Equipment, Video Services, and Personnel Changes



Equipment

Over the summer we upgraded all checkout laptops and an iPad kit. Eleven 12" Dell Latitude 7280s and five new 13" MacBook Airs are available as well as a kit of five 6th generation iPads. The iPad pack is a good solution for data collection in the field. They can be used to collect survey information, record audio and video from interviews or focus groups, and to take notes.



Video Services

CIRT also opened a new production space in Building 1 that contains a studio and sound booth. The studio is a larger space that is outfitted with new equipment and lights. It allows for greater flexibility in filming, accommodating small groups (interviews, focus groups, panels, etc.), equipment demonstrations, and multiple filming angles. The new production space also includes a 6' x 8' WhisperRoom sound booth that provides an excellent environment for recording audio to use in podcasts, narrated course materials, and video voice overs.

Personnel Changes

Kevin Hulen has taken on a new role as AD for Online Quality and Assessment, and will initially be leading efforts to help us ramp up online course reviews for statewide quality designations, and then taking on additional projects to help us understand the impact of online learning at UNF. Rozy Parlette has been promoted to AD of Online Course Development and is leading the instructional design team.

Also, we welcome Daniel Mainwaring who fills the AD Online Learning Support position vacated by Ross Bell. Daniel comes to us with nine years of experience supporting faculty, most recently at the University of Florida.

[▲ Return to top](#)