

Learning Management Systems and Instructional Technology

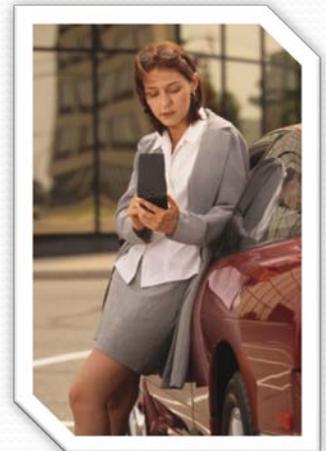


Mike Scheuermann, PhD
AVP – Instructional Technology Support
Information Resources & Technology

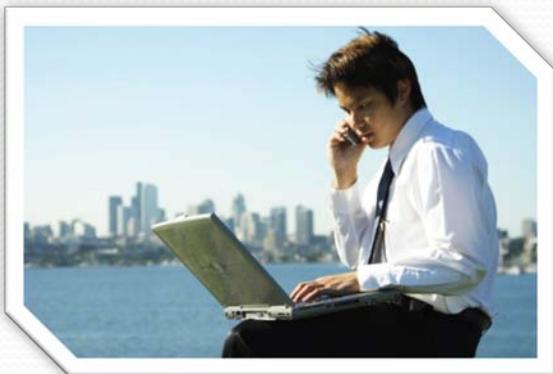
Frank Kelley, PhD
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Culture & Communications Dept.
College of Arts and Sciences
Drexel University

June 22, 2011

Today's "Student"



Today's "Classroom"



Today's "Learning"



Opportunities for Adjuncts

Leveraging the LMS and ancillary technologies

- Content Dissemination
- Engagement
 - Communication Tools
 - Asynchronous Tools
 - Synchronous Tools
- Online Resources
- Assignments
- Assessments
- Evaluations / Surveys
- Student Reflection



How Does This Enhance the Learning Process for the Students?

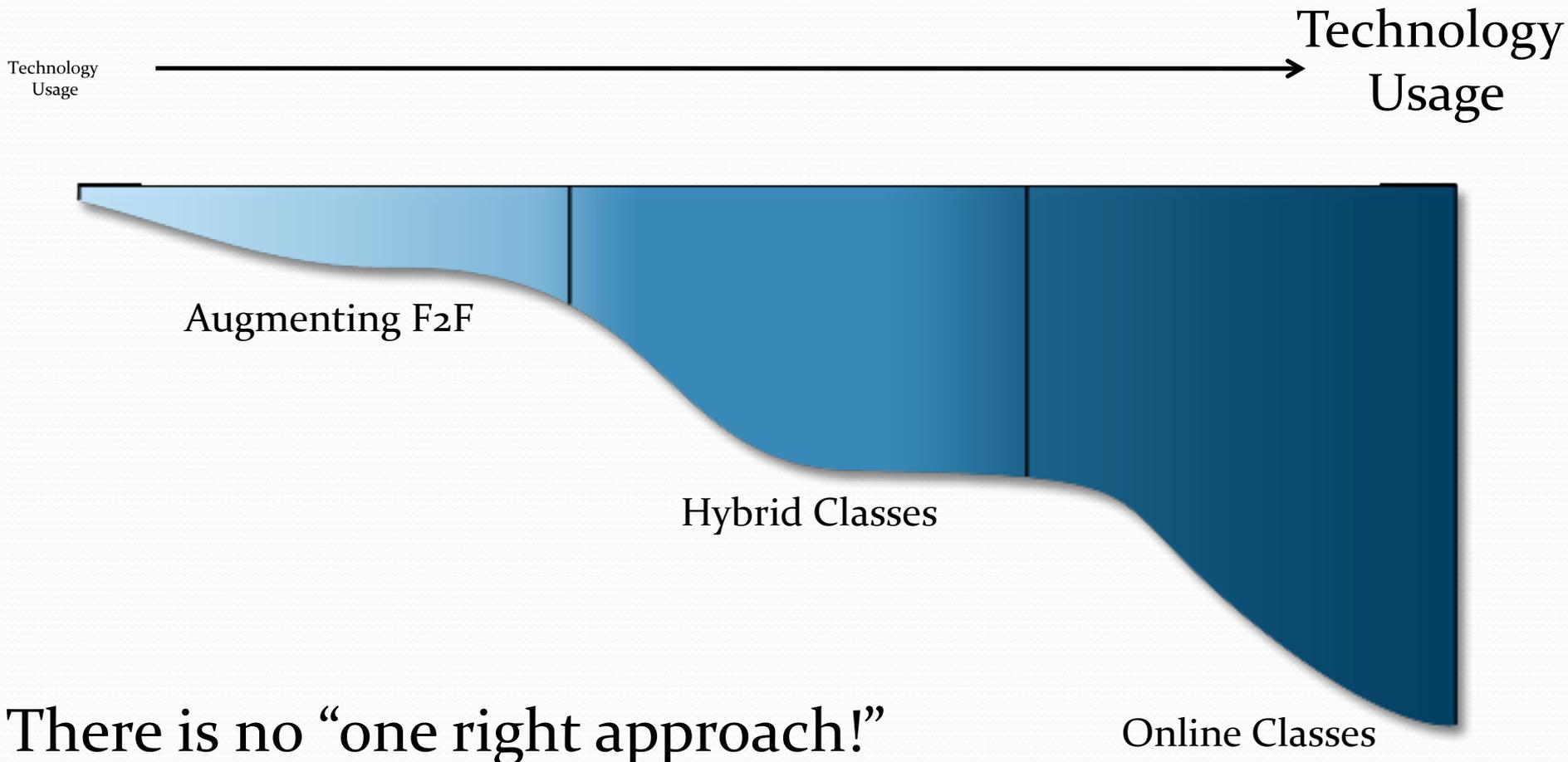
- Student-centric
 - 24x7 access
 - view and/or re-view, as needed
 - active learning
- Learning styles
 - visuals / audios / text / reflection / peer review
- Interesting
- Engaging
- Multi-dimensional
- Reusable learning objects (RLOs)



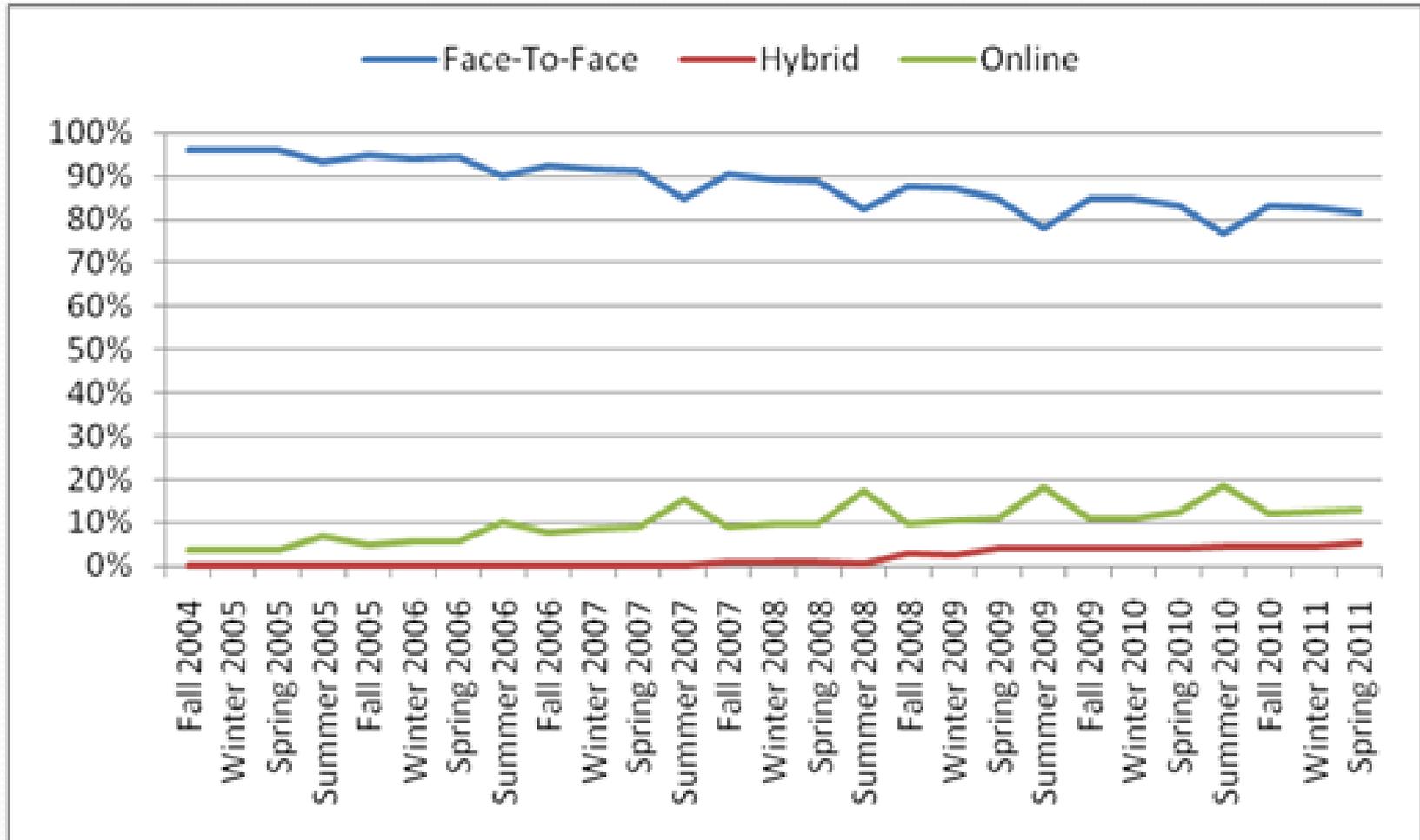


When it comes to incorporating the use of technology - Start in the shallow end (augmenting F2F). When (if) you're ready - progress toward the deep end (pervasive use of technology) - and remember - there IS value in "learning to swim!"

Align w/ Academic Objectives



F2F • Hybrid • OL Sections



Applications Available



• Supported Apps / Tools

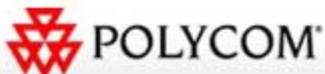
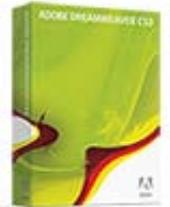
- Blackboard Vista
- Blackboard Collaborate
- Adobe Acrobat Connect Pro
- Turnitin
- Respondus / Study Mate
- iWebFolio
- DragonDrop
- SharePoint
- Camtasia Studio / Relay
- Impatica
- Qualtrics
- EndNote
- Net Support

• Sandbox Tools

- MySakai
- Moodle
- Second Life
- Jing
- Open Student TV Network
- EDUCAUSE Learning Initiative
- MIT (OpenCourseWare)
- Internet Public Library
- Poll Everywhere

Opportunities

TracDat™



Adobe Acrobat Connect Pro

Today's Talking Points



- Lecture capture
- Plagiarism detection
- SMARTBoards
- Classroom management
- Quiz creation
- ePortfolios

Lecture Capture Technologies

Audio

- [Audacity](#)

Content and Audio)

- *Record Narration* in PowerPoint
- [Impatica](#)

Video (WebCam) and Content and Audio

- [MediaSite](#)
- [ECHO 360](#)
- [Camtasia Studio](#)
- [Adobe Captivate](#)
- Blackboard Collaborate

Audacity



Home

About

Download

Help

Contact Us

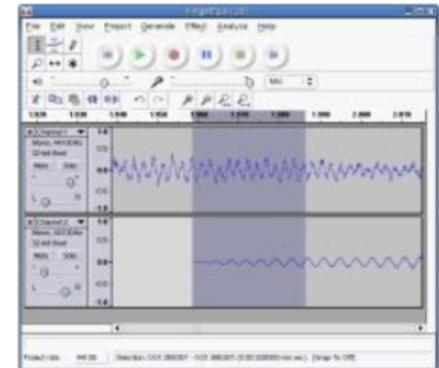
Get Involved

The Free, Cross-Platform Sound Editor

Audacity® is free, open source software for recording and editing sounds. It is available for Mac OS X, Microsoft Windows, GNU/Linux, and other operating systems. [Learn more about Audacity...](#) Also check our [Wiki](#) and [Forum](#) for more information.

The latest release of Audacity is [1.3.10 \(Beta\)](#). Because it is a work in progress and does not yet come with complete documentation or translations into different languages, it is recommended for more advanced users. See [New Features in 1.3](#) for more information about the 1.3.x Beta series.

* all users, [Audacity 1.2.6](#) is a stable release, complete and fully documented. You can have Audacity 1.2.6 and 1.3.10 installed on the same machine.



MediaSite ~ Example

**Record the Board
and the Speaker
Classroom-Based**

The screenshot displays a video player interface. At the top, it features the 'Information Resources & Technology' logo and 'DREXEL UNIVERSITY' branding. The video content shows a classroom setting with a presenter and a large screen displaying the 'Camtasia Recorder' software interface. The software interface includes a 'Select Area' section with 'Full Screen', 'Custom Dimensions', and 'Select' options, and a 'Settings' section with 'Camera' and 'Audio' controls. A red 'rec' button is visible in the bottom right of the software window. Below the video player, the title 'Recording and Editing with Camtasia Studio for Windows 112409' and the 'Online Learning Team' are listed. At the bottom of the player, there is a 'DREXEL view' logo with the tagline 'A video showcase of all things Drexel' and a 'Coming Soon!' banner.

Information Resources & Technology DREXEL UNIVERSITY

Slide 15 of 356 powered by mediasite

Camtasia Recorder

Recording and Editing with Camtasia Studio for Windows 112409
Online Learning Team

DREXEL view A video showcase of all things Drexel
Coming Soon!

Play

**Record Screen
& Web Cam
Desktop-Based**

Camtasia ~ Example

The screenshot displays a video player interface. The main content area shows a blue slide with the following text:

- EGMT-581**
- Problems in Human Relations
- Instructor: Mike Scheuermann

On the left side of the video player, there is a table of contents menu:

- 1. Introduction
- 2. Quick Tips
- 3. Other Courses / Programs
- 4. Textbook
- 5. Textbook Chapters
- 6. Approach
- 7. Weekly Reading
- 8. Thanksgiving Week - Fall Qu
- 9. Threaded Discussions
- 10. What Constitutes a Post?
- 11. Online Chat Nights
- 12. Online Chat Participation
- Mid Term Assignment
- Assinment

The video player includes a video window in the top-left corner showing a man in a blue shirt, a circular inset window in the bottom-right corner showing a man in a suit on a phone, and a playback control bar at the bottom with a progress indicator and a timestamp of 00:19 / 37:55.

Play

Blackboard Collaborate ~ Example

**Record Lectures
or Use Synchronously
Desktop-Based**

The screenshot shows a Blackboard Collaborate session window. The title bar reads "Week-2 Intro". The main content area contains a list of five numbered instructions for the session. A small photograph of three people is positioned to the right of the instructions. The right-hand side of the window features a "Contents" panel with a list of 16 items, each labeled with a chapter and question number, and a "2" in the right margin. The bottom of the window shows a system tray with a "TALK" icon, a "Group 1 October 1 2009" label, and a "Media" icon. A small "People" window is open at the bottom right, showing a list of participants including "Michael_Schourens".

Week-2 Intro

1. Welcome to our first OC !!!
2. Make sure you ran the *diagnostic check* first!
3. We will use text chat extensively tonight, please:
 - Use initials if you are responding to a particular person
 - Do not correct typos – they do not affect your grade
 - Balanced participation is the key!
 - Do not use instant messaging lingo or emoticons!
 - Make concise, thoughtful statements
4. “Raise your hand” if you want to use the audio feature in order to share a thought – I will recognize you and then you can speak.
5. To earn full credit – you must offer us an audio comment during our OC
 - Please try the video feature when you are speaking, if you like



Getting Help on Lecture Capture

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



Hold Online Meetings or Classes

- Blackboard *Collaborate*



- Built-in to the LMS
- Online office hours, review sessions, actual classes
- Text chat, audio chat, video capability
- Desktop sharing, polling, quizzing/surveying
- Archive sessions for later viewing or re-viewing

- Adobe Acrobat *Connect Pro*

- Ancillary to the LMS, at the moment
- Basically the same feature set / capability as *Collaborate*



Getting Help with *Collaborate* or *Connect*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



Plagiarism Detection

- turnitin
 - *Originality checking*
 - Database of papers
 - Live & archived Internet
 - Electronic journals, publications, etc.
 - *GradeMark*TM
 - Electronic mark-up of student work
 - *PeerMark*TM
 - Peer-review of student work
 - Coming Soon:
 - e-raterTM technology from ETS
 - integrate ETS's *e-rater* writing analysis tools into *GradeMark*TM



Plagiarism Detection

The screenshot displays the Turnitin plagiarism detection interface. The document being checked is titled "To Speak or To Sign" by Alex Wright. The similarity score is 31% (79 out of 100). The match overview table on the right lists the following matches:

Match Number	Source	Similarity Percentage
1	hearingloss.org (Internet source)	8%
2	Submitted to CSU (Student paper)	4%
3	Submitted to Universit... (Student paper)	4%
4	Submitted to Cardean (Student paper)	4%
5	collection_nic-bnc.ca (Internet source)	3%
6	www.reference.com (Internet source)	3%

The document text includes the following sections:

To Speak or To Sign

The Parental Pressure to Choose between Cochlear Implants, Sign Language, or Both

On the Rise

Sign language is a beautifully expressive, visual language using hand, body and facial expressions to convey words and meaning, however, as more and more parents are learning even as early as birth that their child may be deaf, more children are getting cochlear implants then

with hearing loss were not identified until they were 2-1/2 years of age (Sorkin 2003). It is likely that the implementation of these early screenings have lead to the growth of



Getting Help with *turnitin*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



SMART Technologies

- SMART Notebook software
- SMART Board
- SynchronEyes



SMART Notebook software



SMART™

SMART Technologies

- SMART Notebook software
- SMART Board
- SynchronEyes ~ *SMART Sync 2009*
 - classroom computer management application
 - help students stay on track
 - monitor student activity with ease
 - give students direct support
 - broadcast to multiple screens

Getting Help with SMARTBoards

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



**Available in
Korman Classes**

Classroom Management

- Classroom PC monitoring
- Instruct, monitor, and interact with students in class
 - View all students' desktops
 - Internet and application control
 - Presentation and annotation tools
 - Customized testing suite
 - Automated lesson plans
 - Instant messenger control
 - Content monitoring and desktop security

**NETSUPPORT
SCHOOL**



Getting Help with *NetSupport*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



Quiz Creation

- Respondus
 - Import test banks from textbook publishers
 - Construct and manage quizzes
 - Publish quizzes to multiple LMS-based classes
 - Establish quiz parameters
 - Duration
 - Availability
 - Randomize questions
 - Randomize answer choices
- LockDownBrowser™
 - Control the testing environment
- StudyMate™
 - Create interactive games

Respondus
VERSION 4.0

Respondus
LockDown
Browser™

StudyMate®
CLASS

Getting Help with *Respondus*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center

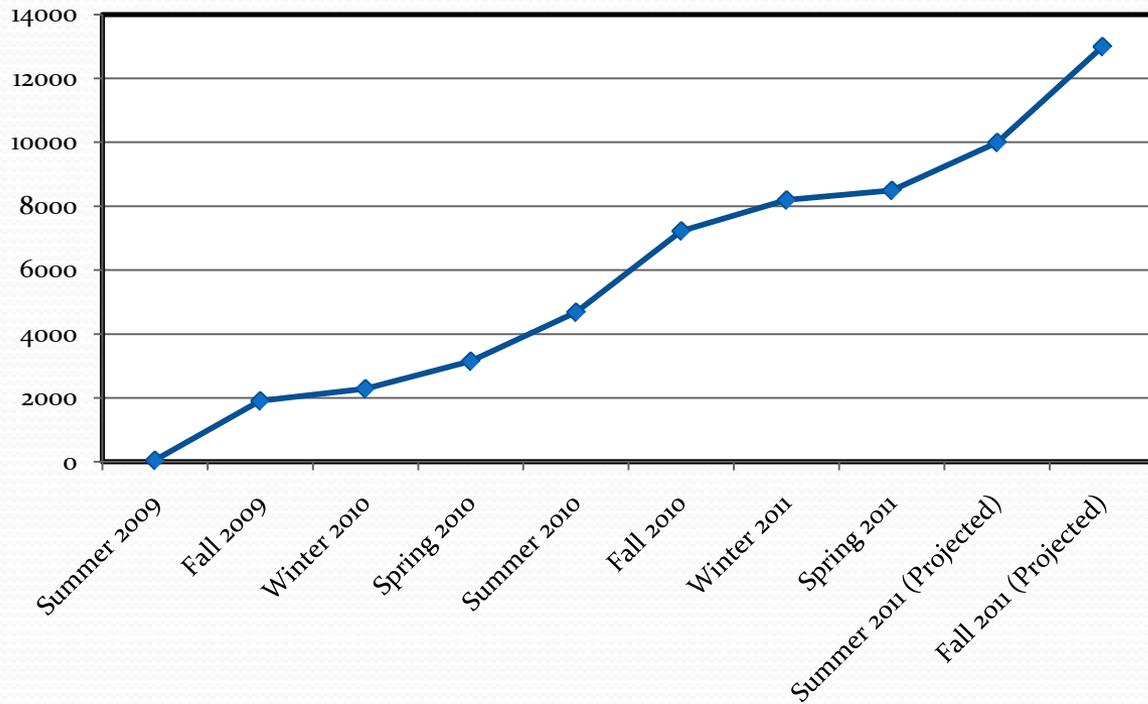


Electronic Portfolios

- *iWebfolio*
- Available to all incoming freshmen
 - 2009, 2010, 2011
 - 8600+ active users today
 - 11,000 licenses budgeted for FY12
- English, Business, CNHP, Medicine,
- Showcase of student work
 - Professional as well as academic
- Share evidence of their achievements to *reviewers*
- Engage in ongoing reflection on that work



Electronic Portfolios



Nursfolio
MSN Program

College of Nursing & Health Professionals

Professional Portfolio

Thank you for visiting my portfolio. My name is Lori Theodore and I currently as an adjunct nursing instructor for Seminole Community College in Altamonte Springs, Florida. I have taught nursing in both LPN and RN programs and am currently pursuing my MSN in nursing education through Drexel University. I have presented cardiac lectures and have taught medical-surgical nursing clinicals and maternal-child lab. My specialty is progressive care—and my first love is cardiology. I also have experience in corrections nursing and long term care.

Lori L. Theodore care.

PO Box 120395
Clermont, FL 34712

Home: [352-354-9892](tel:352-354-9892)
Cell: [407-242-9252](tel:407-242-9252)
Email: lt29@drexel.edu

Education Administration Portfolio (Summer 2010) by SOE Templates

Home
Portfolio Components
ED ADMIN Program GOALS Key Leadership Practices
Internship
ELCC and PA Leadership STANDARDS

Resume

Welcome to my Portfolio

Ke'Anna Brown graduated from Trinity Washington University where she majored in Biochemistry and had a passion for technology. While at Trinity, Ke'Anna worked at the Academic Computer Center as a Helpdesk Technician and Lab Coordinator. Ke'Anna also served as Trinity's Women's Basketball Team Stat Technician for 4 years. Upon graduating and coming to Philadelphia, she worked at Temple University in the Library Systems & Technology Department.

Currently I am pursuing a graduate degree in educational administration. I am preparing to turn from my current role as a teacher into the administrative area of my school district.

[Resume](#) | [Curriculum Vita](#) | [Classroom Website](#)

LeBow

My LIFEfolio™

Career Portfolio by Katherine Crawford

Introduction
Resume
Experience
Congratulations
Career Plans

Introduction

Katherine Crawford
kac67@drexel.edu
215-895-0262 (office)
[LinkedIn Profile](#)

Hello, my name is Katherine Crawford and I am a senior at Drexel University. I am pursuing a degree in Business Administration with concentrations in Accounting and Marketing. I have been very involved during my university experience. Currently, I hold leadership positions in the Dean's Student Advisory Board and Beta Alpha Psi. After I finish my undergraduate studies, I intend to earn a MBA. Following that, I plan to go into an accounting role in a public accounting firm or a leadership development rotational position in a Fortune 500 company. Ultimately, I would like to receive my CPA license. I am analytical, detail-oriented, and highly capable of completing the task at hand. This is supported by my Centermark assessment classification of ISTJ which is defined as "salt of the Earth, responsible, and pragmatic." These skills are evidenced by my performance at my last co-op. During this experience, I received two Silver Encore Awards for success in strategic thinking that achieves results.

Getting Help with *iWebfolio*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



Utilizing Drexel's LMS

- Learning Management System
 - Blackboard Vista
 - Moving to Blackboard Learn™ in summer of 2012
- Every Banner-based section has a Bb Vista shell available – to the instructor of record
 - You can use Bb Vista
 - ancillary to pure face-to-face classes
 - to administer hybrid classes (regardless of the type)
 - to facilitate online courses

Drexel's LMS – Starting Points

This is the LMS Toolset

- Organization Tools
 - Syllabus – Calendar – Search
- Communication Tools
 - Announcements - Discussions – Chat – Mail – Roster
- Student Learning Activities
 - Assessments – Assignments – Goals
- Content Tools
 - Web Links – Media Library – Learning Modules – SCORM
- Student Tools
 - My Files – My Progress – My Grades – Notes

Drexel's LMS – Starting Points

1. Post your Syllabus



2. Post any typical “handout materials”

- Arrange them in weekly Learning Modules

3. Use the built-in Grade Book

- A favorite of students and faculty



4. Link students to Internet resources

- Student support sites, DrexelExpress, tutorials, library, etc.

5. Use Mail



- Message exchange system – internal to the LMS

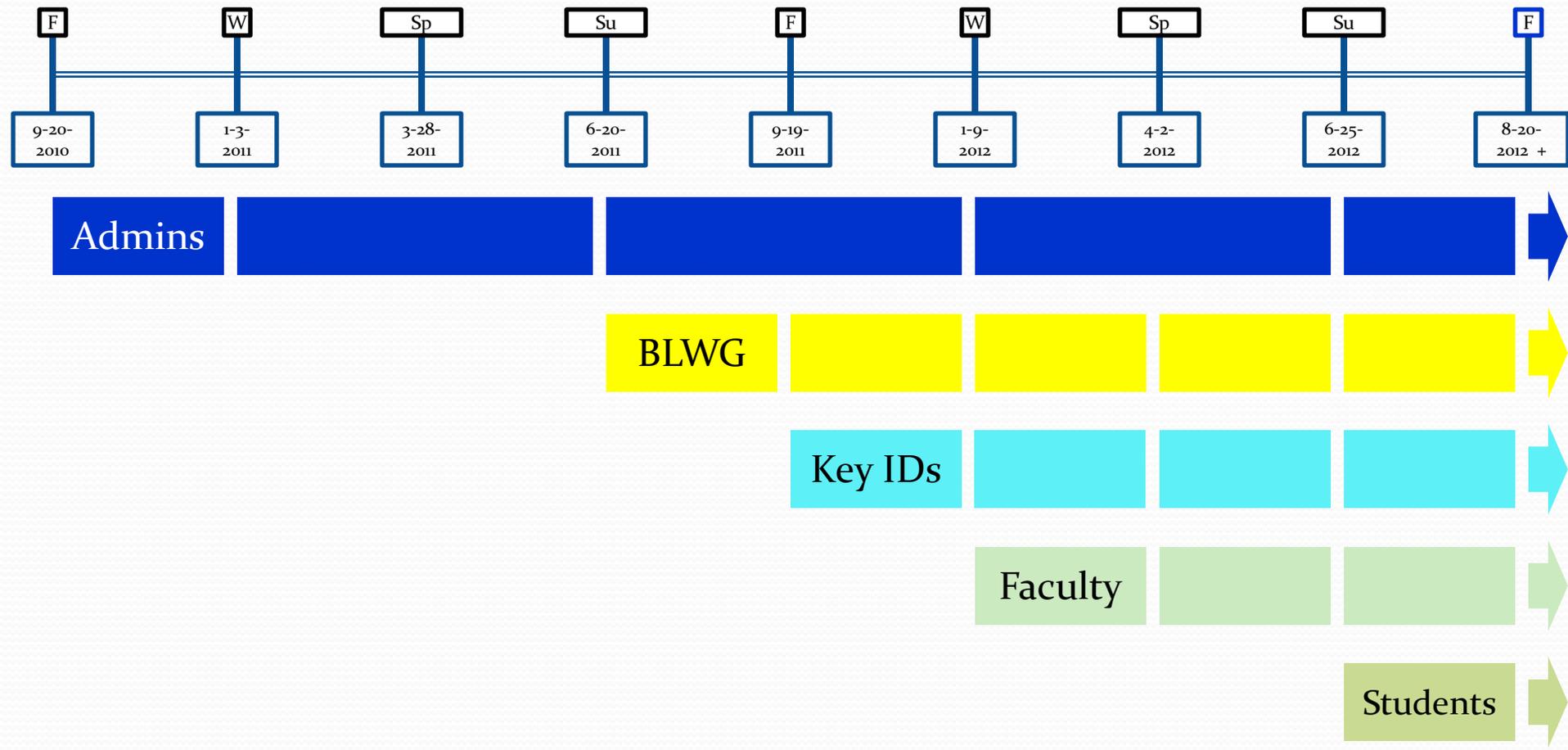
6. Post Announcements for students



- Alert them to important course elements, due dates, events

Drexel's Roadmap:

Blackboard Vista/Classic → Blackboard Learn™



Getting Help with *Blackboard Vista*

- olt@drexel.edu
- 215-895-1224
- Walk in to Korman-109
 - Instructional Technology Center



One Poignant Insight

“When instructors even consider using ancillary technologies and teaching online – this will necessarily make them better F2F teachers!”

Resources for Adjuncts and Students

- Online Learning Team
 - 215-895-1224 olt@drexel.edu
 - Korman-109 (walk-in assistance)
- *DrexelExpress*
 - www.drexel.edu/provost/drexelexpress
- Drexel Writing Center
 - workshops and peer/tutor reviews
 - www.drexel.edu/writingcenter
- English Language Center
 - www.drexel.edu/elc
- Drexel Libraries
 - www.library.drexel.edu
- Online Learning Team Workshops
 - www.drexel.edu/irt/help/workshops/

Your Key Takeaway Today !!!

Learning Management Systems and Instructional Technology

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June 22, 2011

