Audience Response Systems

In the age of Student Learning Outcomes and the Net Generation two of the biggest challenges for teachers include shortened attention spans in today’s students and the difficulty of getting regular feedback from learners. Audience Response Systems (ARS) are one approach to solving these dilemmas.

How do these systems work? Each student receives a keypad with numbers on it. Teachers pose a question such as, “Which of the following psychologists was a behaviorist?” Students click 1-Freud, 2-Maslow, or 3-Skinner for their response. The keypad hooks up to a wireless network that calculates the results and presents the feedback to the class in the form of a chart or table. Both the teacher and students can view the results.

Students stay motivated in the interest of getting answers correct and teachers discover points that are or are not connecting with students.

But, you ask, how much do these systems cost? The answer is they aren’t cheap. The cost depends on such factors as how many students are in the audience and whether you are renting or buying.

Purchasing an entire system can cost from $1450 for the interface, $2500 for software, and $185 per keypad.

Before running out and purchasing a system, I’d suggest asking your textbook representative to consider springing for the cost. Or as a really low-budget, and low-tech alternative, you could consider handing out three or four different colored index cards and asking students to vote by holding up the appropriate card. If your heart is set on a system, you may include it in your departmental DDP although there are no guarantees you will receive one.


Distance Education Growing Strong

According to the Sloan Foundation, online education has been growing by about 20-25% per year. This is quite a bit more than the 3-5% growth in traditional brick and mortar classes.

Why do so many students want online courses? Convenience is the biggest reason. Online courses provide the flexibility to schedule courses around work and family obligations.

Recognizing the huge growth potential in distance learning, the SCC academic senate recently passed a resolution asking President Vasquez to examine the institutional resources necessary for growing our own distance education program.

During the fall, the technology committee will work on creating a distance education DDP.
Websites For Community College Faculty

www.4faculty.org is a resource designed by community college educators for community college educators. It has a bunch of learning modules and valuable tools for teaching.

www.teachopolis.com is a virtual city for community college teachers. It has a variety of reusable learning objects and electronic performance support programs designed to reduce wasting time on repetitive tasks (e.g., a syllabus builder) as well as book reviews and links to additional resources.

http://one.evc.edu is the site for @One, a technology resource for faculty at the California Community Colleges. @One offers a variety of training workshops throughout the year on such topics as Interactive Web Activities For Your Class, Distance Education, and Creating PDF documents with Adobe Acrobat. Most courses are offered online through the site.

www.htctu.fhda.edu is the High Tech Center Training Unit (HTCTU). HTCTU offers resources and training to make your teaching accessible.

Tegrity’s Innovation

Last spring, the technology committee had the opportunity to see a demonstration of a few of Tegrity’s exciting technologies.

Tegrity Campus is a learner-centered instructional archiving and study system. During class, students write with specialized pens and notepads that allow them to later retrieve their notes digitally. During home study, students can bring back their instructor to explain material again just by clicking their notes.

Tegrity Campus can be adapted to any instructor’s teaching style and can capture lectures, overheads, PowerPoint slides, and much more.

Teaching-based websites offer a world of ideas.

Calibrated Peer Review

Want to reduce the time that you spend grading papers in large courses? UCLA might have the answer with its Calibrated Peer Review (CPR). CPR is a sort of web-based teaching assistant.

In CPR assignments, students write essays and submit them electronically. They are then asked to “grade” 3 essays written by other students in order to calibrate their grading ability. They receive a sort of electronic tutor session allowing them to develop their editing skills so that they can then proceed to grade their peers’ papers.

CPR was based on the model of peer-review used in scientific journal writing.

In short, CPR allows instructors to assign frequent writing assignments without the burden of extra grading.

To find out more go to:
http://cpr.molsci.ucla.edu/

Peers grade each others papers allowing extra writing while freeing instructors from extra grading.
Need Tech Help?

**Is your computer acting goofy?**
Contact Wanda Wright at the help desk.
Phone: 714-628-4999
Email: wright_wanda@rsccd.org

**Need a projector or a presentation system delivered to your classroom?** Or got the equipment but need help getting it to cooperate with you?
Contact Al Huerta, Media Services
Phone: 714-628-4740
Email: huerta_al@rsccd.org

**Want to put up your own website on the district server?** It is super easy and Alfonso Oropeza will bring the training to you!
Phone 714-628-4943
Email: oropeza_alfonso@rsccd.org

**Want to create a course website using Blackboard?**
Contact Bonnie Slager, Distance Education Coordinator.
Email: slager_bonnie@sccollege.edu for information.

Videoconferencing Available

Last spring the technology committee conducted a survey of faculty and learned that many did not know that we had videoconferencing technology available for faculty and class use.
The equipment has been under used in spite of the fact that the possibilities for enhancing instruction are many.
The committee brainstormed some uses for the videoconferencing equipment and came up with some suggestions.
1. **Take a virtual field trip**—have your class visit a museum or historic home.
2. **Grow small classes** by combining instruction at multiple campuses.
3. **Network or conduct multi-school activities with classes and faculty at other colleges and universities.**
4. **Invite a prestigious speaker to talk at a club meeting.**
5. **Have a contest with students at another college**
6. **Team up with local businesses to offer employee training.**

Turn It In

One unfortunate consequence of the internet is that plagiarism is now easier than ever! Students can purchase a term paper at the click of a mouse.

*Turnitin* is a proprietary web-based software program that allows instructors to equalize the playing field. The system makes detecting plagiarism as easy as doing it.
According to *Turnitin*, “Our plagiarism prevention system makes it easy to identify students who do submit unoriginal work, and also acts as a powerful deterrent to stop plagiarism before it starts. At the heart of our plagiarism prevention system are our customized Originality Reports, which contain extensive documentation of any potential plagiarism. Any text in the paper that is found by our system to be unoriginal appears underlined, color-coded, and linked to its original source.”
As SCC continues to grow its online and distance education programs we will need to consider site licensing for a product such as *Turnitin*.

For more ideas see:
http://www.cilc.org/index.aspx

*Sample Turnitin Report...* 
For further information see: www.turnitin.com
The Technology Committee promotes the use of technology to increase efficiency of college operations and to support teaching and enhance learning.

Digital Game Based Learning

This Fall, Cari Cannon will be offering a flex activity on the emerging field of serious games in education. Why the interest in digital games? It’s simple—engagement! Traditional computer games have engagement but little content. Academia has a lot of content but little engagement—doesn’t it make sense to put the two together?

By combining content and engagement, we could fundamentally improve the nature of education.

Digital games allow educators to transform assignments into immersive, intrinsically rewarding experiences that can be frequently assessed.

Why do we think digital learning will be big in the future?

- It meets the learning styles of new and future generations.
- It’s motivating because it’s fun.
- It’s adaptable to any subject.
- It connects to different learning modalities.

Serious games take the education world by storm!

Other Fall Flex workshops on Technology may include.

- Advanced Google
- Blackboard
- Submitting Grades Online
- Web Publishing

We’re on the web! [http://www.sccollege.edu/technology%20committee](http://www.sccollege.edu/technology%20committee)