2017-2018 Faculty Learning Communities
Fostering Engagement in the Digital Classroom
End of program celebration
May 11, 2018

- **Description:** This FLC aimed to examine a variety of digital tools, web-based applications, and Blackboard add-ons that permit students to share, view, and discuss visual and textual materials among themselves and with their instructors.
  The pedagogical value of these tools is that they help to maximize conversations and/or discussions, whether those are held between students and their instructors or between the students themselves.

- **Learning Outcomes:** Participants have developed assignments using one or several of these tools in order to enrich their lessons and lectures so that learners developed their critical thinking skills and advanced their digital literacy

- **Activities**
  -Fall 2017 (1st semester)
  Overview of applications, articles and guest speakers
  -Spring 2018 (2nd semester):
  Each of us showcased what we have used or plan on doing and what technology we are using to foster active learning and collaboration in our current teaching practices.

- **Participants:** Tim, Milvia, Samir, Tracy, Patricia, Mary, Doaa, Mariajose, Sara, Elisabeth

- **Specific technology used /to be used:** <u>Total of 11</u>

Elisabeth: I have used Blackboard Collaborate Ultra to teach a few class on my SPAN 307 *Culture and Civilization on Spain*. Students presented their assignments, lead the group discussion, shared documents, and collaborated in writing tasks in-situ. It also facilitated the days we had to cancelled due to inclement weather.

Mary: In my hybrid Internship Seminar course, I used Collaborate to hold a quarter of our class sessions. On two occasions, students who were not able to come in person to a face-to-face session attended via Collaborate.

Tracy: In my STEM 506, The Designed World, I have used Collaborate for team sessions. I plan to use in a whole class discussion with shared documents in the future.

Milvia: In my SPAN 202, Intermediate 2 I have used Collaborate for students to organize and to create their oral presentations. Also, in SPAN 201 during winter term due to inclement weather.

Sarah: In my physiology classes, I use Collaborate for online review sessions before exams.

Samir: Uses Blackborad Collaborate to facilitate the online component of Arabic 302, where students gather online to discuss and vote for the main question of the debate. This LMS tool is effective, saves class time for discussion and can be recorded for other students who could not attend to revise it and prepare for the day of the debate.

Mariajose: In my capstone course (for Chemical Engineer), we used Collaborate to create mini-review sessions of a number of concepts they use throughout the semester: mass balance, kinetics, separations, heat and mass transfer, process simulators, and slide design.

Elisabeth and Milvia: I would like to use it once we have access to it to create activities in which students will practice their Spanish oral skills.

Patricia: If teaching an online course, I would use VT to make the material much more engaging.

Tracy: I would like to use this to make many courses more engaging in the discussion board session when we meet online. I requested access this semester but did not get it for this Spring.

Indesign CC: To create a professional-looking layout that students can customize to write and design a process description for Technical Communication. This program allows for more creativity than a standard template.
Patricia: The ultimate goal of using IndesignCC is create a digital magazine, comprised of student work. Whether an individual layout or an entire magazine, the final product can be used as a portfolio piece.
Tracy: Currently in my STEM courses, I develop and give students a template for many of the engineering-based technical reports. I hope to use this in the future for student/team-developed templates. I feel that I limit them on creativity and in their writing by giving them a template.

Elisabeth: I used it during class time with my SPAN 302 Advanced Spanish II. Students completed a lot of in-class writing tasks individually and in collaboration with others. It was a great way to keep our notes for tests reviewing.
Mariajose: In the capstone course students work in design teams all semester long. Every design team has to create seven technical presentations, one final report draft, and a final report. Each one of these has to be supported by documents showing the calculations. Each design team created more than 100 documents (including google sheets).

Elisabeth: Students participating in the conversation partner program with Mexico collaborated by introducing themselves to the entire group. They posted a video about themselves, wrote a brief description of their city, family and school, and uploaded pictures that were selected as representative of their culture.
Mary and Doaa: We created a shared Google site so that students in the online and face-to-face sections of the same TESOL course can upload the teaching activities they have created. This way, they can share ideas and exchange feedback with a wider audience.

Mary: I used screencasts to record instructions for using new tools and completing assignments. I used video recordings to demonstrate aspects of pronunciation. Students had the option of using video recordings in some of their assignments

Discussion Boards

Elisabeth: Discussion boards are widely used across all my SPAN courses as a way to practice writing in the target language, reflect on assigned readings or react to movies. Students also read their partners response and commented on them, identifying areas of commonalities or differences in their opinion. They also manifested agreement or disagreement among them. It was also a great to keep track of their homework.

Mary: I use discussion boards for a variety of purposes. We have forums for introductions, questions, lesson-specific discussions, and resources and ideas.

Tracy: I use discussion boards every week and they are instrumental in my hybrid courses. I have weeks where students sign up to be either the starter, the moderator, or the closer; this allows the students to take more control of the discussion rather than myself as instructor. I am trying to find new ways of student interaction as I rely heavily on discussion boards.

Elisabeth: We used a wiki in all my SPAN courses as tool to keep the long writing assignments in one place. For the main written assignments called "compositions" and the final paper. Students wrote long pieces of writing according to the writing genre being studied (description, narrative, exposition). The writing development took place in a process, step-by- step mode: from proposal, writing plan, first draft, peer-review, second draft, teacher's feedback, and final version. All of these steps are included as part of the evaluative rubric.

Mary: In my Theories of Language Learning class, students use one wiki to develop a class glossary. Students add new terms and definitions each week on the dedicated page for that lesson, and I compile all of these onto a growing master page. We have a second wiki for big questions about language learning. Students use these questions to get ideas for their research project (a lit review). At the end of the course, we revisit the questions that have been added to the wiki throughout the semester as part of our wrap-up.

Elisabeth: the blog tool in BB is used for a combination of semi-guided and free writing in all my Spanish courses. Semi-guided entries: students who participated in a conversation partner program with Mexico wrote about their conversation, reflected on the learning process, and how they developed their communicative skills along the course. Blogs also included a few open free-writing entries where students chose what to write about: an event, a movie, news, a trip, plans for the futures, complaint, tasks, readings, volunteering experience, job, etc. A rubric was used to assess the blog.

Tracy: I have used the blog tool a few times instead of the discussion board.

Elisabeth: Students collaborating in the conversation partner program with Mexico (SPAN 301) and Spain (SPAN 307) used this online BB platform for their conversations. It works similarly to BB Ultra collaborate. Students created their own account in zoom and run their paired video conference-conversations.

Online Reading Guides

Sarah: I write Reading Guides for the students that they read and use, and fill in the answers to, before the class day about that topic. Students turn in the documents on Blackboard anytime before class begins. The students reported on the midterm feedback forms that they highly valued the Reading Guides for helping them understand the reading, focus on what's important, and prepare for class and for exams. Because they are graded essentially credit/no credit, they are not onerous to grade even in a class of 90+ students.