edTech Innovations

issue 24
Spring 2023

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Bronx EdTech Showcase - 10th Anniversary

Join us on May 5, 2023, to celebrate the 10th anniversary of the Bronx CUNY EdTech Showcase. The theme of the 2023 conference is

Reimagining the Present of Higher Education: Creating Equitable Blended Learning Experiences.

Held annually towards the end of the spring semester, the Showcase promotes and highlights the innovative uses of technology that have the potential to reach new levels of student engagement leading to improved performance. The first Showcase, hosted by The Office of Online Education at Lehman College in 2013, was a unique event that brought together colleagues from the three Bronx CUNY colleges (Lehman, Bronx CC, and Hostos CC) and beyond to illustrate their commitment to exemplary teaching and learning in online, hybrid, and face-to-face environments.

Over the past ten years, the annual Showcase brought together the community of CUNY experts to share their insights, experiences, and perspectives in the field of educational technology in hundreds of presentations, keynote addresses, and demonstrations.

See past sessions and keynote addresses.

The Showcase organizers will keep giving the CUNY community the opportunity to network, collaborate, share technical knowledge, and improve upon successful methods. We look forward to seeing what the next decade brings for the field.

Visit us at cuny.is/bronxedtech

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Articles

Houston, we Have a Problem; Chat GPT Exploded… But We'll Get to the Moon.

Ana Marjanovic, Instructional Designer and LMS Administrator, EdTech

Much has been written about the benefits of integrating Artificial Intelligence (AI) into education. AI enables personalized learning that adapts content to each student's abilities and needs, provides 24/7 administrative support and tutoring services, increases student engagement, and provides affordable solutions to close the knowledge gap and achieve equity in education. However, the benefits of AI are hampered by uneven access to electronic devices, inertia in integrating technology into curricula, and educators' level of comfort with using technology. Released in November 2022 to the general public for a free research preview, a new cutting-edge AI chatbot - ChatGPT solves complex science, coding, or math problems, writes essays and movie scripts, and creates lesson plans, among other things while interacting with a user "in a conversational way" (OpenAI, GPT-2: 1.5B Release). ChatGPT provoked genuine excitement across industries but also caused concerns about job security and sent waves of panic throughout the education community about a flurry of new cheating possibilities.

Darren Hick, Assistant Professor of Philosophy at Furman University and a copyright expert, warned about a "flood of cheating" that is now even harder to detect with the advent of ChatGPT (Hick). Plagiarism tools such as Turnitin that check the Internet for possible sources of plagiarism do not flag ChatGPT responses as unoriginal work because ChatGPT auto generates authentic responses using a large data set comprised of information from various sources including books, the Internet, articles, etc. With its current limitations like potential bias and sporadic inaccurate interpretation, it continuously learns to adapt its answers and deliver more accurate responses.

Students' reactions to ChatGPT's potential for cheating are equally remarkable. In a Reddit forum, "Is there actually no plagiarism while using text from ChatGPT?" students share their experiences with the bot. Reddit user, Different_Badger6548 wrote, "I used chatGPT for my English essay on a book and it made up random quotations similar to the book but it wasn't even in the book so I got a D, my teacher noticed something was wrong and then emailed me about it 😭😭😭 "(R/OpenAI - Is There Actually No Plagiarism While Using Text From ChatGPT?, Different_Badger6548).

On the other hand, user No-Selection8174 offered an ingenious way of combining ChatGPT capabilities for the content generation with the paraphrasing feature of QuillBot, another AI-powered writing tool: "I use ChatGPT then on top of that I run it through Quillbot to switch up the phrasing. Out of curiosity, I purchased Unicheck (the #1 rated checker that comes the closest to school system plagiarism checkers) to see if anything would come back as flagged. Came back as 100% authentic on 10 pages of ChatGPT/Quillbot combined. Use those two together and you'll have nothing to worry about 👍 " (R/OpenAI - Is There Actually No Plagiarism While Using Text From ChatGPT?, No-Selection8174).

When the author of this article gave ChatGPT a chance to "self-reflect" by asking whether ChatGPT's response was an example of plagiarism, the bot astutely responded: "It is not possible for me to determine whether ChatGPT's responses would be considered plagiarism without further context. As I mentioned earlier, plagiarism is the act of using someone else's work or ideas without proper attribution or permission. In general, it is considered unethical and can result in serious consequences, such as damage to one's reputation or legal action. If you have specific concerns about ChatGPT's responses and plagiarism, it would be best to speak with a qualified legal professional or consult your school or organization's policies on academic integrity (ChatGPT, December 28, 2022)."

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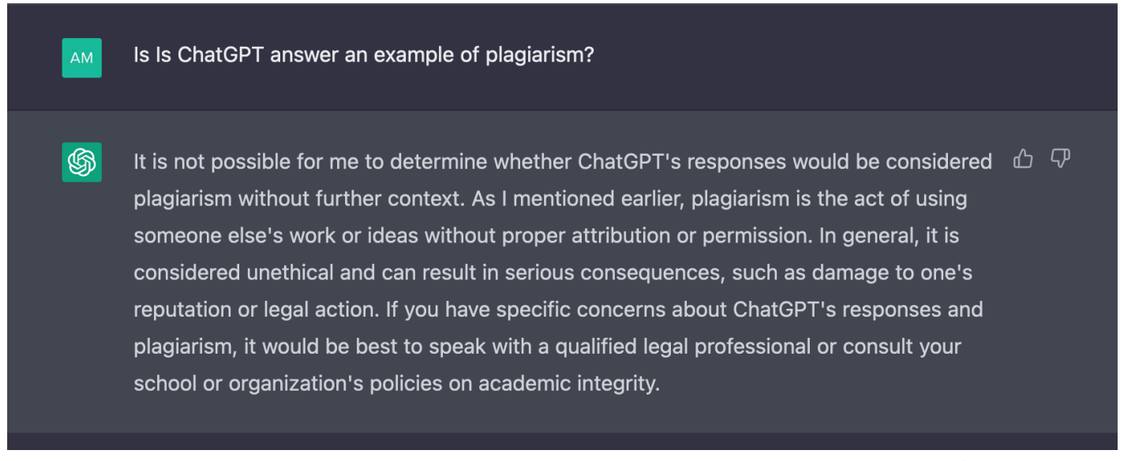
This carefully crafted answer epitomizes the problem: although not directly copied from a specific source, AI-generated responses are based on the existing knowledge of the past, which is difficult to trace, attribute, and fact-check. Moreover, it is tempting to present the AI-generated, an almost instantaneous human-like response that evades current plagiarism-checking tools as an original piece of human-generated content. This misinterpretation of authorship falsifies the idea of



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human progress and gives learners a false sense of achievement, which is the bottom line of every cheating endeavor. So, what can instructors do about the educational potential of such a powerful AI assistant that is now brought into question by the users' inclination to misuse it?

Embrace the educational potential of AI

ChatGPT is a great tool for teaching information literacy and critical thinking skills with the potential of shaping generations of well-informed, fair-minded citizens. The educational applications are limitless - from helping language learners expand their vocabulary or rephrasing dense passages to debugging code and clarifying complex scientific theories that students can apply in solving real-life problems. Teach your students to be open about the use of ChatGPT. As Melanie Mitchell, an A.I. researcher at the Santa Fe Institute pointed out, "if you do decide to use a tool like ChatGPT or Lensa to produce a piece of work, consider disclosing that it was used...That would be similar to giving credit to other authors for their work" (Chen). Have open discussions with students about what constitutes acceptable use of the tool and how to use it to its full potential. The same can apply to other popular AI tools such as QuillBot, Rewordify, Grammarly, and Dictation.

Integrate technology into your curriculum using the most effective pedagogical approaches

Work with the instructional designer in your institution to create student-centered solutions based on the content you are teaching, class size, student needs, and your comfort with using technology and AI tools. For example, with the help of an instructional designer, you can restructure assessments in your course using the Project-Based Learning (PBL) methodology that helps students demonstrate their knowledge by building meaningful projects that can be applied to solving real-world problems. Having assignments that foster learner creativity, critical thinking, and problem-solving skills will diminish the potential misuse of tools such as ChatGPT and enhance the tool's educational potential.

Consider coupling PBL with Scaffolding, a technique for breaking larger concepts and units into smaller, structured chunks that are easier to digest. For example, a larger project can be divided into smaller, related assignments, each targeting a skill needed to accomplish the large project. Enhance learner adaptability skills by fostering an iterative (agile) approach to problem-solving and project management. Class time can be used for productive discussions and constructive feedback that can be the basis of another, enhanced iteration of the project (depending on class size, this can be done in groups). This mix of pedagogical approaches not only develops soft skills - communication, listening, teamwork, and time management, but it allows for the learner's application of concepts taught in the course and the demonstration of higher-order thinking in a scenario-based, authentic assessment. It also facilitates measuring student progress by assessing multiple versions of the same assignment and easily identifying gaps in knowledge using the scaffolded, project-based assessment system. Students could use bots for preliminary research, formalizing their language, and clarifying complex ideas, but the bulk of learners' activities is expected to demonstrate each student's unique approach to problem-solving activities. Such use of pedagogical frameworks and methodologies generates a student-centered environment where the use of ChatGPT would enhance student learning and its misuse would be easier to detect.

As mentioned above, GhatGPT content evades the plagiarism detection performed by commonly used anti-plagiarism tools, such as Turnitin or SafeAssign. However, OpenAI developed a tool that can recognize synthetic text (machine-generated text that resembles human syntax) to address the issues such as plagiarism and the potential misuse of GPT-2 (Generative Pre-Transformer) technology for large volume phishing and spam scams and radicalization by extremist groups. The tool titled Hugging Face developed by OpenAI (the same AI company that produced ChatGPT) is designed to detect text generated by a machine. With an accuracy of 95% for detecting 1.5B GPT-2-generated text, the creators point out that it "is not high enough accuracy for standalone detection and needs to be paired with metadata-based approaches, human judgment, and public education to be more effective" (GPT-2: 1.5B Release).

We experimented with the accuracy of Hugging Face by first running the ChatGPT response through the detector; we then put the same ChatGPT response through QuillBot to rephrase it before testing it again on Hugging Face. The result was astounding: Hugging Face correctly approximated the synthetic text originated on ChatGPT with 99.7% accuracy, but when the same response was rephrased using QuillBot, Hugging Face erroneously predicted that the text was 93.26% human-generated content! Needless to point out, Turnitin did not detect plagiarism on a sample used in this experiment reporting 100% authentic content. A cheating formula presented by the Reddit user, No-Selection8174 works flawlessly!

Nevertheless, ChatGPT is not perfect...yet. ChatGPT Dec 15 Version has trouble integrating research and quotations into essays; it also has basic text formatting capabilities (e.g. puts painting titles under quotation marks, but when asked to retype the same response but italicize the titles, it couldn't execute). A somewhat generic compilation of sources, essential text formatting, and a narrative that often lacks depth could be the indications of a machine-generated text. Again, ChatGPT responses can be further altered manually or using other AI tools, such as QuillBot to avoid plagiarism detection.

We also tested how ChatGPT solves math problems. Not only that it provides the correct answer, but it explains the steps to the correct solution. However, ChatGPT Dec 15 Version cannot solve problems that have images that are integrated into the question.

In the education industry, relying on effective pedagogy may be the answer to cheating practices that avoid detection. Talk to your students about academic integrity and implement authentic, iterative project-based assessment, active learning practices, and flipped classroom models. Also, devise clear criteria for success and fair but robust classroom policies that set the rules for using AI tools.

After all, ChatGPT is a tool, and how humans use it will have great implications. We can use it to be more productive, constructive, and creative people. Educators should use AI to create student-centered, inclusive, and fair learning environments that foster values such as hard work, perseverance, and integrity, but also be mindful of the detrimental impact that tools such as ChatGPA can have on academic integrity.

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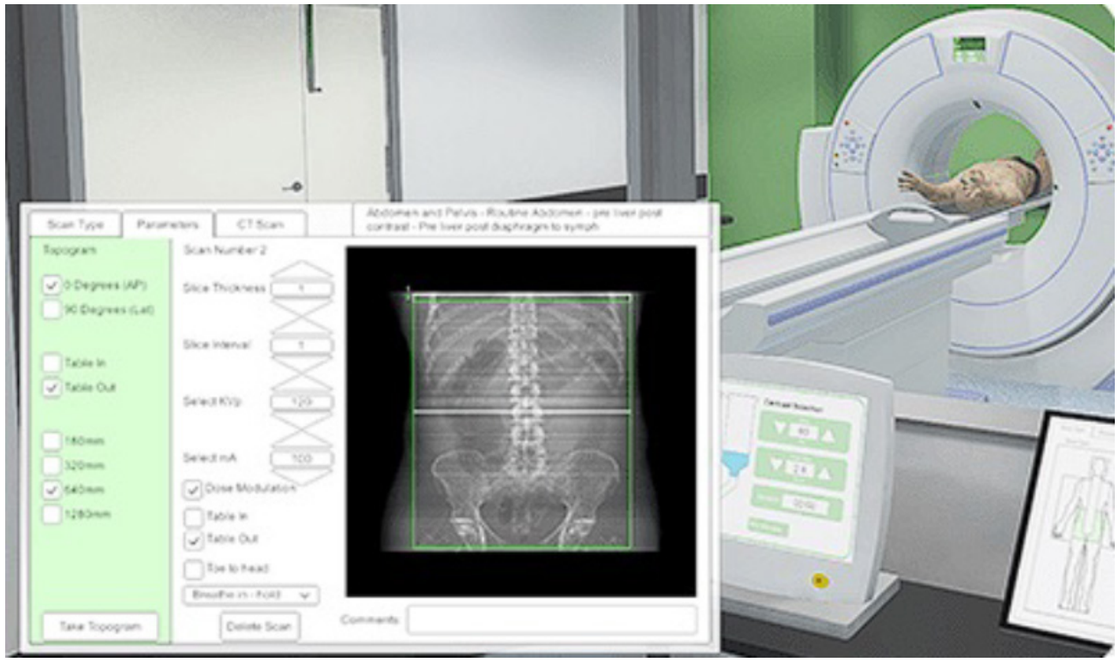

Virtual Reality: The Future in Radiological Training

Jarek Stelmark, Assistant Professor
Allied Health Sciences, Hostos CC

The reality simulation is not new. The stereoscoping imaging at the end of the 19th century gave the idea of depth and three-dimensionality by combining two radiographic images of the same object taken at slightly different angles (Barnes, 2015). The term “virtual reality” was originated in 1987 by Jaron Lanier, whose research and engineering resulted in a variety of products for the quickly expanding VR sector. Because of its applications in video games, virtual reality (VR) technology has been present since the 1970s, but recent technological breakthroughs have dramatically increased its usefulness and range of uses. Virtual reality is a technique that allows immersion in a world that faithfully and interactively reproduces many essential aspects of the real world, enhancing or replacing actual physical experiences. In medical education, there should be exposure to live patients so that medical students and doctors can acquire the necessary skills. There is also, on the other hand, an obligation to provide optimal treatment and to ensure patients’ safety and well-being. These two competing needs can sometimes pose a dilemma in medical education (Lateef, 2010).

VR is proven to be a fantastic tool for training medical practitioners. Making sure that all medical professionals receive the same level of training can be difficult, especially given how difficult it is to get access to the most up-to-date equipment and protocols (Philipson, 2022).

During the spring semester, I collaborated with Medspace to integrate their computed tomography (CT) VR training tool into my Advanced Procedures II lecture. The modern radiologic technique known as CT uses a significant amount of dangerous ionizing radiation to perform the scan. However, Medspace’s VR training tool offered complete accessibility without the need for sophisticated equipment, was available on screen so that everyone could use it, students could choose different patient types and scanning protocols, and there was also no requirement for harmful ionizing radiation. In post lectures discussions all students reported high level of satisfaction with the VR training tool.

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The Two Most Important Practices in Online Learning

Wilfredo Rodriguez, Coordinator, EdTech

Since the pandemic in 2020, the popularity of online learning courses has expanded tremendously. In fact, it was the only way to continue the teaching and learning process. Alternatively, halting everything related to education was the choice left. All aspects of online learning are important in order to build a successful class. However, we are going to talk about which are the two most important one: Instructor presence and immediate feedback according to Dr. Al Infande, Online Human Resources faculty at Columbia Southern University in Orange Beach, Alaska.

Instructor presence or visibility is imperative in order to build a successful online course. This means to be accessible to students when they need to reach out the faculty with questions or clarifications. Many ways are available to achieve a well-visible instructor presence including posting the contact information and office hours clearly and easily available. The contact information can be posted in the course announcement, course syllabus, and having a dedicated place where students can just click to see it. Also, responding to students' inquiries in a timely fashion is very important; It is acceptable to responds within 24-48 hours in most universities. Using announcements is a good way to keep the instructor presence active by posting course updates, due dates and any relevant information. The discussion board is another way of being active in the course by creating open-ended and challenging questions, guiding and supporting students to keep the discussions going beyond the classroom. Instructor presence is essential in a successful online class and there are may ways to accomplish it by posting the contact information, responding to students' inquiries within 24-48 hours, using announcements and the discussion board.

Immediate feedback is the second most important practice in online courses according to Dr. Al Infande. Students should know how they will be graded from the first day of classes. Prompt grading and feedback is imperative to the success of students because they should not be waiting too long to receive how they did in exams or assignments and how they are doing. This helps the class to provide better evaluations and retention. Providing feedback to those who are not participating, present or performing poorly is vital to bring them back to active students. Providing immediate feedback to students is a very important aspect of a successful online class.

To summarize, two of the most important concepts in online teaching and learning are instructor visibility and immediate feedback. These two practices contribute to a very successful class. Visibility is achieved by posting the contact information and office hours, utilizing the syllabus, using announcements and discussion boards. Immediate feedback for grading exams and assignments keep students aware about their work in the course.

Reference

The Two Best Practices for Successful Online Teaching and Learning, by Dr. Al Infande, Faculty Focus.com

The Application Of A Transformative Learning Practice To Foster Diversity And Inclusivity In The Classroom: Perspectives From A Transformative Learning In The Humanities Fellowship

Asrat G. Amnie, Assistant Professor, Hostos Education Department

First and foremost, I would like to express my sincere acknowledgment to the Mellon Foundation Transformative Learning in the Humanities Initiative which afforded me the opportunity to participate in a faculty fellowship in the fall of the year 2022. The Transformative Learning in the Humanities (TLH) fellowship required the inquiry, planning, and implementation of research-based innovative methods in the classroom. Moreover, a final public knowledge project which involved the participation of my students and collaboration with faculty from other campuses was jointly produced and presented at a TLH workshop as a contribution to CUNY and the community at large. In this article, I am sharing some of the perspectives I gained from Transformative Learning in the Humanities Fellowship (CUNY Workshop, 2023).

The execution of a transformative operational plan in a college calls for a comprehensive appraisal of the forces that influence student enrollment, persistence, retention, and program completion rates as well as reimagining our instructional practices and student support efforts in ways that would significantly improve the measures of academic excellence. Academic excellence means that students will complete their program with the hard and soft skills they need to stand out in today's competitive job market and carry with them an enthusiasm for inquiry, creativity, and innovation enhanced through lifelong learning that will help them lead personally fulfilling and socially responsible lives (The University of North Dakota. 2023).

This instructional perspective involves re-envisioning established principles, best practices, and effective experiences to advance a learning process that fosters diversity and inclusivity through discussion and dialogue among communities of practice (faculty and students). The continued discussions and conversations about diversity and inclusivity would help to better understand and apply effective teaching practices tailored to all modes of instructional delivery; to identify high-impact practices that significantly influence the learning process; and appraise the state of the curriculum and recraft the syllabus as an instrument of social justice to foster diversity and inclusivity in the classroom.

Some examples of a transformative learning include the adaption of an inclusive, student-centered pedagogy/andragogy, the reappraisal of the syllabus to ensure that it is cruelty-free, zero-penalty, student-centered (rather than focusing on policing student behavior), the inclusion of a diversity and care statement in the syllabus, and its execution through intentional efforts to make classroom a conducive place for learning as well as healing where everyone feels welcome, valued, and respected.

A transformative curriculum provides an opportunity to build up minority student voices and to chart the course of the scholarly conversation (Garcia, 2020). The goal of a transformative learning experience is to cultivate an inclusive mindset in communities of practice by moving beyond an informative learning experience to a transformative one (Daniels & Schoem, 2020). The main characteristics of these two approaches are presented in Table 1. Research findings indicate that demographic variables, family characteristics, pre-college and college academic performance factors, and the extent of mandatory placement in remedial courses predict persistence. Therefore, support services such as tutoring, mentoring, academic advising, career counseling services, early intervention systems, and financial aid assistance may significantly improve persistence and retention rates. Moreover, students' ability to reach out to advisors, faculty, and staff for assistance will improve academic engagement as well as inclusivity

	Informative	**Transformative**
Location of knowledge **Direction of knowledge**	Instructor Instructor to participants	Instructor and participants Between/across all participants and instructors
Frequency of interaction **Type of knowledge valued**	Usually one session programming Academic knowledge valued above all other types of knowing	Multisession programming All forms of knowledge/ knowing are valued (academic, experiential, tacit, affective, reflective)
Value on content versus process **Social identities and power structures are intentionally surfaced** **Desired outcome**	Content valued above process Unlikely Knowledge of instructor is accepted, retained and replicated by students	Content and process valued equally Yes Students and instructor

Source: The Program on Intergroup Relations 2007 as cited in Daniels, T., & Schoem, S. (2020). Preparing Inclusive Educators through Transformative Learning. *New Directions for Teaching and Learning,* 163, 83-90.

(continued on next page)

and diversity in the classroom and potentially in the workplace as future graduates enter the workforce (Stewart, et all. 2015).

The use of technology helps diversify the modes of instruction as well as enhance collaboration, critical thinking, and engagement in learning. The use of technology also supports a culture of inclusion and diversity when students have access to and make use of available resources, tools, and platforms (Universal Design for Learning, Open Educational Resources, Ally for Learning Management Systems, Student Success Platforms such as Succeed @ Hostos, etc.). Revisiting our course-level instructional approaches and curricula, including students' college and career readiness and academic pathways, would contribute to addressing perceived challenges and turning them into real opportunities.

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A Sense of Progress

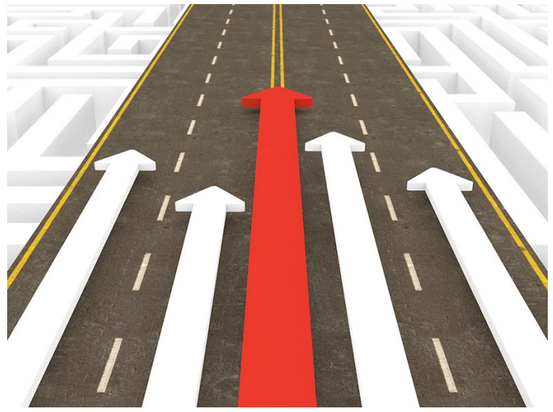
Eric Ritholz, Online Learning Coordinator

Have you ever heard a student ask, "what did I learn?" This seems simple enough. Just look through the course and lesson objectives from the syllabus or list off the unit titles and you have it, right? Even if a student feels complete ownership of their achievements, they still may have a vague answer to this. So where does that leave us? Grades? The idea that I know 85% from a course on post-industrial America, or basic chemistry doesn't resonate or create a real sense of achievement, the effect of which may significantly impact a student's participation, efficacy, and motivation.

Typically, a modern student has been exposed to reinforced examples of achievement and the variables that have cumulatively led to that achievement through the use of games and apps. This does not necessarily mean that an instructor must gamify their courses, but it is important to recognize that these constructs are familiar to their students conceptually. This is where self-reflection can make a significant difference. Not only does this provide an instructor with feedback that they can use even better than asking students directly. In whatever form, (narrative, outline, timeline, and so on) a student's personal accounting of what they learned, understood, and experienced, even in response to the most basic of prompts illustrates their accomplishments and their path. My first thought in implementing this was that it would simply be a long answer prose version of a survey and it can be just that. I would still recommend considering a more qualitative route. The act of explanation can a very powerful tool.

How would you implement personal self-reflection, in general? For modalities with Online elements (Online mix, Hybrid mix, synchronous or asynchronous)? Would you use a third-party app, like google forms? A discussion board thread? Maybe, a document upload or assignment? A reflective journal could be the right fit for more writing-intensive classes. For this category of feedback, the best practice would be whatever format you and your students are already familiar with or can adapt quickly. For some disciplines, something as direct and granular as unit checklists would work best. For others, anything from a single paragraph summary to an infographic would be most effective.

Another level of experiential learning is Team reflection, allowing students to consider their progress cumulatively. This organically combines review and group study with cooperative learning and an increased sense of social presence. In practice, you will find students to be far more forthcoming than on the individual level. Students will detail a combined sense of accomplishment while identifying with their group areas they as individuals need to improve with each other. The anonymity of illustrating their progress as a team reflection also encourages a more detailed expression of areas that need improvement to their instructor as well.



Tools and methods for self-reflection are beneficial to the instructor as well as the students. The product of which is, in essence, the portfolio of your work. You can reference this to further guide your students when making improvements to your course design. Students become more aware of their own progress and that of their classmates all the while increasing the frequency of student engagement. Students can make a habit of self-reflection that carries forward throughout their academic life and the ability to clearly represent their skills to employers.

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Workshops Spring 2023

For workshops that are delivered synchronously, asynchronously, and online mix modality, register at: **edtech.hostos.cuny.edu/Workshops**

For the Microlearning units, o sign-up is necessary - simply click on the provided link at a designated time to start the module.

EdTech is pleased to present the Spring 2023 professional development calendar. This semester includes workshops that promote discussions about teaching and learning in various modalities, as well as how different technologies can result in meaningful pedagogical improvements. This semester, we will be introducing a Microlearning series, which is a method of learning new information in small chunks at a time. This series will be shared throughout the semester and will cover a variety of topics.

Email Accessibility

-Microlearning-
Jan 30

We are pleased to launch our first microlearning module on creating accessible emails. In just 3 days, spending less than 10 minutes a day, you can become a pro at writing emails that are accessible to all. In this course, you will learn about email accessibility standards and guidelines, and test the email accessibility checker.

No sign-up is necessary - simply click on the link on the right at a designated time to start the module.

The microlearning units will be available online & by email on January 30.

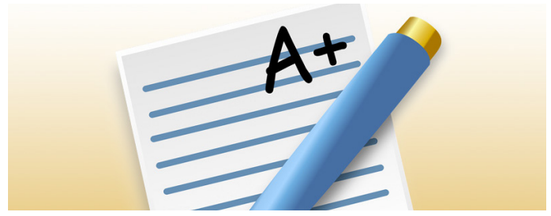
Link: https://commons.hostos.cuny.edu/edtech/microlearning/email-accessibility/
Created by: Ms. Ana Marjanovic, Bb Admin & Instrucitonal Designer

Make the Bb Grade Center to do the Grading for You

- Synchronous -
Feb 2, 3:30 PM

This workshop will cover the steps for setting up the Blackboard Grade Center, including creating and organizing columns for different assignments and assessments, setting up grading scales, and adjusting the Grade Center display options. You will learn how to set up the Weighted column in order to keep students informed of their status in the class based on work completed in the course. Finally, we will provide tips and best practices for effectively using the Grade Center to manage and track student grades, including strategies for avoiding common mistakes and pitfalls.

Please bring your class grade distribution to this workshop.



Duration: 1:15 h.
February 2, 3:30 PM
Facilitator: Mr. Wilfredo Rodriguez, EdTech Coordinator

Workshops

Is Your Course Accessible to all Students?

- Synchronous -

Feb 3, 2:00 PM

Don't leave any of your students behind! Accessibility is the pinnacle of course design that promotes inclusion. Learn how to make your course accessible and compliant with a few clicks and a few tweaks. We'll begin by providing a quick review of accessibility in higher education to emphasize how crucial it is to guarantee that all students have equal access to the course materials. We will also discuss the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act as well as regulations, procedures, and specifications for guaranteeing that course materials are accessible.

The workshop's core will be discussing methods for building accessible course materials, such as designing multimedia content that is accessible and developing alternate forms for text-based resources. We will also present how to assess the accessibility of course contents using technologies like screen readers and Ally, an automatic accessibility checker linked to Blackboard.

Duration: 1:30 h
February 3, 2PM
Facilitator: Mr. Wilfredo Rodriguez, EdTech Coordinator

Are Your Students Watching Your Videos?

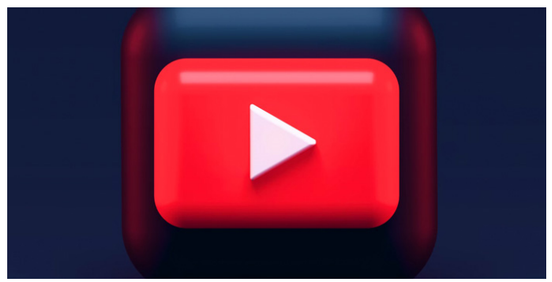
-Microlearning-

Feb 9

You will learn how to improve your videos in this microlearning module by defining the purpose of your videos, deciding whether to create or curate videos, following pre-recording preparation steps, recording your videos, and post-production. In less than 7 minutes per day for 4 days, you can learn how to make your videos better.

No sign-up is necessary - simply click on the link on the right at a designated time to start the module.

The microlearning units will be available online & by email on February 9



Link: https://commons.hostos.cuny.edu/edtech/microlearning/video_usage_intro/
Created by: Mr. Wilfredo Rodriguez, EdTech Coordinator

Online Learning Essentials (OLE)

- Online Mix -

Feb 14

The goal of this training course is to provide a fundamental understanding of online teaching. These ideas are critical for both synchronous and asynchronous teaching styles, or a hybrid of the two. A five-unit structure that adheres to the best standards and practices available to date covers aspects of course development, design, and delivery.

This course also gives you a firm and clear understanding of the components that the EdTech Leadership Council (ETLC) evaluates for course evaluation and certification. Instructors are assisted throughout the course design process.

OLE is delivered in an online mix mode via Blackboard.

Course Delivery: 10 hours spread out over 12 weeks (if faculty will use an existing online course)

Course Development: 20 hours spread over 12 weeks (if faculty will build a course for the first time)

OLE Refresher: 10 hours spread out over a 12-week period (if online certification is two or more years old)

Created by: Mr. Eric Ritholz, Online Learning Coordinator

Methods for Online Teaching (MOT)

- Online Mix -

Feb 21

Methods for Online Teaching, a companion program to the Online Learning Essentials (OLE) course, goes beyond the fundamentals of implementation and course development. It focuses on strategies for improving the experience for both online learning and course delivery, and it re-examines the roles of the instructor, learner, and learning community in the online setting, using the Community of Inquiry (CoI) framework. MOT is delivered in an online mix mode via Blackboard.

Estimated Time: 15 hrs. over 12 weeks.
February 3, 2PM
Created by: Mr. Eric Ritholz, Online Learning Coordinator

Workshops

Digital Media Literacy

-Microlearning-
Feb 27

Faculty plays a crucial role in student retention. Students who feel a sense of belonging, competence, and social engagement in the classroom are more likely to persist. Retaining students can be achieved by creating a relevant, student-centered curriculum, communicating effectively with them, and engaging them in the learning process. Faculty will learn strategies and activities to increase and promote student engagement.

No sign-up is necessary - simply click on the link at the bottomt at a designated time to start the module.

The microlearning units will be available online & by email on February 27.

Link: https://commons.hostos.cuny.edu/edtech/microlearning/digital-media-literacy-introduction/
Created by: Mr. Wilfredo Rodriguez, EdTech Coordinator

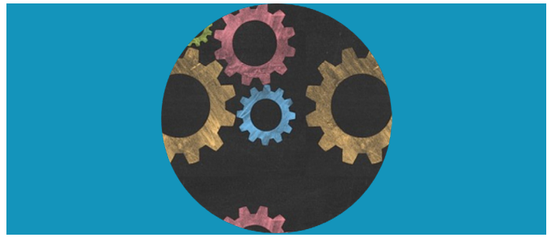
Learning Circles

-Microlearning-
Mar 13

Online student engagement is essential to motivation and progress. Cooperative Learning strategies can help achieve this through the use of group activity styles, assigning roles for individual tasks in a group activity, and assessments focused both on the group activity and individual contribution. This can be taken a step further by referring to specific resources or guidance for each box in the rubrics.

No sign-up is necessary - simply click on the link at the botom at a designated time to start the module

The microlearning units will be available online & by email on March 13. .



Link: https://commons.hostos.cuny.edu/edtech/microlearning/learning-circles/
Created by: Mr. Eric Ritholz, Online Learning Coordinator

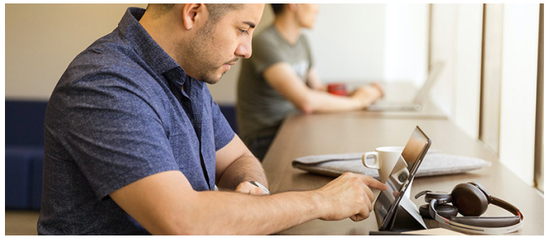
Student Retention

-Microlearning-
Mar 27

Acquiring digital literacy education means the ability to access various information sources, the practical capacity to use digital tools for information source management, and the ability to share different media, as well as the ability to efficiently present and communicate using the proper processes and tools.

No sign-up is necessary - simply click on the link at the bottomt at a designated time to start the module.

The microlearning units will be available online & by email on March 27.



Link: https://commons.hostos.cuny.edu/ctl/student-retention-intro/
Created by: Ms. Luz Rivera, CTL Coordinator

edTech

Interested in one-on-one consultations?

Please do not hesitate to schedule one with one of our instructional designers by sending an email to

EDTECHSUPPORT@HOSTOS.CUNY.EDU

www.hostos.cuny.edu/edtech

EdTech Services

FACULTY SUPPORT

Course Design Consultation

In the one-on-one consultation with the EdTech Instructional Designer (ID) consultation, you'll have an opportunity to discuss your ideas and expectations for developing a face-to-face, hybrid, or online course. Instructional Designers advise faulty on the application of the course design models and course development.

In the one-on-one consultation, Instructional Designer will also:

- Guide you through the steps of course development
- Assist you in developing learning objectives
- Advise you on how to align course content with learning objectives
- Help you create the assessment schema for your course
- Train you on how to build your course on Blackboard
- Recommend appropriate technologies to enhance instruction and learning activities

STUDENT & FACULTY SUPPORT

Blackboard

EdTech provides technical assistance and professional development to Hostos faculty and students with Blackboard (Bb), the Learning Management System used by CUNY campuses. Bb is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

FACULTY SUPPORT

Rich Media and Lecture Capture Integration

Rich media and lecture capture integration is a way for Hostos faculty to enhance their online or in-person classes by incorporating multimedia elements such as videos and audio recordings, and interactive quizzes. One popular tool for creating and editing rich media content is Camtasia, which allows for screen capturing and video editing. Another useful tool for lecture capture is PowerPoint, which allows for the recording of slide presentations, including audio and video. These recordings can be easily stored in CUNY Dropbox for easy access and sharing with students. This integration allows faculty to provide more engaging and interactive learning experiences for students, whether they are learning in-person or remotely.

FACULTY SUPPORT

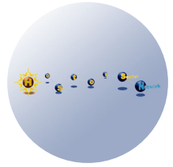
UDL & Accessibility Support

Inclusive educational practices are at the core of both Digital Accessibility and Universal Design for Learning (UDL). Digital Accessibility ensures that all students (including those with disabilities) have access to content. The UDL framework provides multiple options to students acquire information. EdTech assists instructors in creating and integrating accessible files in Blackboard that include Tagged Word and PDF documents, HTML, and Panopto video capturing building block with the automatic video capturing feature.

STUDENT & FACULTY SUPPORT

Equipment Loan Service

EdTech has a limited number of calculators that can be loaned to students and faculty.



FACULTY SUPPORT

Hostos Social Network Support

The Hostos Social Network gives you the opportunity to easily create, contribute, connect, and learn within a community using the WordPress content management system. EdTech can help you build WordPress websites to showcase your ideas, knowledge, ePortfolio, and most importantly build a community.

EdTech Supported Techologies

- CUNY DROPBOX
- CAMTASIA
- SNAGIT
- ALLY
- RESPONDUS
- MS TEAMS
- SOCRATIVE
- ZOOM

C-559
718 319-7915
Weekdays 9am - 5pm
EdTechSupport@hostos.cuny.edu

EdTech: Who We Are

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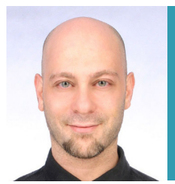

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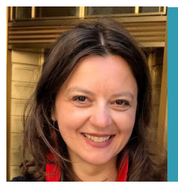

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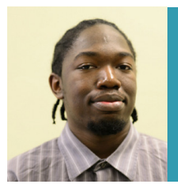

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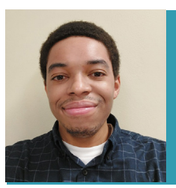

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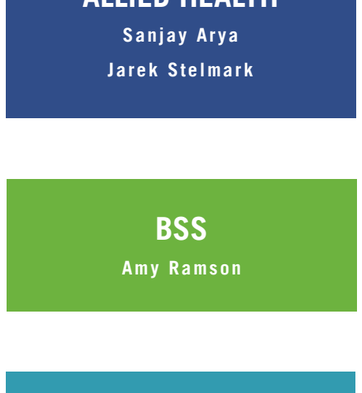

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MISSION

The Office of Educational Technology (EdTech) develops, implements, supports, and promotes innovative integration of technology into teaching and learning by empowering faculty, serving students, and creating a supportive environment for all types of learners.

edTech Online Learning

CREDITS

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