

At the Wine and Cheese Reception, the following colleagues will be available to chat about how they have used a specific technology in their classes and with what effect:



Lara Foley, On Skype

I have used Skype in the classroom to allow a former student who is currently in graduate school share her experience with seniors considering graduate school. I have also used Skype in the classroom to have a Q&A with the author of a book assigned in class.



Bryan Tapp, On Google Earth

Google Earth features projected satellite imagery of the entire globe as well as imagery of the Moon, Mars, Space and sea-floor bathymetry. The most simple and direct use of Google Earth is to cruise the globe and learn about regions through exploration of the online primary database. This database includes borders, places, an incredible array of photographs, plus wide range of global awareness issues that can be easily accessed and evaluated in the classroom. As a specific example of application, in the spring 2010 GIS class we utilized Google Earth (and associated .kml data) to evaluate the damage associated with the M 7.0 Haiti Earthquake (Jan. 12, 2010) and to monitor the recovery efforts, including the mass burial sites through Google Earth.



Janet Cairns, On Multimedia Archives

I will demonstrate how you can access and utilize resources from NBC LEARN in your classroom. This spring we are piloting NBC LEARN video archives. This tool provides access to over 10,000 primary source videos, documents, letters, and images. Current events videos are updated daily. The resources from the 1930's to the present are available in a breadth of subjects including science, arts & humanities, business, and law. The access this spring is through Blackboard WebCT. You can preview the selection of resources at <http://www.highered.nbclearn.com/>.



Diane Beals, On Microcase

Microcase is a statistical software package that is well-suited for introducing basic statistical concepts and analyses for beginners. It comes packaged with some interesting social sciences data sets, and can accept other data sets as well. It is simple to use and the output is easy to read without overwhelming beginners with too many esoteric statistics. I have used it with a basic stats class and in a measurement and evaluation course.



Laura Ford, On Collaborative Learning and Group Work:

I use a wiki in lab classes as a collaboration place. Students can share their files, schedules, and contact information as they work on lab reports. The faculty can track who is contributing to the reports, retrieve files for grading, and return graded work. TeamMaker is a free, online program that I use to arrange my students into teams based on major, GPA, schedules, etc. CATME is another free, online program that I use for peer and self-evaluations of contributions to teamwork. catme.org will take you to information about TeamMaker and CATME.



Amy Agimudie, Using Video Submissions to Assess Student Work

In order to assess their expressive signing skill, our ASL students are asked to submit one to two video evaluations per semester. The students work either individually or in pairs to prepare and video a dialogue using vocabulary we have learned in class. The videos are then submitted to their personal webspace through the utulsa domain, and the students simply submit a link to a WebCT assignment. After receiving the link, our instructors can view and evaluate the videos from any computer that has internet access.



Sharon Baker, Using Online Exams to Assess Students' Language Competence

We began using online exams in American Sign Language classes over ten years ago in order to construct a database that would allow for randomization of question sets, allow students to revisit questions, and to provide multiple examples of different communicators. In addition, online exams allow more flexibility such as when students need extended time or to take in non-distracting settings such as CSAS. This session will demonstrate the online exams and answer questions regarding design, construction, and benefits to students and to faculty.



Christi Patton Luks, Using Online Lectures To Maximize Learning in Class

ChE 1013 teaches freshmen to solve problems using Excel and VBA. Students come in with such diverse backgrounds that lecturing the material was awkward for the slow student that had lots of questions and for the faster students that were bored by the interruptions. Moving the lectures to video enables the slow student to pause and rewind while the faster students can zip through the material that is essentially review. On the other hand, we find it important to maintain a relationship with the students. The course now is designed with lecture-as-homework and projects and homework in class. I would be happy to discuss these changes as well as the tools I use: WebCT (video viewing as well as homework and quizzes and surveys) and Camtasia (create videos from a camera or from the computer screen in a variety of formats).



Gina Bradley and Chris Farwell, On Capturing the Business of Class

The law school is utilizing a Panopto classroom capture system to capture classroom audio, video, and screen capture. The recordings are then automatically uploaded to a server, encoded, and published. A link is then sent to the Professor. We are also utilizing Smart Sympodiums as well – this content is also captured in real time.



Chuck Adams On Teaching with Clickers

Chuck will demonstrate how he has used integrate clickers into his law classes and discuss what effect he has seen it have.

Bill Joyce of Turning Technologies, who provided technical support for Dr. Mazur's lecture, *Memorization vs. Understanding: Are we Asking the Right Questions?*, will also be on hand to discuss the range of ways clickers might be incorporated into class to effectively advance understanding.

For those interested in exploring clickers further, Mr. Joyce will offer a training session on Thursday, 1.27 from 10am to 11am in the Chouteau Room in ACAC. At this training session, Mr. Joyce will walk participants through the details of how to use the software and how to build lesson plans with it.