

CTAAR Online Course Design Workshop

Series Summary

May 2020

Session	Group	Recording
1	Group A	https://rutgers.mediaspace.kaltura.com/media/Sebs+Session+1+Group+A.mp4/1_76f48isz
	Group B	https://rutgers.mediaspace.kaltura.com/media/SEBS+Online+Course+Design+Session+ONE+%28Group+B%29-20200515+1359-2/1_gxphs61o
2	Group A	https://rutgers.webex.com/cmp3300/webcomponents/docshow/docshow.do?siteurl=rutgers&mactype=Osx&rnd=0.4992068075867033 - When requested, the password to view the recording is SEBSGroupA-5-21.
	Group B	https://rutgers.webex.com/rutgers/lsr.php?RCID=8f54725dc4d0c97896af2eea69308a21 When requested, the password to view the recording is SEBSGroupB5-22.
3	Group A	https://ru-stream.rutgers.edu/media/SEBS+-+Group+A+-+Session+3+-+5-28/1_mo054ms5
	Group B	https://ru-stream.rutgers.edu/media/SEBS+Session+3+-+Group+B+-+5-29-20/1_14bek74m

SESSION 1 Follow-up

This is the headset microphone that was suggested by someone at OIT for creating videos/web meetings etc:

Logitech B530 USB Wired Headset- Microsoft Lync Certified
Mfg. Part: 981-000335 | CDW Part: 2373072 | UNSPSC: 43191609
Headset (ear-cup), Microsoft Lync Certified, USB, Wired

Anette asked about Canvas training. Teaching and Learning with Technology are [offering live workshops on Canvas](#) and they also [have videos that you can go through on your own](#). Jason

noted that he found the [Canvas Help Desk](#) very helpful and using Chrome as the browser had the least number of problems.

There were also requests for methods to help faculty provide feedback to student work (particularly when students are writing work/problems out by hand and uploading). First, you can provide some guidance to students on how they should submit written work. Salome also mentioned that there are free scan apps that are typically better than students just taking pictures of their work. I use [ScannerPro](#) or [CamScanner](#) is another one. There are quite a few "scanner apps" that students could use.

You can provide the feedback to handwritten student work that is uploaded to an assignment in Canvas using Speedgrader and annotate the PDF - I took a [quick screencast to demonstrate](#). From an assignment in Canvas you can also download and then upload new versions of the assignment. Instead of printing all of the original versions out though you can use an app on your tablet or phone to annotate - I have used [GoodReader](#) and [UPAD](#). I have a slight preference for GoodReader, but both work well. It can take a little time to get accustomed to writing on the tablet, but I was able to copy and paste common feedback which ended up saving me time. You can complete annotations on a tablet using a pen on the PDF downloads from Canvas and then re-upload them to the assignment for the students to utilize the feedback.

Holly shared that she has been trying presentations in Instagram, PowerPoint, and others! If you did not get a chance to grab the link, here is the video Victoria shared <https://www.youtube.com/watch?v=T0t5F3cwIZY> where she asked students to dub a video of her cats playing.

There were questions about polls in webex - there are some [instructions online](#). What we have found helpful is writing and saving the polls ahead of time (I put them on the desktop) so that you can just open them when you want them in the presentation. The other question pertaining to WebEx was about how to share a video during a session. WebEx does have a specific way to share video ([here is some directions on that](#)), but we have found it is easier to do this by just playing it over the browser normally and turning up the volume. This won't work though if you are using headphones. Ines did say this is how she has done it in Zoom and it works as well.

SESSION 2 - Follow-up

[VoiceThread](#) does work in Canvas and Sakai - if you are using Canvas I suggest downloading the "[VoiceThread Set-up Module and Documentation](#)" into your Canvas course (make sure you are logged into Canvas when you click this link) - It is very helpful. Anette did mention VoiceThread does not work on Safari.

We have created a [flow chart with all of these decisions](#) in one place if you are interested. It is interactive- if you click on an element/tool in the chart it will show you or bring you to more information. We hope this is helpful!

Regarding tools for creating videos- Gerben did mention that you can convert your powerpoint to a real video by saving as an mp4 if you were considering you the Powerpoint overlay option to create videos. Raul asked if there was a Prezi licensed version and I think the answer is no (I can not find any reference to an institution license), but Prezi does give [free Edu Standard accounts](#) (click the link to sign-up) which does seem to include several options including Prezi Video.

Silke suggested using [Clipgrab](#) to download videos from YouTube, [Handbrake](#) to edit videos, especially to reduce file size. Silke also noted that Audacity is helpful to make voice recordings noting that if students have limited bandwidth it sometimes helps to post a Powerpoint and a separate audio file (she had two students in Antarctica!). Ines suggested [Screencast-o-matic](#) which is free up to 15 minutes.

Mary asked for a recommendation for a Wacom tablet - [this is the suggestion](#) that we got from OIT. Mary Whelan also noted that she has a giant Wacom tablet that is also a screen, so you can see what you're writing and it also replaces your monitor- something to think about.

Jason asked if there is a way to have two screens in presentation mode. I have a Mac and I can view in a [split view mode](#) - if you share your whole screen through WebEx then the students would also be able to see this I think, but I would test first!

Looking at the [Google Docs from the break-out rooms](#) it seems there has been a lot of experience with different tools which is great! I noticed that break-out session 5 mentioned synchronous group discussions with all students can be difficult. One technique to think about here is a [Fishbowl discussion](#). This can be very helpful for engaging those introverts you have in the class as well. You can "assign" certain students to be the "inside" of the circle who engage in the discussion and everyone else listens. This could be helpful strategy to think about in an online environment.

Ines also suggested a [site with some online discussion rubrics](#). We have also attached an alternative rubric that Christina has used that has greater detail.

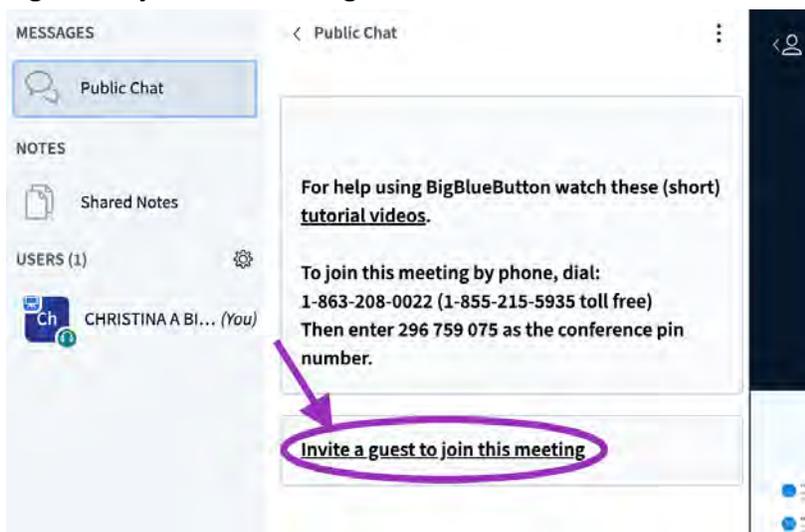
If you are interested in the WebEx Trainings there is more [information online](#). You can also find [detailed directions on how to set-up and manage the break-out rooms online](#). Several of you mentioned throughout the sessions about tool overload on the student side. We mentioned in the session, but to reiterate, in a course we would not keep changing the synchronous platforms, trying for some consistency in the class with what tools you will be using will help you and the students!

Several of you mentioned throughout the sessions about tool overload on the student side. We mentioned in the session, but to reiterate, in a course we would not keep changing the synchronous platforms, trying for some consistency in the class with what tools you will be using will help you and the students! Robert did note that the Biochemistry and Microbiology department is trying to standardize for their classes to help with this issue, which might be the path forward for a university as large and diverse as Rutgers.

SESSION 3 - Follow-up

BigBlueButton (the tool behind Canvas and Sakai "Conferences")

There were several of you talking about how to use BigBlueButton with guest lecturers or individuals not in your class. When you log into your conference in the chat will be a link "Invite a guest to join this meeting":



This link will give you the link to share with others to join the meeting (the one we sent you all in the invite). We learned the hard way that even if you leave the conference "open", if you leave and then join again later the link is different, so you need to send the link close to when you are holding the session. This is what I would suggest though for guest lecturers instead of adding them into Canvas. As Nurgul mentioned there is an involved process to add guests to Canvas which would be preferable to avoid!

Due to this, we have not used BigBlueButton extensively in our office. I found [this video](#) very helpful to get going and there is some more [information and directions from Rutgers as well](#).

Kaltura and Captioning

- Sharron did share that to get the account for Kaltura she had to do was click "help" once logged into the standalone Kaltura or use the drop down when logging out and the "request account" option was there. The standalone Kaltura site said her account should be activated in 24 (maybe it was 48) hours. This is if you do not have a + add new button at the top of your Kaltura account like Chris had during the session. To set up your stand-alone Kaltura Media Space account go to <https://rutgers.mediaspace.kaltura.com/> login, select your name, and select "Account Request"
- We double checked and media uploaded to Kaltura is auto-captioned -- it just might take a day or so to complete. Here is some information about [adding captions in Kaltura](#) - They also have a good suggestion. They note the automatic captioning is 70-95% correct and suggest "If you are an instructor in a course that uses Moodle, Canvas, or Sakai you may wish to notify your students to report any errors to you. Include a note in your syllabus that all captions are machine-generated and to contact the instructor regarding inaccuracies."

Marcus also noted that he likes that Kaltura starts off as private to Rutgers access. Mary mentioned you can then move or open it up to others.

Mary Nucci asked if Kaltura is available for students to use to make videos - we will look into this more - [this website](#) indicates that students have access to it and this [video](#) as well (although the video is a few years old). It seems to indicate that using the "My Media" space in Canvas, this is the students' gateway to Kaltura.

- Henry And Kate John-Alder did mention that students frequently use their phones to create the videos
- Also keep in mind that students can create presentations in VoiceThread

- The Office of Disability Services has more information on their [website about providing accommodations online](#)
- Gerben found [this video](#) from SGS to be very helpful
- Karen also pointed out that we use captions as there may be students unwilling to identify themselves as disabled.

Other Resources

- Silke offered this YouTube video: <https://www.youtube.com/watch?v=euhtXUgBEts> if you want to learn more about Jigsaw and other interactive teaching techniques.
- Mary Nucci explained her experience meeting with Edward Tufte and what he has learned/suggests is that if there is material to be read for a discussion, that it should be built into the class time, and that it should be no more than 15 minutes.
- Salome mentioned that polls is also a way to take attendance (great idea!)
- Ines has been working extensively with providing labs online and is very willing to speak to anyone interested about it - inesrau@sebs.rutgers.edu

We did find that [TopHat](#) is supported by Rutgers but keep in mind that students need to pay a fee each semester to use the service. Thank you so much for your engagement and participation over these last three sessions! We have greatly enjoyed and appreciated the diverse experiences and knowledge of the group!

If you are interested in working with an instructional designer at TLT there is a [request information form](#) on the Teaching and Learning with Technology website where you can reach out. You heard some of the rave reviews from your colleagues yesterday and it can be a great support!

We are also still here to support you all and please feel free to email us with any questions! Our office does run office hours 10:30 - 11:30 am each work day where you will always find someone from our office, very often one of us! The link is available in the pop-up on our website <https://ctaar.rutgers.edu/>