

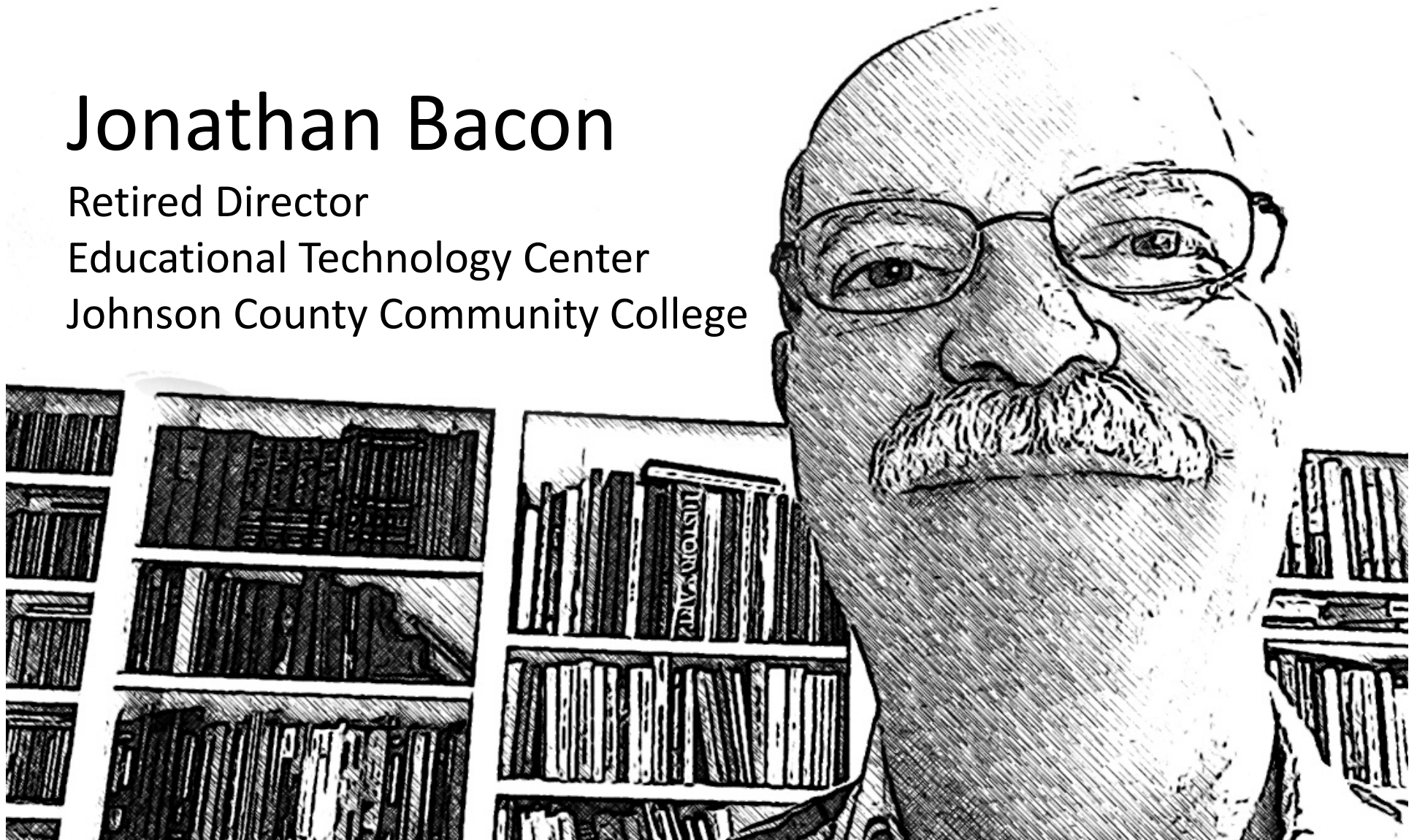


Tools for Educational  
Innovation

SIDLIT 2014

# Jonathan Bacon

Retired Director  
Educational Technology Center  
Johnson County Community College



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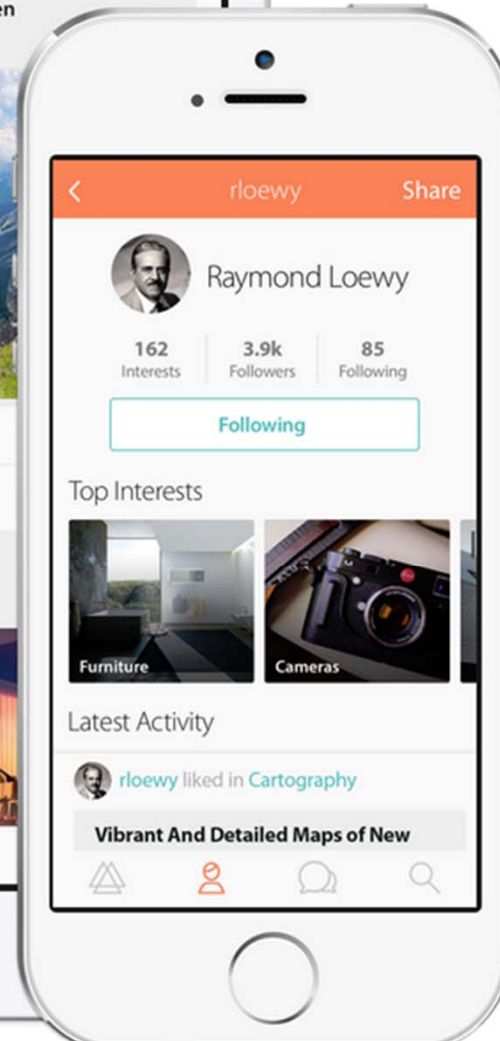
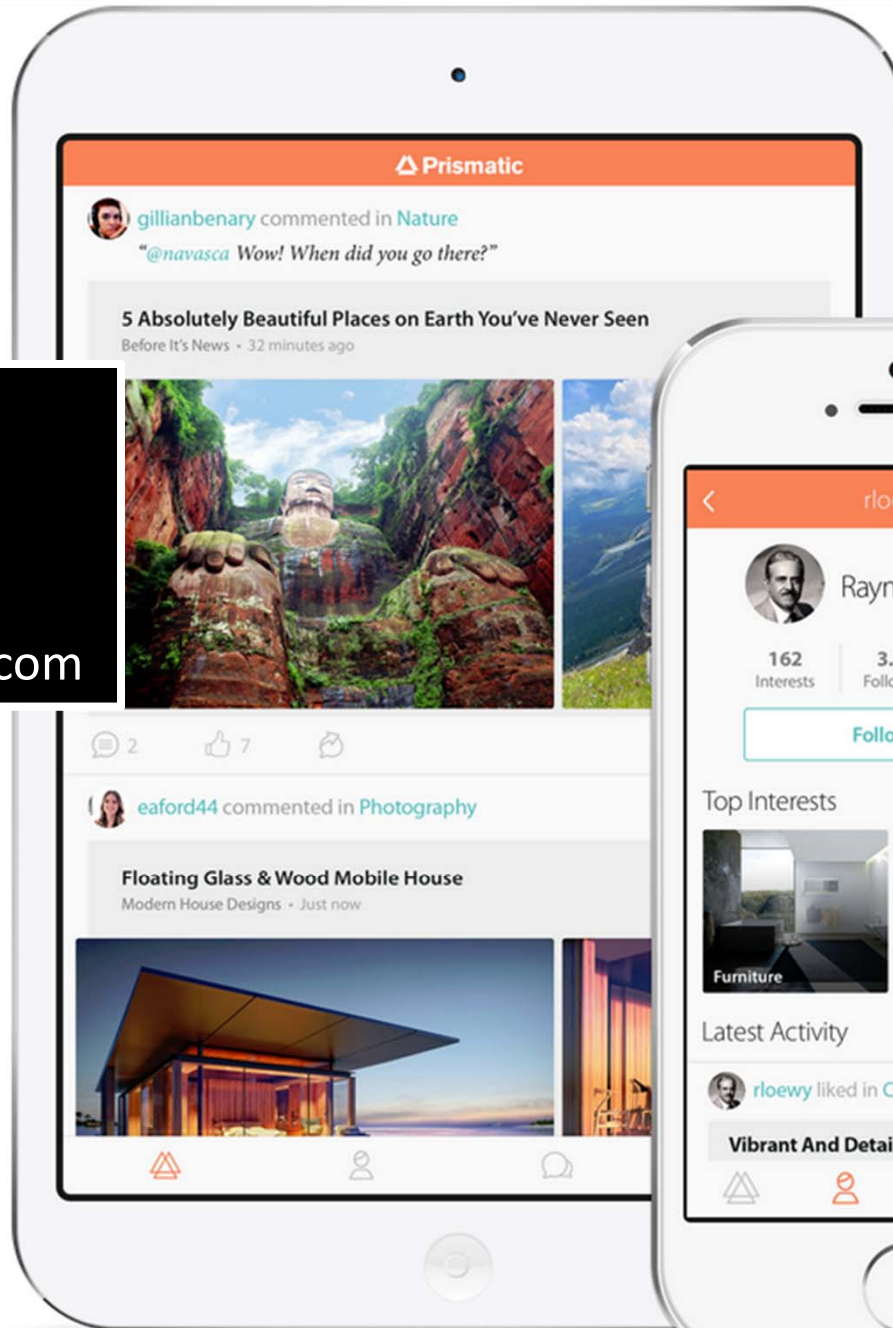
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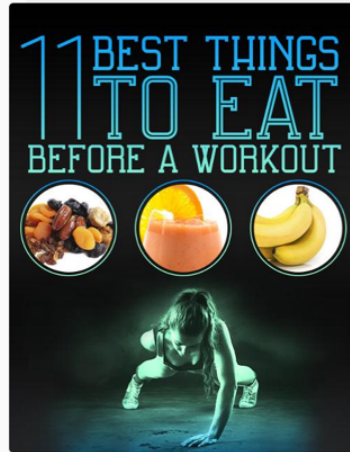
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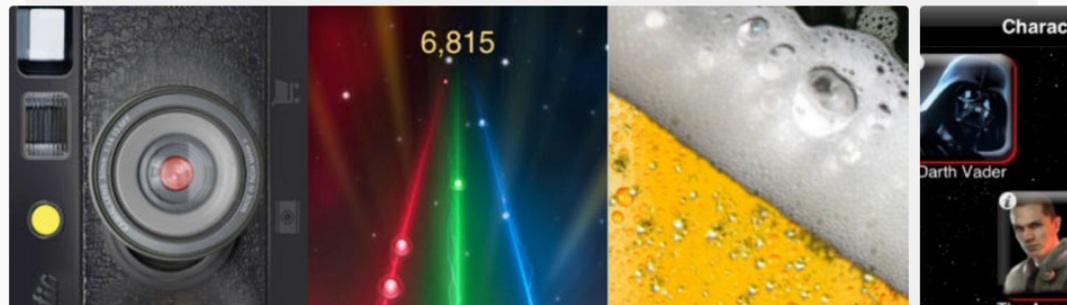
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 John McDuling / qz.com  
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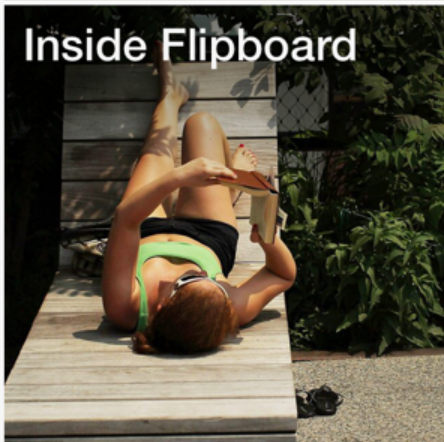
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*PowToon: a Data  
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# PowToon

The image shows the PowToon software interface. The main stage displays a slide with a green circle containing a white person icon, the text "VS", and the title "PowToon: a Data Visualization Tool". The interface includes a top menu bar with options like New, Save, Cut, Copy, Paste, Sound, Image, Add Text, and Re-Publish. A left sidebar shows a sequence of five slides. A right sidebar contains various asset categories such as Text Effects, Image Holders, Business, Education, Signs, Money, Transport, General, Weather, Info, and Social Networks. A bottom timeline shows a 10-second duration with a playhead at 3 seconds. Callouts in blue speech bubbles with red outlines point to the "Styles" panel, "Text Options", "Objects or Graphics", "Stage", and "Timeline".

Styles

Text Options

Objects or Graphics

Stage

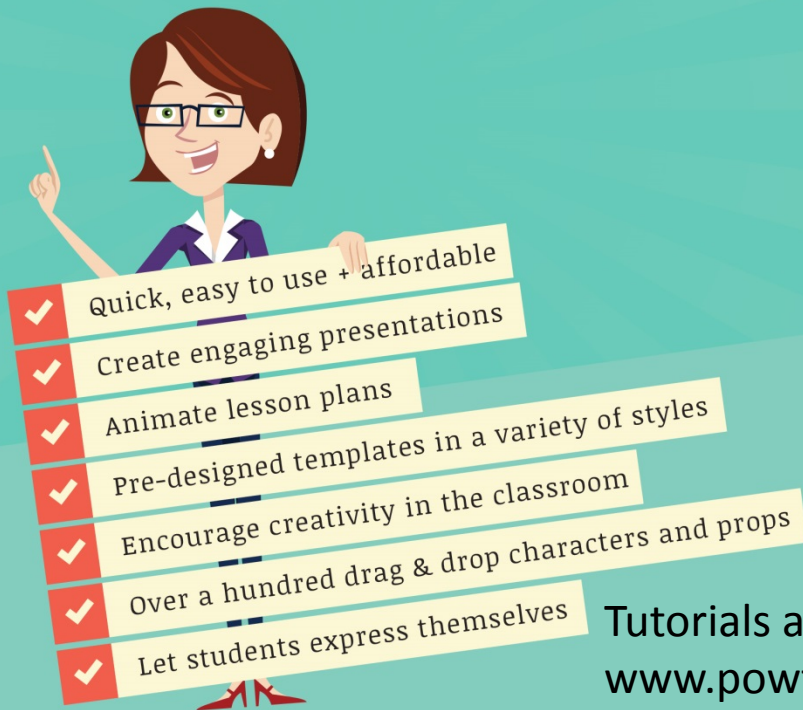
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**Deborah Taylor**

Professor

Biological Sciences

Kansas City Kansas Community College

BlendKit2014 University Florida  
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## Becoming a Blended Learning Designer

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Last edited by Kelvin Thompson 20 days ago

### This was BlendKit2014!



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**BlendKit2014 has now concluded!** Any/all assignments needing acknowledgement (leading to "course completion") **must have been submitted by June 2, 2014** at 11:59pm US EDT; -4UTC. First drafts of portfolios leading to the [UCF/EDUCAUSE credential](#) also were due by June 2.] BlendKit2014 will remain in "read-only" mode

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# diagonaldee's education exploration

Tuesday, May 27, 2014

## BlendKit 2014 Week 5 Thoughts

Wow, it's hard to believe how quickly these 5 weeks have passed. It certainly has been a busy time for me. I'm finishing up the DIY projects and plan to submit them this week for the "Becoming a Blended Learning Designer certificate" <http://www.ce.ucf.edu/Program/3501/Blendkit2014-Becoming-a-Blended-Learning-Designer/>. I think it's a valuable exercise and has certainly made me really think though the construction of my class.

This week's reading really hit home, too. As a peer reviewer on Quality Matters, I've often thought the same thing about poking around inside an unpopulated course, I agree, it's kind of like looking at a house that has just been built, but that doesn't have any furniture in it. The rooms are there and you can visualize how they might be arranged, but until you have the furniture (the students and the instructor and the interactions that occur) you really don't know how it is going to work out. All the great whistles and bells of design don't mean a darn thing if the instructor and students are not engaged with one another and with the content. I also agree that student evaluations are somewhat helpful, but they are not the be-all, do-all that administrators like to use (at least at my school) to evaluate a course. I understand the FERPA concerns, but really they shouldn't be considered. A nice "visitation" to the online classroom could open up a great opportunity to see how the class is "really" working. I'm sure this is something that a lot of folks are concerned about - for sure at my institution, but I'd love the ability to open up my classes to "visitors" - instructors who are planning on creating an online learning environment and see how it can work.

Well, I need to get back to work on my DIY's and I've got a book on multivariate statistics calling my name, so good-bye BlendKit 2014 and "hello" to spending more time blogging about my research.

Posted by Deb Taylor at 8:13 AM

No comments:



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@diagonaldee

5 Jul

Make the Most of the Community College Experience  
[t.usnews.com/Z1v77x](http://t.usnews.com/Z1v77x) via @usnews - great advice!

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**Deborah Taylor**

@diagonaldee

1 Jul

EDUCAUSE Learning Technology Leadership Program Graduate: I received credit from EDUCAUSE.  
[cred.ly/c/12160560](http://cred.ly/c/12160560)

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**Deborah Taylor**

@diagonaldee

25 Jun

Team 5 working on presentation for @EDUCAUSE #LTL14 presentation  
[pic.twitter.com/hJymVPTtNt](http://pic.twitter.com/hJymVPTtNt)





## Deb Taylor

Credly member since April 2014



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▲ [CN-1469-BLENDKIT2014](#) > [Pages](#) > UCF/EDUCAUSE Credential

Last edited by Kelvin Thompson 3 months ago

## University of Central Florida (UCF) and EDUCAUSE Credential

Upon completion of the “BlendKit2014: Becoming a Blended Learning Designer” course (called *BlendKit2014*), participants may choose to pursue an official “UCF/EDUCAUSE Certified Blended Learning Designer” credential. Those who choose this more rigorous option will submit the materials they develop as part of the free MOOC for a portfolio review.

Those who meet the portfolio review expectations will earn a certificate from EDUCAUSE and the University of Central Florida, along with a digital badge that can be linked to the participant’s EDUCAUSE [profile](#) and displayed on professional and social networks.

### Portfolio Prerequisite

Successful completion of Blendkit2014 as indicated by a [course completion badge](#) is a prerequisite for the portfolio-review-based credential. (Note: course completion is based upon earning at least one learning activity badge during each of the five topical areas of BlendKit2014.)

### Portfolio Requirements

The objective of the portfolio is to demonstrate you have mastered the concepts to design a blended learning course. The portfolio requirements are six core criteria based demonstrated through course design artifacts and accompanying reflection statements. We highly recommend you **use the DIY projects in the**

#### Common Pages

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# Portfolio

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	TAYLOR_BLENDED_SCHEDULE FIRST MODULE S...	DEB TAYLOR, JUN 17, 2014, 7:06 AM	V.1		
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EDUCAUSE



# Certificate of Achievement

This Certificate is presented to:

**Deborah Taylor**

for successfully completing the  
**University of Central Florida and EDUCAUSE  
Certified Blended Learning Designer portfolio review**

A handwritten signature in black ink, appearing to read "Diana Oblinger", written over a thin horizontal line.

Diana Oblinger  
CEO and President  
EDUCAUSE

A handwritten signature in black ink, appearing to read "John C. Hitt", written over a thin horizontal line.

John C. Hitt  
President  
University of Central Florida



A man in a dark suit and tie stands with his arms crossed in a computer lab. The background shows a long row of computer workstations with monitors and keyboards on white desks, receding into the distance under bright overhead lights.

**Adam C. Holden, Chair  
Dept. of Teacher Education  
Fort Hays State University**

# OER Commons

The screenshot displays the OER Commons website interface. At the top left is the OER Commons logo with the tagline 'OPEN EDUCATIONAL RESOURCES'. To the right of the logo is a navigation menu with links for 'Home', 'Browse All', 'My OER', 'Connect', and 'Contribute'. Further right is a search bar with a magnifying glass icon and the text 'Use Advanced Search'. In the top right corner, there is a '+ LEARNER OPTION!' link and a sub-menu with 'Register Now!', 'Log In', and 'Help'.

The main content area shows a breadcrumb trail: 'Home → Material Type: Textbooks'. Below this is a 'Refine your search' section with a sidebar containing various filters: 'Subject Area', 'Education Level', 'Material Type', 'Activities and Labs', 'Assessments', 'Audio Lectures', 'Case Study', 'Full Course' (highlighted in green), 'Games', 'Homework and Assignments', 'Images and Illustrations', 'Interactive', 'Lecture Notes', 'Lesson Plans', 'Primary Source', 'Readings', 'Reference', 'Resource Review', 'Simulations', 'Syllabi', 'Teaching and Learning Strategies', 'Textbooks' (highlighted in green), 'Unit of Study', 'Video Lectures', and 'Other'.

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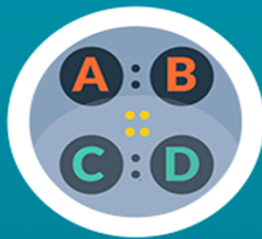
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Chat is offline

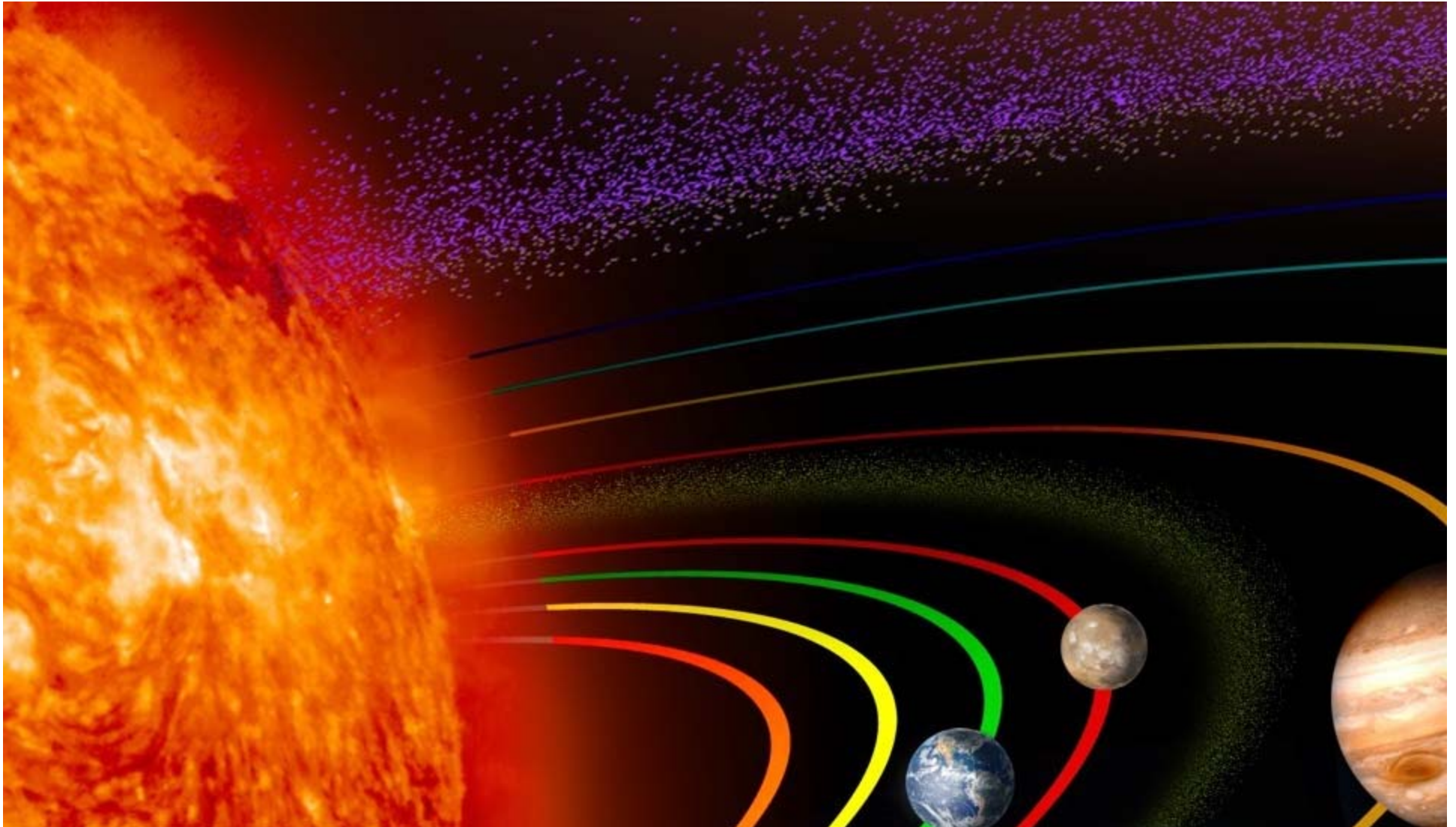
**Angela Glascock**

**Instructional Designer**

**Hutchinson Community College**

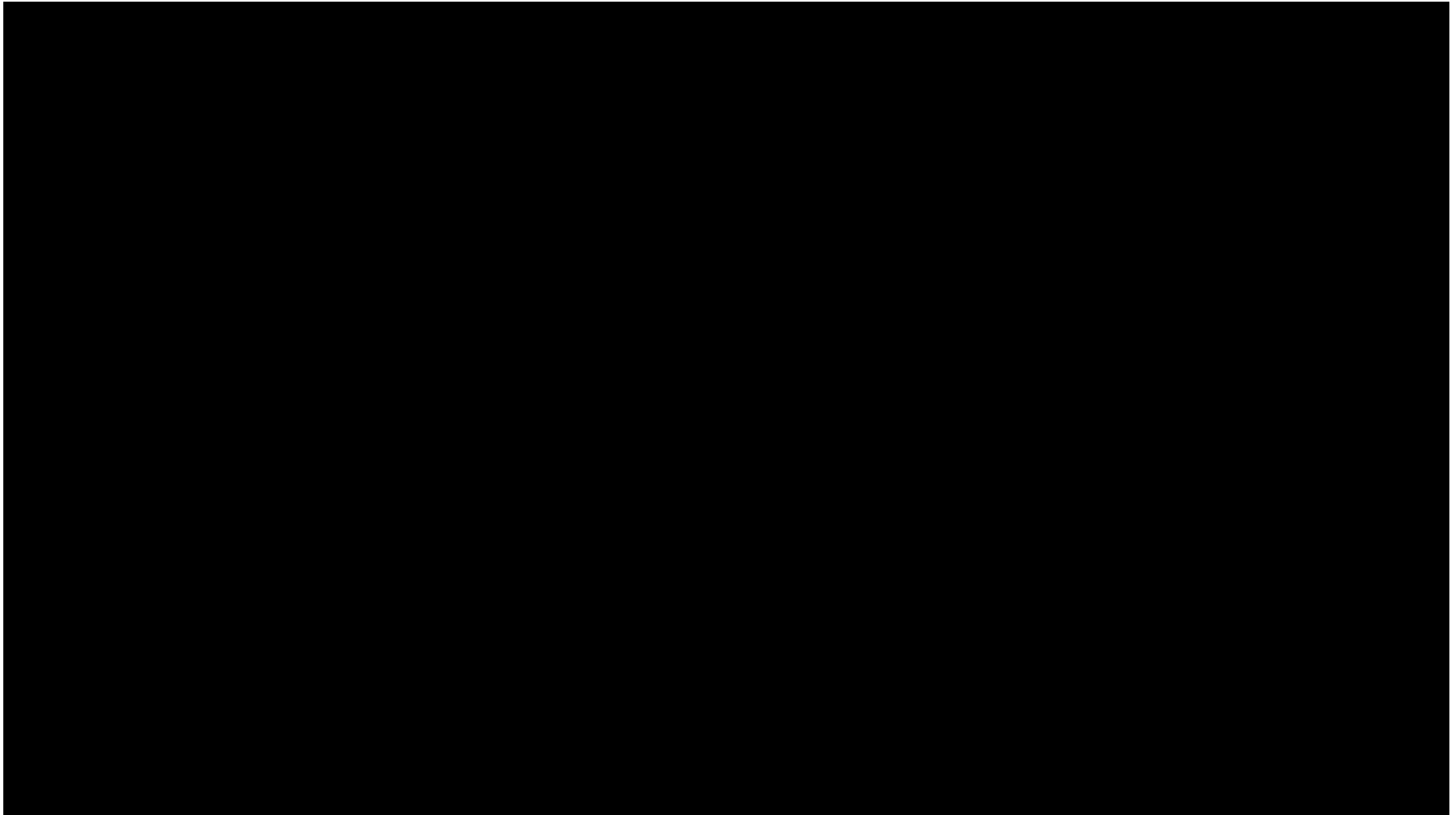


# SnagIt: Popups for learning

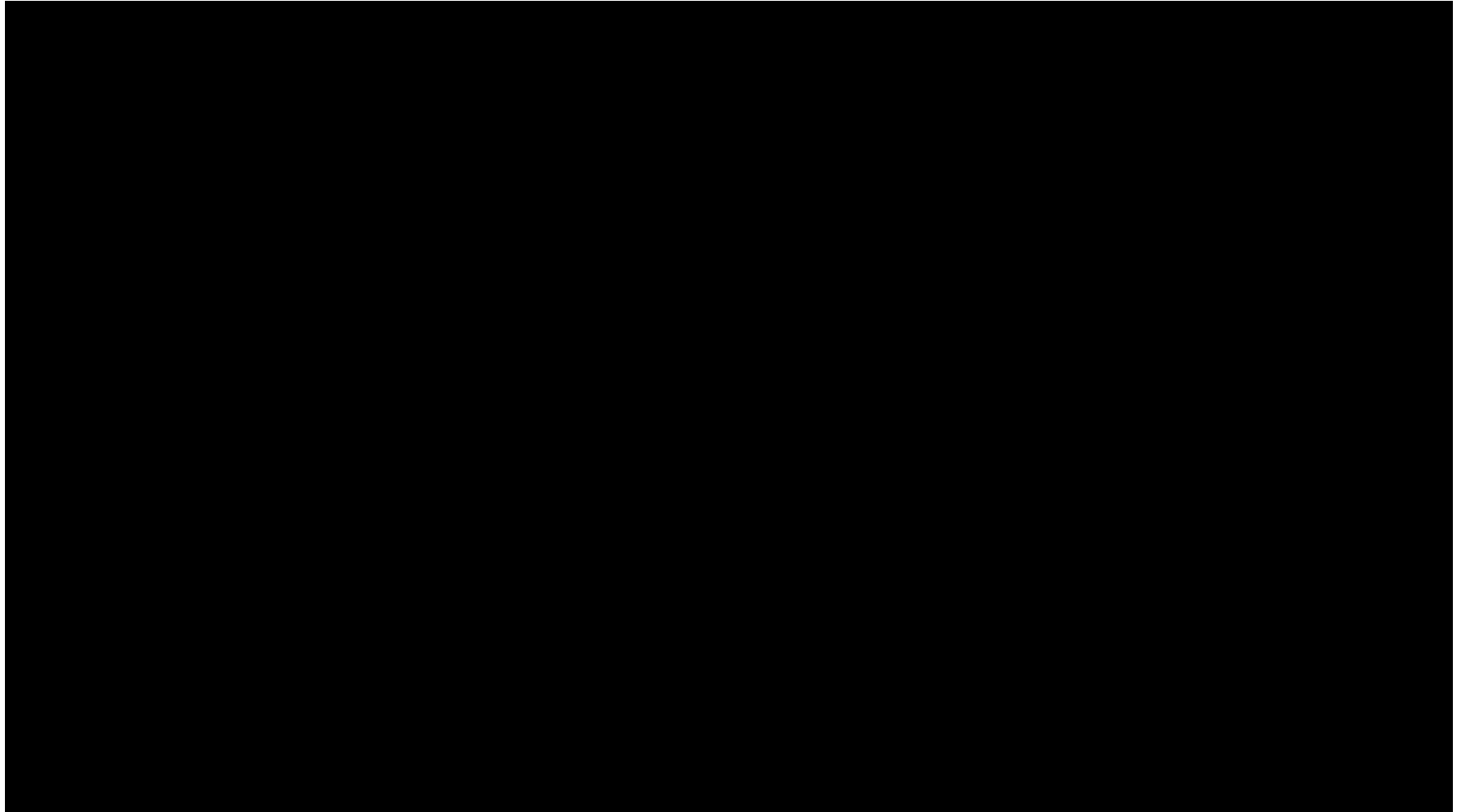




# SnagIt Video of Popups



# SnagIt Video for Demonstration



# Snagit by TechSmith

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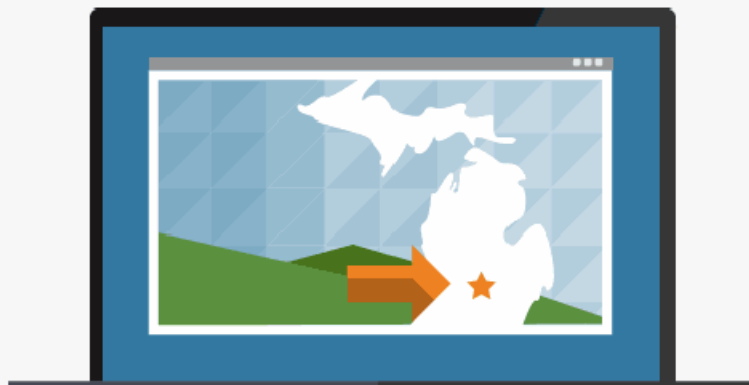
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# Faculty Focus

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[www.facultyfocus.com](http://www.facultyfocus.com)

## Five Things Online Students Want from Faculty

By: [Rob Kelly](#) in [Online Education](#)



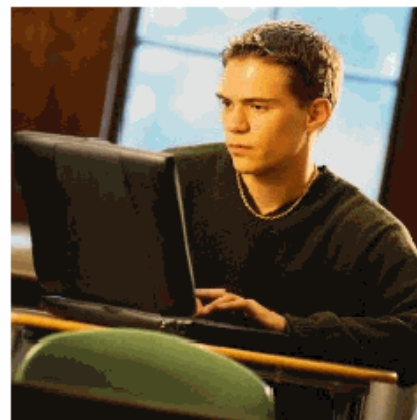
Through regular student feedback, Jennifer Luzar, associate professor of language arts at Northwood University, has compiled the following things students want in their online courses and ways that she has adapted her instruction accordingly.

### 1. Quick responses

From the time she started teaching online, Luzar has made it a point to respond as soon as possible to her students. The typical reply from students is, "Wow! Thanks for the quick response," as if this is not usually the case. "I used to be surprised by that because I feel that as online instructors it is our responsibility to try to get back to these people as quickly as possible," Luzar says.

To meet this standard, Luzar uses her smartphone to reply to students wherever she may be. "It's usually a quick yes or no, and the students can get on with their work," Luzar says. When she recommends to colleagues to do the same, they often bristle at the thought of the online course intruding on other aspects of their lives. To this she replies: "Think about how much easier your personal life is going to be if you can answer a quick email at home at 7 p.m. instead of waiting until 8 the next morning and having 100 emails in your inbox. By then the student is annoyed or freaked out. The quicker you can get back to the students the better. They really appreciate that."

To help minimize the number of student emails, Luzar encourages students to post their course management/logistical questions to special forum within the course and to monitor it frequently. Students often can answer each other's questions before Luzar even sees the question. (She logs in to the forum several times a day to affirm correct responses from fellow



# Edutopia

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Educators must always hone their craft. Discover the many formal, informal, ongoing, and job-embedded professional-development programs keeping teachers at the top of their game.

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### 5 Ways to Make the Most of Your Non-Teaching Time

Nobody can "make time," but here are five smart ways to make better use of your non-teaching time with more efficiency and a lot less stress.



### Browse

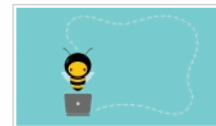
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Successful technology integration must include an element of reflection to stay focused on how individual teachers and learners will use this technology in the classroom.

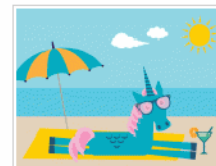
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**KHANACADEMY**



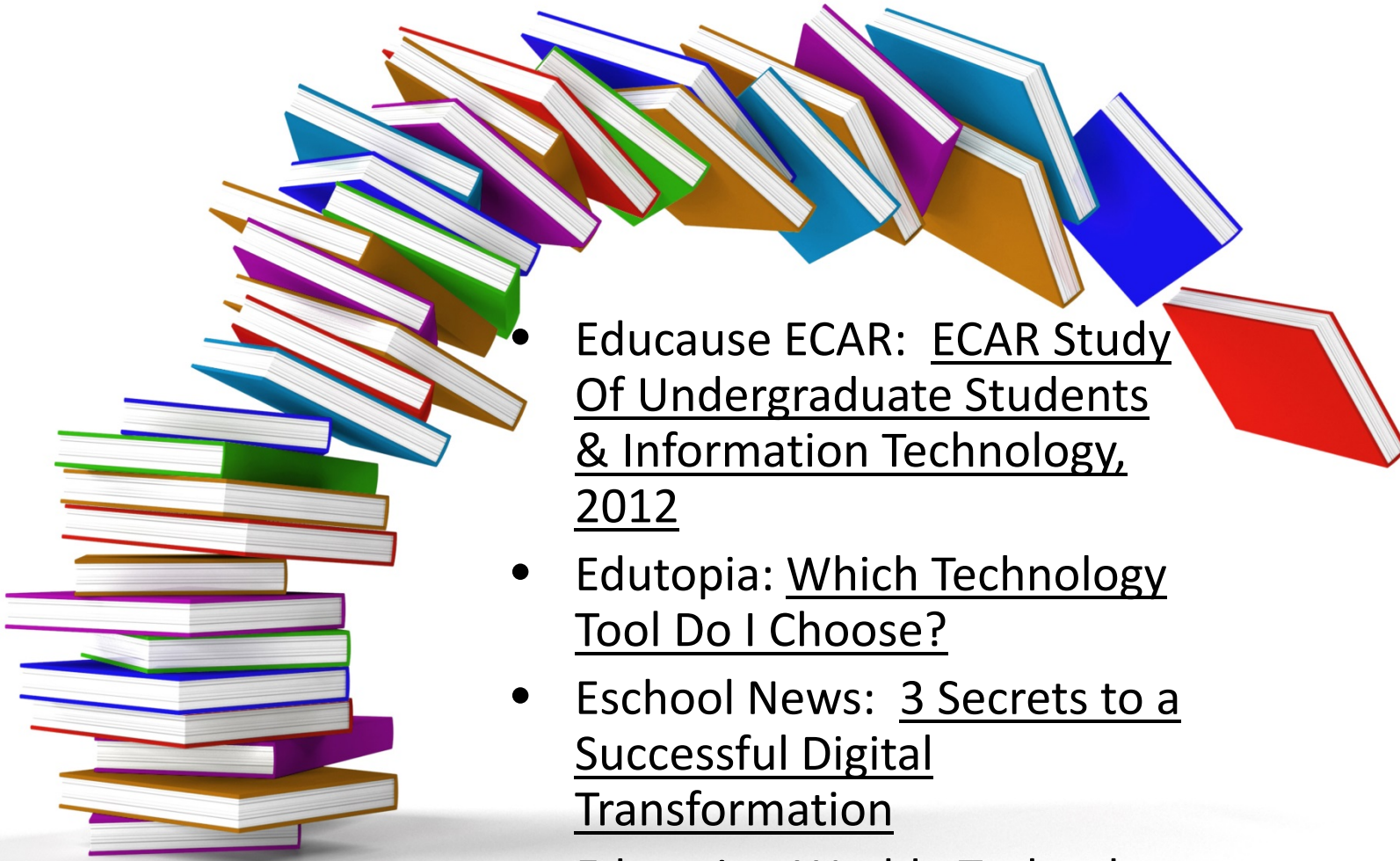
# KHANACADEMY

The image shows a screenshot of the Khan Academy website. The browser address bar displays <https://www.khanacademy.org>. The navigation bar includes the Khan Academy logo, a search bar with the text "Search for subjects, skills, and videos", and a "Log In" button. A dropdown menu is open, showing the following options: Home, Math, Science, Economics and finance, Arts and humanities, Computing, Test prep, Partner content (highlighted), Talks and interviews, Coach and classroom resources, and Browse all. The "Partner content" section is expanded, listing various partner organizations under the heading "SUBJECTS".

Partner content	
SUBJECTS	
The British Museum	Crash Course
The Museum of Modern Art	Stanford School of Medicine
The J. Paul Getty Museum	MIT+K12
California Academy of Sciences	LeBron asks
Exploratorium	The Brookings Institution
Asian Art Museum	The Aspen Institute
All-Star Orchestra	NASA
Silicon Schools Fund and Clayton Christensen Institute	

<http://www.khanacademy.org>

# A Few Resources



- Educause ECAR: [ECAR Study Of Undergraduate Students & Information Technology, 2012](#)
- Edutopia: [Which Technology Tool Do I Choose?](#)
- Eschool News: [3 Secrets to a Successful Digital Transformation](#)
- Education World: [Technology Tools | Tools You Can Use](#)

# Best Practices

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**ECAR**  
PUBLICATION

## ECAR STUDY OF UNDERGRADUATE STUDENTS AND INFORMATION TECHNOLOGY, 2012

### ECAR RESEARCH HUB

Authors: Eden Dahlstrom, Director of Research, ECAR

Published: September 17, 2012

ECAR has surveyed undergraduate students annually since 2004 about technology in higher education. In 2012, ECAR collaborated with 195 institutions to collect responses from more than 100,000 students about their technology experiences. The findings are distilled into the broad thematic message for institutions and educators to balance strategic innovation with solid delivery of basic institutional services and pedagogical practices and to know students well enough to understand which innovations they value the most.

Google!

# Google Form Input:

## Course Imports ITDE



Request course imports for semester and/or replace content in a master course

\* Required

**Instructor Name \***

### Instructions

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If you teach more than one course (not section) or would like different content copied into each section, please submit a separate form for each.

**Semester of the course \***

**Course(s) to copy content into**

example: HT274 816, 826

# Google Form Results

A	B	C	D	E	F	G	H	I
Timestamp	Instructor Name	Semester of the course	Course(s) to copy content into	Master or course to copy from	Import content by date	Special Instructions	Done by	Notified by
7/22/2014 10:57:29	[REDACTED]	141S (Fall 2014)	NR217 816 NR217826 NR217 836	NR217 Transitions: Issues and Trends Template	8/11/2014			
7/22/2014 10:57:39	[REDACTED]	141S (Fall 2014)	ED 201 (Class)	ED201 012131S	8/11/2014	I am asking that this course be copied from a previously live course rather than from the Template. In the future I promise to keep my Template updated as I make changes. Thanks so much!!		
7/22/2014 11:01:40	[REDACTED]	141S (Fall 2014)	ED201 L001141S	ED201 L001131S	8/11/2014	I am asking that you copy this course from a previously live course rather than my Template. I will be certain to keep my template up to date this fall as I go through the semester. Thanks so much!		
7/22/2014 15:21:57	[REDACTED]	141S (Fall 2014)	PL101816141S		8/1/2014			
7/22/2014 15:38:11	[REDACTED]	141S (Fall 2014)	LA238 816141S	Master	7/22/2014			
7/22/2014 17:58:40	[REDACTED]	141S (Fall 2014)	bu102 816141s	BU102 Online (Bu102 816133s)				
7/22/2014 21:06:47	[REDACTED]	141S (Fall 2014)	PL101 856141S	PL101 Intro to Philosophy				
7/22/2014 21:33:19	[REDACTED]	141S (Fall 2014)	ED105 846 141S	ED105 - Success Seminar/College Orientation - ONTMP	10/15/2014	Please let me know when the import is complete. Thanks!		
7/22/2014 23:30:23	[REDACTED]	141S (Fall 2014)	FS203 012, 141S	FS203 Fire Hydraulics ONTMP	7/28/2014			
7/22/2014 23:33:12	[REDACTED]	141S (Fall 2014)	FS203 816 141S	FS203 Fire Hydraulics ONTEMP	7/28/2014			



Questions?