

# The HotSpot

Issue 14 ~ January 2014  
ETC Newsletter

## Happy New Year!

Message from the Chair  
– Valerie Lopes, Seneca College



Ever since its inception, the ETC has focused on advocating for the thoughtful adoption of learning technologies. We have always been aware that discussions that focus exclusively on technology miss the point and don't address the needs of faculty or students. The ETC recognized this reality when we rebranded our conference from the *This is IT!* conference to the *Advancing Learning* conference. It isn't just about using technology – it is about using it well to enhance teaching and learning.

At our recent general meeting, while looking at the challenges of supporting faculty in the adoption of educational technology, it was highlighted that the rapid evolution of amazing new technologies is not our greatest concern: it is helping faculty to be comfortable with technology, to be curious, to

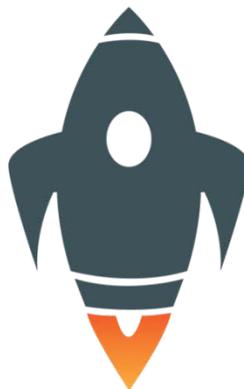
collaborate with others, to be able to give up control, and to know that it is ok to try something and stumble or soar in the effort.

Each technology-enabled, hybrid or online course needs separate and careful consideration regarding students' needs and learning outcomes with emphasis on instructional design, delivery mode and implementation. At the foundation of this discussion is the idea of quality in teaching and learning. The lens through which we look at the technologies we adopt must be informed by learning

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theory and research. Our goal for 2014 is for a renewed focus on creating active, collaborative, engaging learning activities. Let's make 2014 our best year yet. I look forward to seeing everyone at Georgian College in May.



GEORGIAN COLLEGE • MAY 21-23 2014

# ADVANCING LEARNING

WHAT COULD GO RIGHT?



# Advancing Learning Conference: May 21 to 23, 2014



By: Greg Rodrigo, Georgian College

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Georgian College will be hosting the 2014 conference at our campus in Barrie, Ontario. We are eagerly looking forward to welcoming you to our campus next May.

The three day event begins with the Pre-Conference activities on Wednesday, May 21 (ETC Executive and AGM meetings). Day 1 of the conference will begin with the opening keynote by Dr. Jason Dewling. Jason is the VP of Academics and Research at Olds College in Alberta. This will be followed by concurrent sessions in the morning and afternoon. We are also planning a Vendor Space and a Tech Cafe. We will end the day with a wonderful banquet and amazing entertainment.

Day 2 of our conference begins with concurrent sessions and followed by our closing keynote speaker, Commander Chris Hadfield. We're excited to have Commander Hadfield join us for this part of our conference. We know we will come away inspired and enriched from his talk.

We have an abundance of excellent faculty at our colleges. Please consider sharing your expertise and experiences with your provincial colleagues by leading one of the sessions at the conference. You may also be interested in sharing your knowledge at the Tech Cafe. This is a more informal space where you can set up a demonstration of a particular technology. As well, encourage others who you feel have something valuable to contribute in the area of educational technology.

Our [Call for Proposals document \(PDF\)](#) and [submission form](#) are available now (deadline for session proposals is Feb 20, 2014).

Registration for the conference will open in early March. Please mark your calendars and plan to join us in May.

For more information, please visit the [Advancing Learning Conference](#) website.

For updates, follow us on Twitter [@advlearn](#).

## Watch

By: Lori Duquette, Lambton College

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### Chris Hadfield

This [video](#) is the first in a series created by Chris Hadfield. His 9 — so far — how-to videos on YouTube, called the “An Astronaut’s Guide to” series, includes guides to driving, commuting, camping, rugby, high tea, BBQ, literature, life on Earth and — the newest — Movember. The videos range in length from 30 seconds to 2 minutes long.



# Students and Technology 2013 ECAR

By: Valerie Lopes, Seneca College

In 2013, five colleges — Durham, Fleming, Humber, Loyalist, Seneca — participated in the [2013 EDUCAUSE Centre for Applied Research Survey](#) on student use of information technology. While our sample size was small, they reflect the findings of the overall study.

Below are some highlights from the Ontario Colleges Consortium findings.

## Use the Course Management System More

87% of respondents felt that the course management system is important; 57% want it to be used more. At least 97% of institutions have a CMS; 60% of courses are integrated into the CMS; an estimated 70% of instructors use the CMS and 50% of these users employ only the basic system features. “These data help explain why the majority of students say they wish their instructors used the CMS more: its resources are largely underutilized” (page 23). Students expect uniform experiences with the CMS from course to course and from professor to professor.

## Age and Gender for Technology and Engagement

Older students agreed at higher rates than younger students that technology aids their connections to their instructors and their institution. More female students than male students agreed that technology helped them feel more connected with their instructors. Female and younger students were more inclined to get involved in a campus activity when made

aware of it through technology. Male and older students were more likely to get involved in their coursework when technology was used.

## Privacy

Students are extremely sensitive to boundaries between personal and academic lives: 56% preferred to keep their academic and social lives separate. “Even when safeguards are promised, students resist the integration into education of technologies that they perceive to be primarily personal, clearly indicating that because some technology is used widely by students does not mean that it should be leveraged for academic use” (page 32).

## Contact with Professors

Students value face-to-face interactions with their instructors — for formal instruction as well as casual interaction: 62% wanted their instructors to use face-to-face interaction more. Face-to-face access to instructors is one of the things students expect as part of the privileges of being a student.

Even more students in 2013

than in 2012 said face-to-face interaction, e-mail, and the CMS are ways in which they want their instructors to communicate *more*. Social media outlets topped the “use it less” list.

## Some Findings were Surprising

Even though highly valued, the importance of IT tools and resources (e.g., library, CMS, e-books) and of institutionally provided services, applications, and websites are waning. 39% of students taking exclusively online classes want more face-to-face interaction with their instructors. “Despite the nearly universal deployment of CMSs, 2 in 3 students said they want their instructors to use these systems more. This indicates a disconnect between what instructors have access to and what they fully use. Perhaps this indicates a disconnect between selected modality (online only) and desired modality (face-to-face)” (page 39).

For further information about this study, contact your ETC rep.



# Going Virtual: The Virtualization of Clinical Assessments



By: Amanda Hunt, B.Ed, B.HSc, Learning Technologies Facilitator, Loyalist College

Student placements in hospital environments are becoming increasingly difficult to secure. As a result, some active hands-on clinical experiences are being replaced by observer role experiences, or very resource intensive manikin simulations. To supplement clinical assessments, Loyalist College has designed, created, and built a series of virtual learning environments (VLE) in the Nursing and Practical Nursing programs.

Specifically, the Nursing and Practical Nursing programs utilize this 3D virtual learning environment entitled “Campus Clinical” that allows students, through avatar interaction, to perform routine assessments

on virtual newborns.

In the case of “Campus Clinical,” students are presented with 4 different complications that can arise during the routine care of a newborn. Students identify the complication by virtually assessing the newborn’s heart rate, respiratory rate, temperature, and prior test results. To assess a vital sign, the student must select the appropriate piece of equipment and place it in the correct location on the infant avatar. For example, in assessing an apical heart rate, an animation plays as the avatar places the stethoscope on the chest; the heartbeat becomes audible if placement

is correct. In addition to performing the virtual assessment, students document their findings in an integrated electronic health record to increase their familiarity with proper documentation methods.

Each task completed by the student in the virtual environment is recorded through embedded learning analytics to provide faculty with information on student performance and assist with the evaluation of student progress and learning task effectiveness.

This unique learning technology is popular among students because of its game-based approach; however, it is becoming increasingly popular among instructors because of its proven effectiveness in increasing students’ level of engagement, and in-turn, level of comprehension for clinical assessment protocol.



# “App”lications for Language Teaching and Learning

By: Barbara Smith, Center for Academic Excellence, Niagara College



Niagara College has recently launched an iPad Loan program and a team of iPad enthusiasts is busy collecting pedagogical resources to share with faculty.

In order to build a repository of applications and practices, the team has created short online surveys for faculty and student users to complete after each class in which there was iPad integration.

Professor Faith Marcel, ESL Programs, recently delivered a technology presentation at TESL North York on Mobile and Tablet “App”lications for Language Teaching and Learning. The presentation highlights some of the ways in which applications are currently being used in higher education. With the iPad Loan program, faculty in the International Department in the English for Academic Preparation Program have now had the opportunity to begin successfully integrating the use of iPads one-to-one with classroom language learning activities. Students have done individual and collaborative research, practiced their pronunciation,

and recorded video of presentations with the iPads.

The iPad carts can be reserved and borrowed from both campus libraries, and they come with a number of apps pre-downloaded and available for faculty, staff and students. Specific apps may also be requested to be loaded on the iPads at the time of booking. A list of the current apps available on the iPad along with information on how to book an iPad cart for your class can be found at <http://nclibraries.niagaracollege.ca/mobile>.

The team is an interdisciplinary group which invites new members to join the conversation around iPad teaching and learning integration.

- Frank Bieri, Coordinator/Professor ESL
- Ralph Laird, Campus Librarian
- Faith Marcel, Professor, ESL
- Barbara Smith, Professor, Business and Management Gordana Vitez, Library Services and Systems Coordinator

## Check it Out

The Mobile and Tablet “App”lications for Language Teaching and Learning presentation, prepared and presented by Faith Marcel: <http://www.slideshare.net/faithmarcel/mobile-and-tablet-applications-for-language-teaching-and-learning>

Thank you to Mark Inhat for the new ETC logo, designed by Dosh Osholuwu.



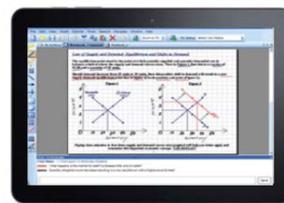
Thank you to everyone who contributed to this newsletter.

Special thanks to Ashley Ribbel, Seneca CAE, for her work editing and formatting this newsletter.



# Tech Tips and Tricks

By: Orville Andrews, Cambrian College



## Integrating Technology into Group Activities

Group discussions in the classroom are relatively easy to moderate and can be a very easy way to direct questions to specific individuals in the group to ensure they have understood a concept. But how can you get that personal interaction with a group of students in an online environment that may be situated across the continent from each other?

### The Technology

Skype (<http://www.skype.com>) is a free software application that allows people to make voice and video calls and chats over the internet. These calls can be conference style calls which allows for group conversations to easily be facilitated.

When scheduled ahead of time, individuals from across the globe can call in to this tool and use it like a virtual boardroom.

For information on how to set up a Skype account please do not hesitate to contact the eLearning team.

### The Evaluation Mechanism

So how do you track participation and understanding of each group member?

The good old fashion way!

Let me share a scenario with you that I was able to participate in during my studies:

I was a participant in a group of 5 students who needed to find a learning object, review it using a Learning Object Review Instrument, provide my findings to the group and call in at a scheduled time to discuss the topic with the professor and my fellow students. My professor was sharing with us his grading matrix, which looked like this:

	Student 1	Student 2	Student 3	Student 4	Student 5
Point 1	✓	✓	✓	✓	✓
Point 2	✓	✓	✓	✓	✓
Point 3	✓	✓	✓		
Point 4					
Point 5					
Point 6					

For each point discussed, he asked a different student to explain the concept and how it applied to that individual's selected learning object. He would then ask each of the other students if they agreed or disagreed, and asked to explain why. He would add a check beside each student for the point we were discussing when the student added constructively to the conversation. This gives the moderator a mechanism to track each student's participation and understanding of concepts that are discussed during the conference call just like in a regular classroom.



# Creating Immersive Online Learning Experiences with Google Tools



By: Michelle Mouton, Professor, Durham College

## Advancing Learning Conference: June 2013

When we think of asynchronous online learning, we often don't consider the idea of fieldtrips and treasure hunts. However, there are numerous online tools that allow instructors to design and facilitate a wide range of immersive experiences that are student-focused, engaging, and instructive. At the Advancing Learning Conference in June this year, the presentations demonstrated a variety of ways to engage and instruct using technology, and in my presentation the focus was

on Google tools, especially Google Street View and Google Art Project. These two Google tools are suitable for online students because no account is required to access them, and the technology is fairly easy to learn and use.

Google Street View can be easily accessed via [Google Maps](#) if you have an address or specific location you would like to visit, or through [Google Street View](#) if you want to look at collections of famous places (e.g. palaces, geological features, or world

heritage sites).

Once immersed in a street setting, the student can manipulate where he/she wants to go by pointing on the road or sidewalk and "walking" there. The student can also zoom into buildings, and view photographs both of the inside and the outside of a building (as posted by other users). Students can be sent on a treasure hunt to find something specific, or left to wander and discover aspects of an environment in a less structured activity. There are numerous disciplines in which this tool would be applicable, such as studies of architecture, urban planning, geology, mathematics (measurement and angles), and history (just to name a few).

[Google Art Project](#) applies the same "zoom in and move around" concept, but focuses instead on cultural objects in galleries, and museums.



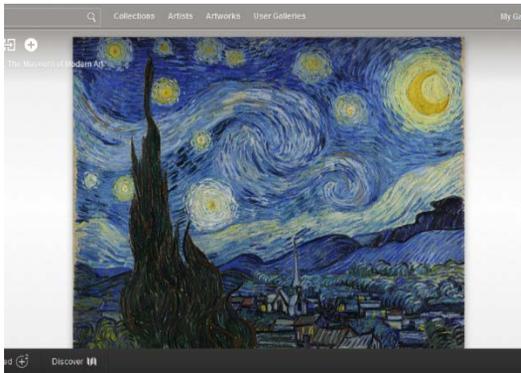
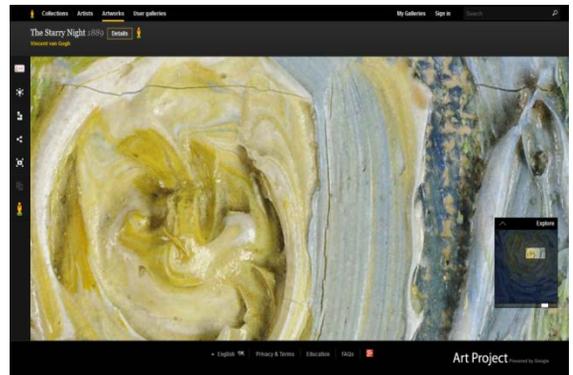
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These objects include paintings, sculpture, manuscripts, hand-made objects, fashion, and furniture. What makes Google Art Project unique is that you can not only virtually “walk around” in a gallery hundreds of miles away, but you can also get up close and personal with the artefact that has caught your interest. You can examine every brushstroke and crack in Van Gogh’s *The Starry Night*, or read straight out of a medieval Bible located in Frankfurt. Students can experience objects in minute detail, adding to their depth of understanding and inspiring a sense of awe and authenticity in their experience of the

learning moment. Fields that might find this tool useful include art, art history, history, gender studies, sociology, and ethnography.



Google has a variety of tools that educators can use easily and inexpensively to encourage active learning for online students. Google Street View and Google Art Project are just two examples that illustrate the potential for improved learner experiences in the e-Learning environment, but there are numerous other tools both through Google and other providers that can aid in engaging and instructing students of this technological age.

## 2013 ETC Reps

Algonquin – Farbod Karimi, Louisa Lambregts & Glenn MacDougall  
Boreal - Suzanne Huot  
Cambrian - Orville Andrews (Northern Rep)  
Canadore - Joan Perron  
Centennial – Omar Al Assaf  
Confederation – Don Duclos  
Durham - Chris Hinton (Eastern Rep) & Brett Clayton

Fanshawe – Sue Deakin & Steve Torrens  
Fleming – Alana Callan & Trudy Heffernan  
Georgian - Greg Rodrigo (Central Rep) & Amy Goruk  
Humber - Mark Ihnat  
La Cite – Michel Singh (French Rep) & Marie Nathalie Moreau  
Lambton - Lori Duquette (Western Rep)

Loyalist – Amanda Hunt & Amineh Olad  
Mohawk - Andrew Connery  
Niagara - Barbara Smith  
Northern – Jennifer Huggins  
Seneca - Valerie Lopes (Chair) & Kevin Pitts  
Sheridan - Brian Smith  
St. Clair - Rose Mousaly  
St. Lawrence – Louise Chatterton  
Luchuk  
CVVP Liaison - Peter MacLean (Northern College)

