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## Department of Instructional Design Presents



## Innovations in Teaching Showcase

Wednesday, April 8<sup>th</sup>, 2009

Program Schedule 12:30 p.m. - 3 p.m.

**Peter Deekle**

*Introduction*

**Anthony Hollingsworth**

*Take a BYTE Out of Greek*

**Andrew Thurlow**

*Digital Manufacturing Integration with Architectural Design*

**Michael Hall**

*Using Blackboard to Manage Undergraduate and Graduate Courses*

**Matthew Stein**

*Are They Getting This?*

**Madge Thombs**

*Just Click: Assess and Engage*

**Brett McKenzie**

*Simple Screen Casting*

**Michael Scully**

*Video as a Field R&D Tool: A User's Guide*

## Program Description

### ***Take a BYTE out of Greek***

**Anthony Hollingsworth, Ph.D.**

A valuable use of technology for me is as a supplement to the classroom lecture. Using a combination of applications, Quicktime, and the Internet, I provide students with extra material which they should know and can learn outside the lecture. For example, when learning ancient Greek, I provide for the students videos or "screencasts" that I record with a tablet PC and recording software of me writing each Greek character. In this way, students, can watch, review, fast forward, etc. the creation of each character at their own pace. These videos took me several minutes longer to produce than the actual time of the video. It was, therefore, an extremely easy process that offers a great deal for my curriculum. In fact, this procedure is so effective, I've created an entire course using a system titled the "Digital Scholia To Cicero" for Latin students.

### ***Digital Manufacturing Integration with Architectural design***

**Andrew Thurlow, M.Arch.**

Prefabrication and mass-production techniques since WWII have been predicated on the standardization of building systems. While overall configuration could change, tectonics and components were understood as prototypes: fixed, standardized and identically repeatable. Through the use of Computer Numerically Controlled production processes, new methods of fabrication can create building components from computer data and ultimately allow for differentiation into mass production. Repetitive non-standardized building systems, developed from investigations into materials, serial logics and design software, enable a new paradigm, in which local variations constitute continuous yet differentiated composite structures. Through these processes, it is now just as easy to make an infinite number of unique designs as identical ones.

### ***Using Blackboard to Manage Undergraduate and Graduate Courses***

**Michael Hall, Ph.D.**

Teaching online requires a different set of strategies to engage students, assess progress and create a learning environment of interactivity and collaboration. I will share best practices using the Blackboard course management system with both undergraduate and graduate courses to take advantage of available tools to create and maintain a flourishing learning environment.

## Program Description (continued)

### ***Are they getting this?***

**Matthew Stein, Ph.D.**

In the Spring 2008 and 2009 semesters I tried to get a handle on the answer to this question through use of a daily survey. Administered using Blackboard, the daily survey can be a tool for getting anonymous answers to specific questions or to get a sense of student comprehension. I will demonstrate how I use the Survey feature in Blackboard including: sample questions, student

### ***Just Click: Assess and Engage***

**Madge Thombs, Ph.D.**

Ever wish you could see what your students are thinking with a quick click of a button? Well, now you can! Using student response systems, also known as clickers, you can keep students engaged in class, do instant polling for opinions, get quick snapshots of student understanding of a topic, and gather data. This session will focus on the experience of using student response systems from both the instructor and student perspectives.

### ***Simple Screen Casting***

**W. Brett McKenzie, Ed.D.**

Video is nectar for our students. Screen casts are video captures of the on screen activity, usually with voice narration. Screen casts can show students how to use a software package or can even capture a video or audio stream from the web that can be packaged for a class. I have used screen casts in my computing course, traditional courses, and at professional confer-

### ***Video as a Field R&D Tool: A User's Guide***

**Michael Scully, M.A.**

They say "a picture is worth a thousand words," imagine the catalog of information one can gather with video.

During his presentation, Assistant Professor Michael Scully will demonstrate the ease and convenience of these new video tools. He will show the cameras and the software, and explain some of the basic applications. The idea, simply, is to show colleagues in other disciplines the potential of video in field work. It is entirely possible to take these tools out into the desert, up into the mountains, out onto Mount Hope Bay or down into the inner city to document conversations, record scientific data or observe human, animal and environmental conditions. Let video become a piece of your scholarly development.