Technology Tools for Teaching
Topics Covered:

• Wacom Tablets and Panopto
• Adding video Links to your courses
• Survey Monkey
• Blogs and Journals
Experience a more expressive and intuitive way of working with your computer – the innovative combination of a pressure-sensitive pen and multi-touch pen tablet.
Once the software is installed, the Wacom Tablet is integrated with Power Point and Microsoft Word.
You can use Panopto to narrate and annotate your power point slides.

http://lecturecapture.sulross.edu/Panopto/Pages/Viewer/Default.aspx?id=8ae96ce9-a17b-46bd-a42f-9cb32b81b412
Please select the inputs that you wish to record. The primary stream determines the duration of your recording, and is typically used for video and/or audio of the presenter. Additional capture devices can become secondary streams, such as whiteboards, blackboards, and document cameras. Multiple Panopto Recorders can record to the same session simultaneously.

Record using these settings:

Folder Name: (Offline Recording)
Record a new session called: Tuesday, March 18, 2014 at 2:44:47 PM

Video: Integrated Webcam
Audio: Microphone Array (IDT High I)
Quality: Standard

Primary Source

Secondary Capture Sources
- Capture PowerPoint
- Capture Primary Screen
- Capture Screen 2
- Add Another Video Source

Max resolution: 1280 x 1024 Bit rate (kbps): 250 Frame rate: 4
In Power Point, in “slideshow” mode, you can access the drawing options.

When you are in "slideshow" mode, roll your mouse over the bottom left corner of your power point slide. The pen will appear and you can choose your options.
Embedding Videos into your Blackboard Course

You can get videos from YouTube, Vimeo and many other video Websites. The process is essentially the same. Look for an icon that says something like “Share” and then look for “Embed.” Embedding lets student see the video in your course. You can also just add a link.
Here is an example of embedding a video from Vimeo. Go to Vimeo, find the video you want to use in your course and click the “Share” icon.
A window opens with several options for sharing the video.

Click once in the "Embed" window to highlight the code.
To “embed” we select the embed code and copy it.
Then we go to our Blackboard course, find the area where we want the video to appear and add an “Item.”
Type in a name for the video and then click the “HTML” button.
The HTML code view window opens. Paste the code into it.

Right click in the HTML Code View window and select "Paste".

Click the "Update" button.
On this screen you won’t see the actual video, just a yellow box. Click “Submit.”
Example on the use of "Prezi"

This is a prezi that my daughter did for her first day of 4th-grade writing students. She gave me permission address. She will be teaching her 4th graders how to do this and there is an ap for it on iPad.

Greg Henington Video

Greg Henington, CEO, Far Flung Outdoor Center from Kip Sullivan on Vimeo.
Survey Monkey (http://www.surveymonkey.com)
Signing up for the free account is easy.
Here is an example of an account.
Journals

Journals are a personal space for students to communicate privately with you. Students can also use journals as a self-reflective tool to post their opinions, ideas, and concerns about the course, or discuss and analyze course related materials. You can create journal assignments that are broad and student-directed as your students reflect on the learning process and document changes in their perceptions and attitudes. Students can describe problems faced and how they solved them. Also, you can create instructor-directed journal entries that are more formal in nature and that narrow the focus by listing topics for discussion.

Journals are ideal for individual projects. For example, in a creative writing course, the owner of each journal creates entries and an instructor comments. In this manner, a student can refine a section of a writing assignment over a period of time, using an instructor’s guidance and suggestions. A student can also comment on his or her entries to continue the conversation.

You can choose to make journal entries public, allowing all course members to view all entries. For example, you may choose to make a journal public when asking for opinions on how to improve the evaluation process. Students can read what other students wrote and build upon those ideas.

When used in the group area, members of a group can view and comment on each other’s entries for the group journal. The group, as a whole, can communicate with you and all members benefit from the comments. You can grade journal entries or use them solely for communication. In either instance, a student can make multiple entries for one journal topic.

Backboard Help:


Journals: Best Practice: Benefits of Reflective Learning

Students can use a journal to collect observations, thoughts, concerns, notes, progress, and opinions that may not be shared otherwise. Journaling can build rapport between instructors and students, contributing to a positive learning experience.

As stated in an online article in *Educause Quarterly*, "Reflective learning can aid learners in synthesizing new information, and it is often used to improve reading comprehension, writing performance, and self-esteem via self-examination."¹

In the educational environment, journals need to be more than just a list of what a student did. The writing experience is used to communicate the thinking process: the how and why for each activity and thoughts about the activity at its conclusion.

The University of Worcester distributes a study skills advice sheet listing the benefits of reflective learning, which states: "Reflective learners are more likely to develop a deeper understanding of their subject and to achieve higher grades as a result."²

Reflective learners tend to:

- Be motivated—know what they are trying to achieve and why.
- Be proactive in extending their understanding of new topics and subjects.
- Use their existing knowledge to help them to develop their understanding of new ideas.
- Understand new concepts by relating them to their previous experiences.
- Understand that additional research and reading improves their understanding.
- Develop their learning and thinking by building on the critical evaluation of their previous learning experiences.
- Be self-aware, able to identify, explain, and address their strengths and weaknesses.

Sources

Blogs
A blog—a shorthand term that means web log—is a personal online journal that is frequently updated and intended for general public access and use. Most blogs also have some kind of commenting system, so that people can respond to and interact with one another. Blogs encourage students to clearly express their ideas and addresses the need to expand various aspects of social learning. Moreover, they are an effective means of gaining insight into students' activities and provide a way to share the knowledge and materials collected.
In Blackboard Learn, instructors create and manage blogs, and only enrolled users can view and create entries and comments in them.

Blog Types in Blackboard Learn
In Blackboard Learn, blogs consist of two elements:
- Blog entries: Text, images, links, multimedia, mashups, and attachments added by course members open for comments.
- Comments: Remarks or responses to blog entries made by other course members, including the instructor.
- You can choose to allow students to participate in blogs in three ways:
  - Course Blogs: You can create a course blog and determines the topic to be addressed. All course members can add blog entries and add comments to blog entries.
  - Individual Blogs: You can create a blog for individual course members to use. However, only you are able to add blog entries. All other course members can view and add comments.
  - Group Blogs: If you enable the blogs tool for a group of users:
    - Group members can add blog entries and make comments on blog entries, building upon one another.
    - All course members can view group blogs, but non-group members can only add comments.

You have full control over all blogs in your course and can edit and delete entries in any of the blog types. You can also delete user comments.

Here is an example of a Blog from Dr. Hileman’s Gothic Literature course.

**3 Wuthering Heights**

*If a Blog can be graded, a grade assigned to an individual member is applied only to that individual. More Help*

Create Blog Entry

**Monday, February 24, 2014**

**The Moors**

*Posted by Colton Brownson at Monday, February 24, 2014 11:29:45 PM CST*

The moors have a vast beauty and darkness about them depending on the weather. Setting is very important in a story because in a book you want the reader to put themselves there. Let’s say this book took place in a city like environment I believe it would have a different aura to the plot. To me it don’t only believe the moors are just a scenery but also a foreshadowing. Whenever a storm rolled in or a dense fog came in something consequential happened. In all that free land Heathcliff ends up coming back for the girl he loves. It shows that even with endless space you are still trapped by your emotions.