



Technology Tuesdays -- A Brown Bag Approach to Faculty and Staff IT Development

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Dordt College: Technology Tuesdays



Program objective: to introduce faculty and staff to emerging learning technologies on a regular basis in a format that requires a minimal time investment, thereby making participation more likely.

Dordt College: Technology Tuesdays



Format: brown bag and informal

- Thirty minutes every other Tuesday afternoon
- Presentation is during a free period in the schedule
- Participants can come and go as they please
- Ample opportunity for questions
- All sessions given during the semester are repeated during a 3-hour “Super Tech Tuesday” at the end of each semester

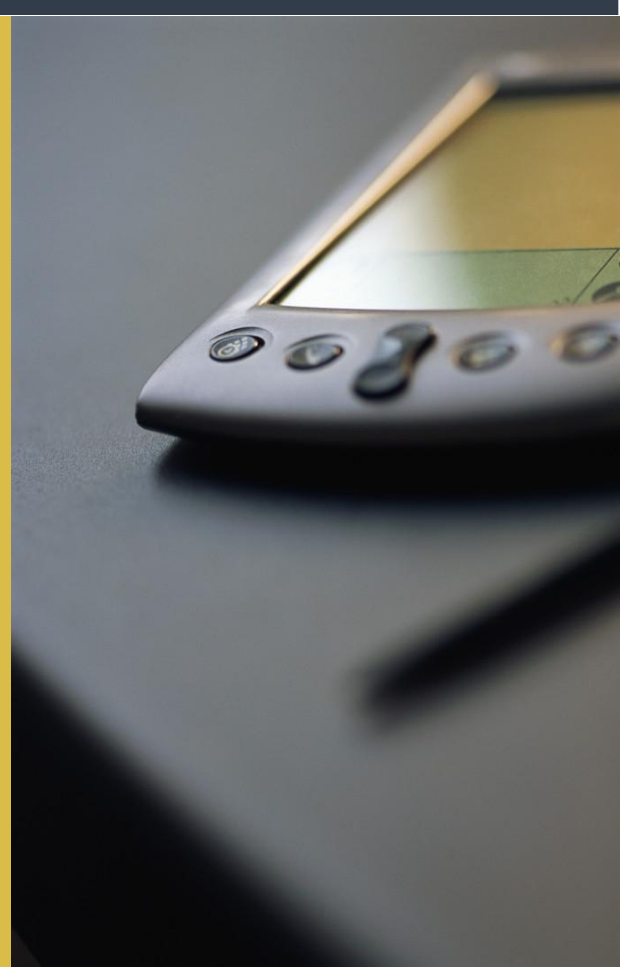


Dordt College: Technology Tuesdays



Content: emerging learning technologies

- Focus is on “emerging” – things faculty and staff would be hearing about but may not know about
- Topic is connected to teaching and learning
- Team solicits suggestions
- Excellent resource has been a series from Educause called *7 Things You Should Know About...*



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EDUCAUSE Learning Initiative

 [ELI Resources](#)
[7 Things You Should Know About...](#)
[ELI Discovery Tools](#)


The Future of Learning
Contribute to the wiki

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HORIZON REPORT



GET INVOLVED

The EDUCAUSE Top Teaching and Learning Challenges 2009

7 Things You Should Know About...

The EDUCAUSE Learning Initiative's (ELI's) *7 Things You Should Know About...* series provides concise information on emerging learning technologies and related practices. Each brief focuses on a single technology or practice and describes:

- What it is
- How it works
- Where it is going
- Why it matters to teaching and learning

Use ELI's *7 Things You Should Know About...* briefs to:

- Enhance faculty development activities
- Open a dialogue with senior administrators about emerging technologies and their implications for your institution
- Stay up-to-date on emerging technologies

7 Things You Should Know About... pieces provide quick, no-jargon overviews of emerging technologies and related practices that have demonstrated or may demonstrate positive learning impacts. Any time you need to explain a new learning technology or practice quickly and clearly, look for a *7 Things You Should Know About...* brief from ELI.

 [2008](#)
[2007](#)
[2006](#)
[2005](#)

QR Codes, February 2009

Named for their ability to offer a "Quick Response," QR codes are two-dimensional bar codes that can contain any alphanumeric text, such as a phone number or URL. The codes are increasingly found in places such as product labels, billboards, and buildings, inviting passers-by to pull out their reader-enabled mobile phones and uncover the encoded information. QR codes link the physical world with the virtual by providing on-the-spot access to descriptive language and online resources for objects and locations. [More>>](#)

Alternate Reality Games, January 2009

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2008 Topics | 7 Things...

- Flip Camcorders
- Ustream
- Zotero
- Geolocation
- Wii
- Second Life
- Multitouch Interfaces
- Ning
- Google Apps
- Flickr
- Lulu

2007 Topics | 7 Things...

- Skype
- Citizen Journalism
- Data Visualization
- Haptics
- Cyberinfrastructure
- Twitter
- Wikipedia
- Facebook II
- RSS
- Creative Commons
- Open Journaling

7 things you should know about...

Flip Camcorders

Scenario

Jamie is completing his junior year by applying for one of five travel grants in Global Resource Management. Along with the required essay, he submits a video montage he created using a Flip camera—a small digital camcorder. In his essay, Jamie explains that he intends to chart the food system in a village in Kenya and hopes to supplement his field notes with video footage collected on the Flip camera. The committee likes the idea of video field notes well enough not only to select his application for one of the grants but also to provide a Flip to each grant winner. Before he leaves for Kenya, Jamie contacts each of the other four grant winners and asks them to capture certain images in the food cycle in each of their destinations in rural communities of Africa and South America. He sets up a website for them to share video information.

While the students are on their respective trips, collecting information for their various projects, they upload video clips to the site, and Jamie begins editing and organizing them. In their video field notes, the students document segments of the food cycle that include techniques for seed-saving and irrigation. As they record people going about their everyday work, the students find that their subjects are eager to demonstrate techniques and to view the techniques captured on video from the other villages. Back on his home campus, Jamie's peers follow along by viewing the footage and compare techniques and strategies for food production and preparation. One of the other students records the unsuccessful efforts of a village to repair a storm-damaged well without proper tools or raw materials. Jamie suggests she upload it to a charity site where donors can select village projects to fund. The video demonstrates the village's need in a manner that crosses language barriers.

What is it?

Flip video devices, made by Pure Digital Technologies, are small, inexpensive, digital camcorders that slip easily into a shirt pocket or small purse. In a time when makers of technology tools and applications continually add features, causing some to decry what they see as "technology for technology's sake," Flip camcorders buck this trend in favor of a device that does one thing and does it well, with little fuss. The camcorders are simple, with a lens and microphone on the front and a video screen and a few buttons on the back. These devices are entirely automatic, without the need—or the option—to change manual settings. A spring-loaded USB plug on the device allows it to attach directly to a computer for file transfers. Built-in software enables video transfer for processing, storage, or sharing on sites like YouTube and Facebook. For about the price of a low-end digital camera, the Flip produces up to an hour of video that is surprisingly good for the price and more than adequate for web viewing.

Who's doing it?

Since its introduction, the Flip has quickly become extremely popular, reportedly capturing 13 percent of the camcorder market in its first year. This past spring, the Department of Communications at the University of Washington used the Flip in a student video expedition and documentary examining progress made in rebuilding New Orleans after Hurricane Katrina. This fall, Duke University is providing Flip camcorders to faculty and students interested in exploring the technology and investigating the approaches to teaching and learning that it enables. Unigo.com, an online guide to North American colleges and universities, provides Flip devices to students, who capture video on the fly and deliver it to the site promptly. Because the Flip is inexpensive enough to be taken into situations where it could be damaged or lost, it is a natural fit for everyone from bloggers documenting road trips to citizen journalists recording breaking news for Web presentation.

How does it work?

Flip camcorders are the quintessential point-and-shoot devices. Recording video is as simple as aiming the lens and microphone toward a subject and pressing the record button. Because every function is automatic, there are no settings—just controls for play, delete, and zoom. Video is captured on a flash drive, and the unit has a 1.5-inch LCD screen to watch playback of the video. To download video, users simply fold out the USB arm,

[more >](#)



www.educause.edu/eli

plug the camcorder directly into a high-speed USB port on any PC or Mac, and double-click to open the built-in software, which offers basic video editing. Users can then e-mail video or upload it to social networking or video-sharing sites. For advanced functionality, users can import the files into standard video-editing software. Because the device includes a USB plug, there are no cables to carry, and the built-in software means that videos can be uploaded for video sharing from anywhere—a library, a café, or a friend's house—without having to install software. Alternatively, a user could plug the Flip directly into a USB-enabled TV to view the video, though the low resolution is not optimal for large-format presentation.

Why is it significant?

A growing component of digital literacy is the notion of "video literacy," in terms of both consuming and creating video. Where this tiny camcorder fulfills its promise of easy use, it puts digital filmmaking into the hands of ordinary people wanting to tell their everyday stories, without worrying about the price and complexity of conventional camcorders. Educators who employ a learning-by-doing approach have found the Flip to be simple and inexpensive enough for K-12 students to record interviews and capture video footage for community history projects and documentaries. For college and university faculty, these devices are excellent tools for capturing field-based video or conducting quick interviews of subject-matter experts.

Those struggling to provide classroom technology on limited budgets may find an inexpensive digital camcorder offers more educational impact per dollar than a new laptop. A Flip could be used to record simple lab procedures for training purposes, such as clinical tasks for nursing or microbiology. The Flip functions well in low light, and students recording field trips, campus life, and peer interviews find the Flip's low profile doesn't act as a barrier between interviewer and interviewee. The Flip allows users to create video stories and essays, document procedures, interview experts, and record other activities, even as the technology itself becomes invisible.

What are the downsides?

Any time a technology simplifies a previously complex task, a new set of expectations and best practices must be developed. Just as early desktop publishing software resulted in documents with a jumble of fonts, colors, and imbedded images, the low bar for entry into Flip filmmaking results in some rather shaky video with distracting sound and uneven editing. And, although the simplicity of having built-in memory eliminates concerns about misplacing a memory card or which kind is the right replacement, the inability to change out the memory card does limit the Flip's flexibility.

The ease of creating video also raises issues of intellectual property and privacy that need to be resolved, particularly when filming people who might not know they are being filmed or might not want their faces posted publicly. A Flip might hitchhike, for example, as an unwelcome guest on a field trip to a food facility,

a television studio, or a construction site, and students need to understand the possible repercussions of publicly posting footage they take. Even when students are responding to specific assignments, they need guidance in understanding what to capture and how they should fit their video into a proper academic or classroom context.

Where is it going?

These diminutive camcorders have caught the popular imagination, and the success of similar devices like the Vado by Creative and the RCA Small Wonder suggests a robust market. Their simplicity and low cost may prove a boon for digital literacy in general, enabling projects in community service, history, local commerce, and the arts. Their affordability might lead to requirements that students purchase them along with other standard course resources. A new Flip model offers high-definition video capability, as do some of its competitors, and the ability to easily capture HD footage will greatly expand the range of potential uses of that video.

Expanded access to video-capture tools adds to the proliferation of digital content, which places a growing burden on users trying to sort through and manage vast amounts of material, and the video format may require new cataloging, filtering, search, and evaluative tools. Consider, for example, the complications of identifying student plagiarism on assignments delivered in video rather than text.

What are the implications for teaching and learning?

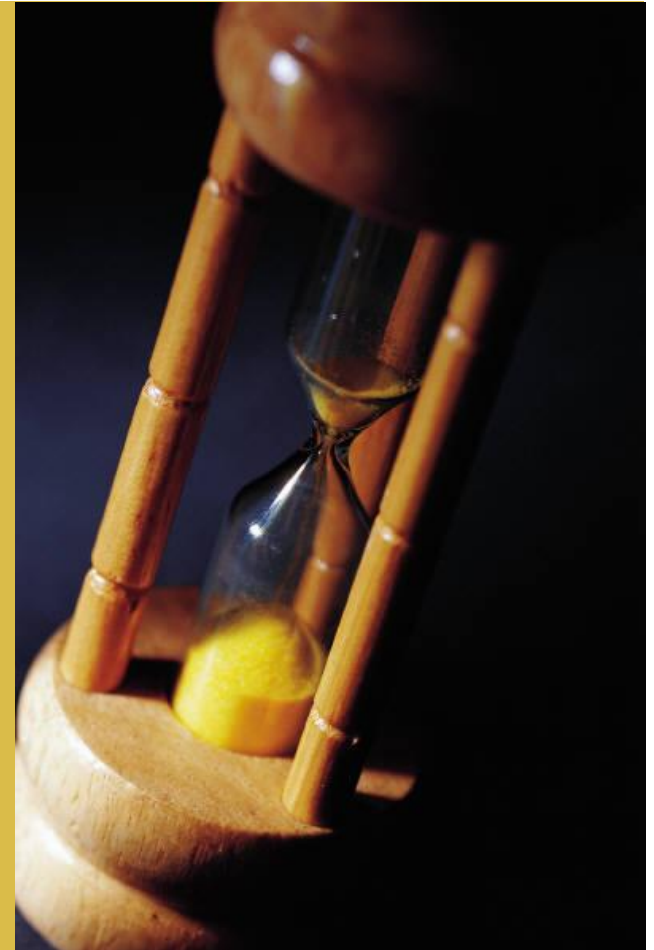
The Flip's simplicity in creating and uploading video makes it an excellent choice for educational situations—for instruction and assessment—in which mastery of a skill or a concept can best be demonstrated through video, including such fields as chemistry, nursing, dance, or visual arts. A video showing the lost-wax method of casting metal, for example, offers more impact in video than a text-based explanation. Distance education, in particular, might benefit from the ability to share video between faculty and students who otherwise have no opportunity for face-to-face interaction. To the extent that media including video become accepted formats for academic work, devices like the Flip will open other avenues for student assignments. This will draw attention to the importance of developing new rubrics for effective evaluation of multimedia and will raise questions of fair use and appropriate attribution. Finally, students who use the Flip in academic exercises that begin as lifeblogs or citizen journalism may find that their learning opportunities have expanded beyond the classroom and into the wider community.

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Time: attendees and presenters

- No advance preparation for attendees
- Minimal preparation time for presenters
 - Already are familiar with topic or can learn it quickly
 - Prepared handouts/PowerPoint slides discouraged
- Program maintenance requires little time (planning schedule, sending email messages, posting to website)



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Tech Tuesdays

Brought to you every other Tuesday by the Information Services staff

March 3, 2009: Netbooks | presented by Sheryl Taylor

February 17, 2009: FlipVideo | presented by Sheryl Taylor

[7 things you should know about... FlipVideo camcorders](#) 

February 3, 2009: GroupWise 8 | presented by Brian Van Donselaar

[What's New in GroupWise 8](#) 

January 20, 2009: SlideShare.net | presented by Sheryl Taylor

[SlideShare.net website](#) 

[SlideShare.net Quick Tour](#) 

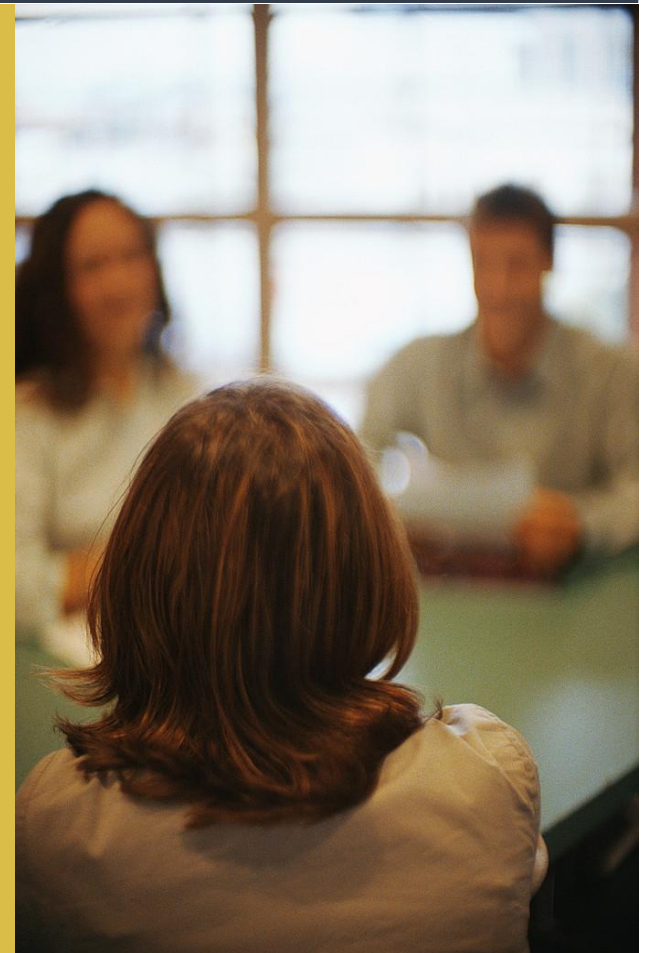
January 6, 2009: Super Tech Tuesday (repeat of spring semester sessions)

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Participants

- Solid core of participants, including IT/library staff
- Some unexpected participants (emeriti, spouses)
- Average attendance is 15-20 per session (FTE faculty = 80)



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Conclusion

- Works well for our institution
- Meets program objective
- Has positioned the library as campus technology leader

Questions?