Faculty Seminar Series with Certificate
2012-13 Theme: Teaching with New Media
Final Project Assignment

CENTER FOR RESEARCH ON TEACHING EXCELLENCE AT UC MERCED

Information about Series

The *Faculty Seminar Series with Certificate* is open to all faculty (Senate and Non-Senate), postdoctoral scholars, and other instructional staff at UC Merced. The theme for 2012-13 is Teaching with New Media. To qualify for a certificate, participants are required to 1) attend one practicum workshop in July, August, December, or January, 2) attend 4 additional workshops during the academic year, and 3) submit a final project. All requirements must be completed within current academic year.

Final Project Assignment

As part of the requirements for the Certificate, participants will need to submit a final project that adheres to the following:

Required Components

1. Directly engage topics, themes, or content in the "Teaching with New Media" offerings.
2. Target faculty, TAs, and other instructional staff as primary audience, with a focus on curriculum development.
3. Include audio, images, videos, mobile, and/or multimedia elements. Digital writing projects that utilize blogs, mindmaps, peer-review tools, among other tools, would be an acceptable alternative.
4. Provide a one-page tip-sheet/handout on teaching with new media related to your project topic.
5. Provide a 250-word or 2-minute audio (using Audioboo) personal reflection about how participating in the certificate program has impacted your overall teaching, including curriculum design, course delivery, and pedagogical approach, if any.

Project Options

Since we want this project to have practical value, please choose an option that reflects what you actually implemented or plan to implement in the classroom using new media.

- ***Interactive Workshop*** - Pick a topic about teaching with new media and design a workshop around it; you can offer it as a face-to-face or an online webinar. There

needs to be an interactive component with the audience (e.g., polling, hands-on, etc.). The total length of the workshop should be 15 to 30 minutes in length. Upon approval, the workshop can be included as part of the spring 2013 offerings of the Teaching with New Media Faculty Series. Some suggested tools include: 1) PowerPoint, 2) Prezi, 3) GoogleDoc Presentation, and 4) Adobe Connect Pro.

- ***Audio or Video Essay*** - Pick a topic about teaching with new media and create a 3-5 minute audio or video essay about it. Audio essays can range from a simple one-person narration to something more elaborate with music, interviews, and animation. Video essays can range from a simple voice over a series of images to something more elaborate like an instructional video, which includes voice-over, text, images, and videos. Some suggested tools include: 1) Audioboo, 2) Animoto, 3) Stupeflix, and 4) Xtranormal.

- ***Multimedia Poster*** - Pick a topic about teaching with new media and design a multimedia poster with at least 10 artifacts, including text, image, audio, and video elements. The multimedia poster can be something that accompanies a traditional poster presentation. Some suggested tools include: 1) ThingLink, 2) Glogster EDU, 3) Pinterest, and 4) Mightybell.

- ***Other Options*** - If you'd like to pursue a final project that is not listed here, please contact Mike Truong (mtruong@ucmerced.edu) to get approval first.

Submission Process and Due Dates

- **Proposal:** If you're interested in pursuing a final project, please submit a brief proposal using this online form (http://goo.gl/scjDn) by **February 1, 2013**. Support might not be available to participants who do not meet this initial deadline.

- **Submission:** Please submit all final project materials (e.g., presentation slides, urls, one-page teaching tip, etc.) using this online form (http://goo.gl/rFOpx) by **May 1, 2013**. Late projects will NOT be accepted.

Questions

- If you have any questions and/or need consultation about the final project, please feel encouraged to contact Mike Truong (mtruong@ucmerced.edu or 209-217-7249).

Digital Writing Activities and Tools

Faculty Seminar Series
Teaching with New Media

Compiled by Mike Truong (mtruong@ucmerced.edu)

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Digital writing entails the use of technology to facilitate the writing process, namely pre-writing, drafting, peer reviewing, and revising. The following table highlights tools and potential uses for various stages of the writing process.

Writing Process	Tools	Potential Uses
Pre-Writing and Brainstorming	• **Bulletin Boards** (e.g., MightyBell, Lino, GroupZap, Pinterest, etc.) • **Mind Maps** (e.g., Xmind, Mindomo, MindMeister, Bubbl-us, etc.)	• Use bulletin boards to brainstorm and capture ideas, keywords, images, and videos. • Use mind maps to visualize relationship between and among concepts.
Drafting	• **Word Processor** (e.g., MS Word, GoogleDocs, PrimaryPad, etc.) • **Blogs** (e.g., WordPress, Blogger, Tumblr, Twitter, Posterous, etc.)	• Use word processor to create narrative structure with ideas generated during pre-writing and brainstorming. • Use a blog to flush out ideas and to scaffold key concepts into larger narrative.
Peer Review and Revision	• **Word Processor** (e.g., MS Word, GoogleDocs, etc.) • **Blogs** (e.g., WordPress, Blogger, Tumblr, Twitter, Posterous, etc.) • **Peer Review** (e.g., TurnItIn PeerMarks, CPR, etc.) • **Audio/Video Feedback** (e.g., OneNote, VoiceThread, etc.)	• Use comment and in-text features within word processors to provide feedback. • In GoogleDocs, multiple users can simultaneously work on the same document, providing feedback via in-text, chat, & comment features. • In addition to text responses, feedback can also be in audio and visual forms.
Writing Meetings	• **Web Conference** (e.g., Skype, BigMarker, ReadyTalk, etc.)	• Using web conferencing to hold writing conferences between instructor and students and among students. • Use desktop sharing to view document during meeting
Multi-modal Writing Projects	• **Storyboarding** (e.g., XtraNormal, GoAnimate, Pixton, StoryBird, etc.) • **Video Essays** (e.g., Animoto, Stupeflix, Picasa, etc.)	• Use digital storytelling tools to compose multimodal essays, including audio essays, photo essays, video essays, presentations, and remixes. • For more ideas, strategies, and examples of digital writing, please visit: http://digitalwriting101.net.

Updated: 08/21/2012

Audio/Video Communication Activities and Tools

Faculty Seminar Series: Teaching with New Media

Compiled by Mike Truong (mtruong@ucmerced.edu) and Anne Zanzucchi (azanzucchi@ucmerced.edu)

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Using audio and visual tools to teach can greatly enhance the learning experience. The following table highlights audio and visual activities, tools, and their potential curricular uses.

Activity	Technology Tools	Use Cases
Audio Activities • Drafting • Reflective journaling • Making pitches • Providing feedback (peer and faculty) • Interviewing	• Audacity • Audioboo • SoundCloud • VoiceThread • MS OneNote	• Describe drafting plan • Write a digital journal about conversations with friends and family related to content area and/or writing goals • Translate written project into three-minute oral recordings • Elevator pitches • Summarize drafting process as director's notes • Explain work to intended audience • Record peer review session or final editor comments • Interview peer review partners about drafting and revising process
Video Activities • Photo essays • PSA videos • Pitches • Technical explanations • Oral presentations • Storytelling	• Digital camera • Animoto • Stupeflix • VoiceThread • Pinterest • XtraNormal	• Use five pictures to tell a story with or without caption • Create a one-minute public service announcement • Give a one-minute pitch about an idea/topic • Give a three-minute technical explanation for lay audience • Create a slideshow with still and moving images to tell a story
Web-Conferencing • Office hours • Workshops • Tutorials	• Adobe Connect • Google Hangout • Skype • ReadyTalk	• Use web-conferencing tools to hold virtual office hours at a time that may not be convenient to meet physically (e.g., evenings, weekends, etc.) • Conduct 10-minute workshop on a topic as supplemental materials • Hold and record tutorial sessions before midterms and finals

Updated: 09/25/2012

10 Ways to Use Mobile Phones in Classrooms[1]

According to a recent study, over 60% of students and faculty own a smartphone – making mobile learning a reality. Moreover, there are thousands of free and low-cost educational apps that can supplement course learning. The following list suggests ways to incorporate the use of mobile phones in the classroom.

1. **Take attendance:** Some location-based check-in apps can be used for taking attendance that can't be faked or lost. Suggested apps: 1) Foursquare, 2) Gowalla, and 3) Whrrl

2. **Polling:** Take quick surveys of what students are thinking via apps designed specifically for real-time feedback. Suggested apps: 1) PollEverywhere, 2) Socrative, and 3) Top Hat Monocle

3. **Backchannel:** Smartphones allow students to comment and ask questions via a real-time feed without disrupting the flow of a lecture. Suggested apps: 1) Twitter, 2) Vibe, and 3) PollEverywhere

4. **Reminders:** Instructors can remind students when assignments are due, what materials to bring, and other time-critical announcements. Suggested apps: 1) Remind101 and 2) Cel.ly

5. **Image Projects:** Students can take pictures to create visual projects. Suggested apps: 1) Stock camera, 2) Instagram, and 3) Flickr

6. **Audio Projects:** Students can record and share their reflections, peer-feedback, and other audio projects. Instructors can do lecture capture. Suggested apps: 1) Stock audio recorder and 2) Audioboo

7. **Video Projects:** Students can shoot, edit, and share their video projects. Suggested apps: 1) Stock video recorder and 2) Animoto

8. **Remote Desktop:** Instructors to access desktop/laptop with mobile device. Suggested apps: 1) Splashtop, 2) TeamViewer, 3) AirServer, or 4) Apple TV

9. **Taking notes:** Some instructors allow students to snap photos of the whiteboard, freeing students to focus on the content. Suggested apps: 1) Stock camera, 2) Instagram, and 3) Flickr

10. **QR codes:** Create QR codes and let students scan them for quick access to class materials, supplements, and anything else. Suggested apps: 1)RL Classic, 2) I-Nigma, and 3) QR Scanner.

[1] List adapted from http://goo.gl/dSfRJ and http://goo.gl/3O2R6. Retrieved on 10/30/2012.

New Media, Practicum Workshop
Technology Activity or Assignment
Planning Guide

Activity Name	Student Learning Outcomes	Associated Technology and Functions	Classroom Context Considerations
Sample: Weekly reading journal	Summarize and reflect on readings (250 words)	Use WordPress blog to organize brief writings, include links, model exemplars, and allow for peer or instructor commenting	Instructor comments on paper reading journals several times a semester, will need to determine when peers engage and when instructor provides formal feedback Ideas include…

Verb Wheel Based on Bloom's Taxonomy

Domain

Appropriate verbs

Student products

Knowledge

- What happened after . . .?
- How many . . .?
- Who was it that . . .?
- Can you name the . . .?
- Described what happened at . . .?
- Who spoke to . . .?
- Can you tell why . . .?
- Find the meaning of . . .?
- What is . . .?
- Which is true or false . . .?

Comprehension

- Can you write in your own words . . .?
- Can you write a brief outline . . .?
- What do you think might happen next . . .?
- Who do you think . . .?
- What was the main idea . . .?
- Who was the key character . . .?
- Can you distinguish between . . .?
- What differences exist between . . .?
- Can you provide an example of what you mean . . .?
- Can you provide a definition for . . .?

Application

- Do you know another instance where . . .?
- Could this have happened in . . .?
- Can you group by characteristics such as . . .?
- What factors would you change if . . .?
- Can you apply the method used to some experience of your own . . .?
- What questions would you ask of . . .?
- From the information given, can you develop a set of instructions about . . .?
- Would this information be useful if you had a . . .?

Analysis

- Which events could have happened . . .?
- If . . . happened, what might the ending have been?
- How was this similar to . . .?
- What was the underlying theme of . . .?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . .?
- Can you explain what must have happened when . . .?
- How is . . . similar to . . .?
- What are some of the problems of . . .?
- Can you distinguish between . . .?
- What were some of the motives behind . . .?
- What was the turning point in the game . . .?
- What was the problem with . . .?

Synthesis

- Can you design a . . . to . . .?
- Why not compose a song about . . .?
- Can you see a possible solution to . . .?
- If you had access to all resources how would you deal with . . .?
- Why don't you devise your own way to deal with . . .?
- What would happen if . . .?
- How many ways can you . . .?
- Can you create new and unusual uses for . . .?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . .?

Evaluation

- Is there a better solution to . . .?
- Judge the value of . . .?
- Can you defend your position about . . .?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . .?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . .?
- How effective are . . .?
- What do you think about . . .?