CIRT NEWS

CENTER FOR INSTRUCTION AND RESEARCH TECHNOLOGY

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CIRT News is published four times a year by the Center for Instruction and Research Technology at the University of North Florida.

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Faculty Spotlight: Video Streaming Office Hours Using Twitch

Featured Faculty Member: Dr. Joshua Melko, Department of Chemistry

► Listen

Dr. Josh Melko, an Assistant Professor in Chemistry, wanted to extend office hours to a virtual space that would allow him to engage with students as if they were face-to-face. He chose to use Twitch, the video streaming service normally used as a hangout for video gamers who watch endless hours of people playing and streaming video games. YouTube seemed oversaturated with content and Melko felt that Twitch better aligned with the median age group of his students. Melko visited CIRT to consult on making his Twitch channel more identifiable as his own brand and to test live streaming hardware.

Twitch users typically have their own graphics and avatars that are customized to who they are. The Open Broadcaster Software (OBS) program allows streamers to incorporate graphics and video inputs, known as scenes, in their stream. One professor who streams on Twitch, Dr.WD40, served as an example of what Melko was looking for in terms of graphical enhancements. Dr.WD40 is a co-founder of The Knowledge Fellowship, a group whose purpose is to share peer-reviewed information through platforms like Twitch. Melko is also part of The Knowledge Fellowship community.

Melko wanted to use logos, emotes, and other graphics to make his page feel more like a community. He consulted with CIRT staff members Andy Rush and Mike Boyles for assistance with creating graphic elements and using them with OBS. OBS allows Melko to combine various elements on screen simultaneously and broadcast that screen to Twitch. The elements are housed in a template that provides structure to the screen. Also featured on the template are the title of the

stream and Melko's Twitter handle. By creating a logo, screen template, and other graphics that are consistently designed, CIRT will help Melko redesign his brand.

One of Melko's goals is to be able to stream on location in his research lab. Rush plans to have Melko come to the [CIRT video production space](#) to use professional recording equipment and try out some specialized hardware for live video streaming. One important piece of hardware that Melko will be testing is called a Stream Deck. A Stream Deck would allow Melko to control scenes in OBS, including videos, PowerPoint slides, and chat windows, while he is streaming. Successful incorporation of this hardware will make on location streaming in his lab possible.

If you are interested in exploring live streaming for your teaching or scholarship work please contact us at [cirtlab@unf.edu.](#)

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Director's Message: Online Learning Updates

Dr. Deb Miller, Senior Director

► Listen

As the demand for online courses in higher education continues to increase, so has concern for the quality of online education and its impact on student success. While there are many components of online education that can impact student success, the most standardized and least subjective component is the design and structure of the online course. Just as brick-and-mortar construction standards were used to build traditional face-to-face classrooms, online courses are now being built using rigorous, research-based standards for quality course design and format. Implementation of these standards increases the quality and accessibility of online education and reduces barriers to student success.

The Florida Board of Governor's (BOG) [Online Education 2025 Strategic Plan](#) identifies several

Online Education
2025 Strategic Plan
November 5, 2015

strategic goals focused on quality practices, including:

- the regular review of online course design, and
- a statewide faculty award system.

The intent is to create a culture of quality for online education in Florida by recognizing the development of high-quality online education statewide.

Florida Online Course Design Quality Designations
A BOG Quality Workgroup developed online course design quality review processes that use the Quality Matter standards, with a uniquely Florida process. These Florida Quality course design review processes are flexible enough to accommodate institutional differences and to work across all State University System (SUS) and Florida College System (FCS) institutions. The Florida Online

Course Design Quality review can result in a Quality or High-Quality designation. Both quality designations rely on the [Quality Matters (QM) Higher Ed. Course Design Rubric Standards](#), but the course review process is unique to Florida.

Since UNF's initial implementation of Quality Matters in 2012, more than [200 online courses](#) have successfully completed an [Online Course Design Quality Review](#). A review of courses offered in 2018 revealed that while more than 60% of online courses are being delivered by [TOL graduates](#), only about 12% of those online courses completed a quality review. Beginning 2019, online courses that have completed review will be tagged with a Quality indicator in the [FloridaShines course catalog](#).

UNF faculty who complete the TOL Foundation Course (TOL-TRACK A) may submit an application to participate in the self-paced DL Course Development (DCD) module. The DCD module was designed to guide faculty through the course development process and provide instructional design assistance as needed. Through the DCD module, participants design and develop a fully online course and complete an Online Course Design Quality Review. Successful completion of that review results in a quality designation and listing in both the [UNF's QM Reviewed Courses](#) list and the [FloridaShines course catalog](#), as well as a $2000 stipend to the faculty developer. For additional details, please see the [TOL DCD webpage information](#).

Excellence in Online Teaching Award
The statewide faculty award system is currently being developed by the BOG Quality Workgroup in conjunction with the Advisory Council of Faculty Senates, and is expected to include 3 award levels:

- President (1 per institution) - selected at each institution
- Florida (3-5 per year in SUS) - selected from pool of Presidential award winners
- Chancellor (1 per year in SUS) - selected from pool of Florida award winners

To position UNF to participate in this process, the Distance Learning Committee began working on a UNF Excellence in Online Teaching Award this fall. That award is expected to be presented at Convocation and is currently being reviewed by the Faculty Association.

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Upcoming Events
Registration is required for these events.

ONESEARCH: LIBRARY LISTS FOR CANVAS
Wednesday, January 23, 2019

CREATING PRESENTATIONS WITH MICROSOFT SWAY AND ADOBE SPARK
Friday, January 25, 2019

ONLINE TESTING BEST PRACTICES
Friday, February 1, 2019

For more events please visit the CIRT Events page

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Digital Thinking: ECAR Study of Undergraduate Students and Information Technology, 2018

Jessica Harden, Educational Media Coordinator
► Listen

The Educause Center for Analysis and Research (ECAR) recently released their 2018 Study of Undergraduate Students and Information Technology report. This report has been published annually for 15 years and is one of higher education's largest and longest-running studies on students' experience with technology. This year's report includes data from 130 national and international institutions and responses from more than 64,000 students.
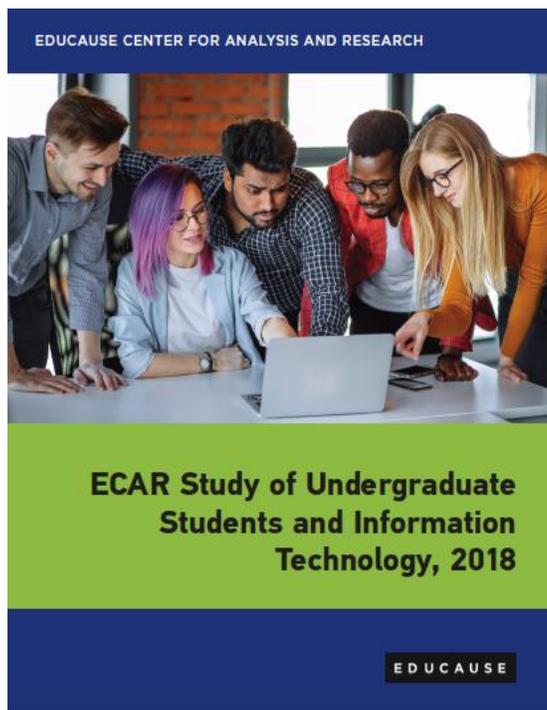
Trends in this year's report are congruent with past reports. Students consider laptops and smartphones essential to learning. Students are also generally pleased with their experiences with technology on campus, technology support, and their institution's learning management system (LMS). There are other new trends that bring a fresh perspective to student technology use both on- and off-campus. Below are some of the report's key findings. The full report is available through the Educause website.

One key finding of the report is that almost all college and university students have access to the most important technologies (desktop, laptop, tablet or smartphone) for their academic success, regardless of ethnicity, gender, age, and socioeconomic status. Students did report low levels of access to newer, and sometimes more expensive, technology like augmented reality, virtual reality, and 3D printers. Despite access to technology, certain demographics are more likely to report technology as extremely important to success when compared to their counterparts. This includes students of color, women, students with disabilities, first-generation students and others.

LMS use continues to be prevalent. Three-quarters of students are either satisfied or very satisfied with their institution's LMS. Additionally, over three- quarters of students reported their LMS was used in most or all of their classes. Most students reported a preference for classes that fell on the "blended" spectrum, meaning somewhere between mostly face-to-face and mostly online.

A majority (72%) of students report having good or excellent internet connection at their residence. Only 2% of students report having no internet access at their residence. Students also report spending one to four hours online per day doing homework and research. Contrary to popular belief, more than half of students report that they do not play video games.

The report concludes that students are serious about doing the work of being a student and using technology to help in their academic success. In fact, students see technology as vital to their academic success. It is important to use these findings to learn how to best leverage technology to support students and improve learning outcomes.

For more information about this report or to learn more about how CIRT assists faculty with teaching and research technology contact cirtlab@unf.edu.

Best Practices Online: Scaffolding Strategies for Student Success

Dr. Jann Sutton, Instructional Designer
► Listen

The number one reason to adopt new technology is to "increase student success" according to the 2018 CHLOE Survey of Chief Online Officers (CHLOE 2018, p.47). In any course format, whether online or face-to-face, we strive for students to be successful and demonstrate persistence not to give up or drop out. With the countless number of technologies and digital applications, how do we begin? What techniques or methods are available to the online instructor to retain students and support their learning? Are there straightforward ideas that can easily be implemented to address this concern? One well known cognitive strategy to support student learning and success is scaffolding.

When we talk about scaffolding we have to acknowledge Lev Vygotsky who is synonymous with the terms scaffolding and "zone of proximal development," the space where a struggling learner gains support from a more knowledgeable other (Fosnot & Perry, 2005). This concept of cognitive scaffolding can… "help learners enhance, augment, and extend their thinking skills…" (Stavredes, 2011, p. 73). Creating scaffolding opportunities can provide learners with the framework to understand complex materials.

This article will provide you with two specific scaffolding examples to support student success: (1) CIRT Start Here Modules and (2) reading/note-taking scaffolds.

The instructional designers in CIRT have created "Course Overview" modules in four different Canvas templates which provide a great deal of procedural scaffolding to help students get started in an online course. These modules consist of UNF institutional support such as academic student support services, accessibility statement, course expectations, library support and more. The introductory modules are designed to provide instructors with pre-packaged content containing the foundational information students need to understand the course structure and find valuable institutional resources. Check out the Canvas templates A-D to see the procedural scaffolding support provided in addition to their overall design differences and descriptions.
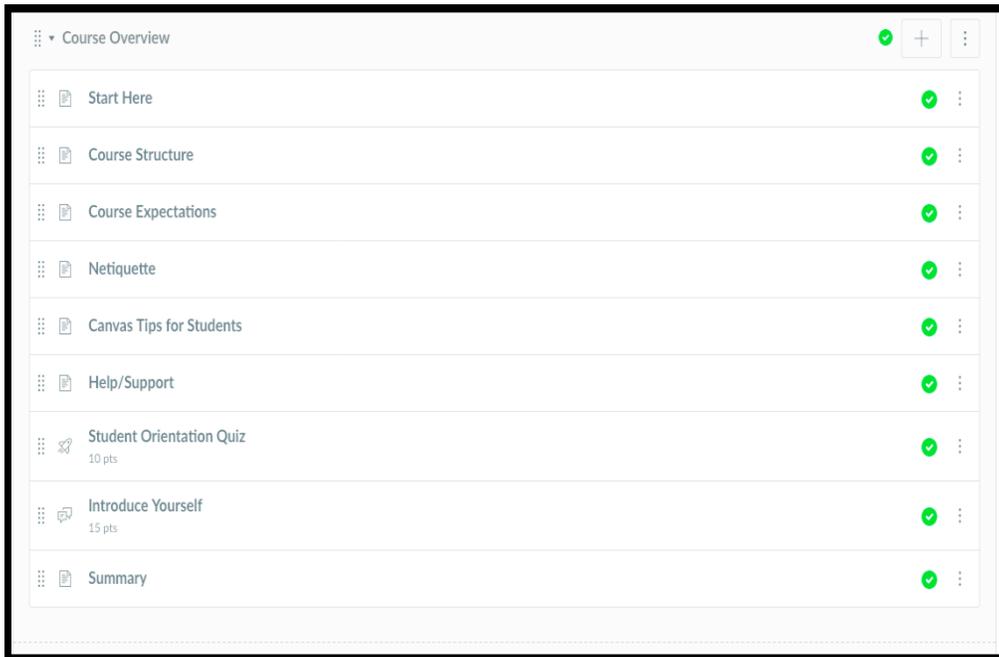

Image: Screenshot of Template B Course Overview Module

The instructional designer team in CIRT can provide you with assistance to begin using any of these templates.

A second type of scaffolding, conceptual scaffolding, helps learners to "to organize it [conceptual knowledge] into meaningful structures that support learning" (Stavardes, 2011, p. 95). During a recent instructional design consultation with Dr. Bess (Hope) Wilson, I discovered she will be using a conceptual scaffolding strategy for a new textbook she is teaching with for her Assessment of Learning and Behavior course. This spring Dr. Wilson will be creating a reading/note-taking guide for her students to support their understanding and refine their focus. Students will be able to use this document to concentrate on key concepts and vocabulary. They will also be able to answer questions to extend their thinking on specific topics. Bess anticipates that this document will also be used for note taking strategies, to promote student accountability, and demonstrate best practices to her learners. Two informative resources for creating study guides are: Utah State University Academic Resource Center, Creating Study Guides and Types of Graphical Organizers, Exhibit 9.2 from the text, Effective Online Teaching: Foundations and Strategies for Student Success by Tina Stavredes, 2011, note that this text is used for CIRT's Teaching Online Foundation course.

Type of Scaffolding	Subtypes	Examples	Use in Course
Procedural—supports learning how to navigate the course environment and engage in learning activities	Orientation	Course orientation at institutional level	
		Course orientation using Blackboard 9.1 tool	
		Develop your own course orientation	
	Expectation	Faculty Expectation Statement	
	Resource	Critical thinking process; reflective process	
		Writing and research resources	
		Plagiarism detection tool	
Metacognitive—supports development of general academic skills to help learners manage their learning	Planning	Course overview	
		Course road map	
		Unit overview	
		Unit checklist	
	Monitoring	Templates, worksheets, worked examples	
		Unit checklist	
		Time logs	
		Note-taking tools	
	Evaluating	Grading rubrics/scoring guides with self-evaluation strategies	
		Self-reflection at end of activity	
Conceptual—supports learners when they encounter new information or information that is difficult to understand		Definitions	
		Study questions	
		Study guides	
		Outline	
		Graphic organizers—diagrams, concept maps, etc.	
Strategic—emphasizes alternative learning pathways that can be applied to the learning context to meet the diverse needs of learners		Alternative explanations	
		Probing questions	
		Hints	
		Worked examples	
		Supplementary resources	
		Expert advice	

Exhibit 10.1 Cognitive Scaffolding Planning Tool (Stavardes, 2011).

The Cognitive Scaffolding Planning Tool (see image) is also available in this text and provides a quick view of the different types of scaffolding with various examples.

It is important to note there are many individual factors that can attribute to a student's success. We focused on one type of teaching strategy, scaffolding, as a path to develop supportive online courses. The overall quality of an online course is paramount to student success and is one of the reasons UNF has adopted the Quality Matters course design and review process. See the CIRT website to learn more about UNF's quality course initiative.

What are your scaffolding tips that support student success? We would love to hear from you. Send a note to Jann Sutton at j.sutton@unf.edu to share your idea.

Resources

Fosnot, C. & Perry, R. (2005). Constructivism: A Psychology Theory of Learning. In C.T. Fosnot (Ed.), Constructivism: Theory, Perspectives, and Practice 2nd edition (8-38). New York: Teachers College, Columbia University.

Legon, R. & Garrett, R. (2018). The Changing Landscape of Online Education (CHLOE) 2: A Deeper Dive, Quality Matters & Eduventures Survey of Chief Online Officers, 2018.
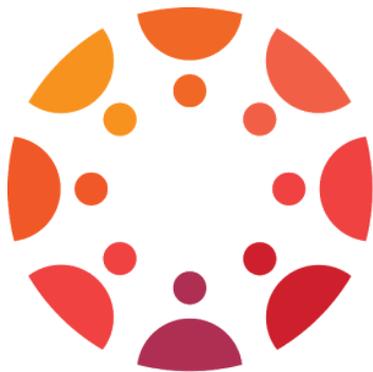
Stavredes, T. (2011). Effective Online Teaching: Foundations and Strategies for Student Success. San Francisco, CA: Jossey-Bass.

Canvas News

Daniel Mainwaring, Assistant Director of Online Learning Support
Sam Maletta, Coordinator of Online Learning Support

New Feature Update
Turnitin is coming to the University of North Florida. Vericite was purchased by Turnitin, and the Canvas integration is currently being investigated. We'll provide updates in newsletters such as this, but if you're interested in potentially piloting Turnitin, please contact Daniel Mainwaring at d.mainwaring@unf.edu and he'll be happy to talk with you.

If you are using Narrated PowerPoints in your course we have enabled the use of the Office365 tool in all courses so you can share your presentations without affecting course file size. To learn more about this tool please see CIRT's article on using the Office365 tool.

Canvas Support Options
As we move into the new semester, we want to highlight some resources that will help with successfully beginning a new term. One of the best resources is the UNF Knowledge Base, which has 81 articles spread across 21 different categories. The articles range from how to cross-list or de-cross-list a course to how to copy your course and more.

For more detailed information about how Canvas works, we recommend checking out the Canvas Guides. The guides are an exhaustive resource that can walk you through how to do almost anything in Canvas, and there is a robust community to engage with as well.

If you're not already subscribed, we'd also recommend checking out the LMS News and subscribing to receive those notifications by e-mail. This will provide you with updates about changes to Canvas, as well as letting you know when there are potential issues.

CIRT also offers informative workshops that will be of interest to anyone using Canvas. These include:

- Canvas Basics: This hand-on session is geared toward face-to-face instructors on learning the basics of Canvas. Topics covered include how to create different assessment types, grade columns, file uploads, and a Gradebook overview. Register here.
- Canvas Advanced: This workshop covers the advanced features and functionality of Canvas tools. Topics include Modules, Conferences, Discussions, Rubrics, Quizzes, Grades, Course Settings, and more. Canvas basics, Canvas 101, or a general understanding of Canvas is a recommended prerequisite. Register here.
- Hosting Virtual Class Meetings and Office Hours: In this workshop participants learn about the best practices for hosting virtual or web-based class meetings and office hours. Topics include demo of Canvas Conferences, available tools, and strategies for facilitating virtual meetings. Register here.
- BlueJeans: In this workshop participants learn the basic and advance functions of BlueJeans, a cloud video conferencing tool. Topics include best practices to moderate meetings, schedule and record meetings, upload content to meetings, download and upload recordings to Canvas. Register here.

View a complete list of the upcoming events, as well as handouts from past events on our Events page.

Did you know that you and your students have access to 24/7 Canvas support? By clicking the Help button from the bottom of the Global Navigation bar you can get immediate help with Canvas anytime. From the Help Menu you can receive immediate support via chat or, if it is not a pressing issue, you can log a support case. If you prefer phone support, the Canvas Support Hotline number, 1-833-665-7261, is available 24/7 with live support representatives standing by. The Hotline Support Number for students is 877-399-9102.

Who to Contact?
This matrix can guide you to the right support agent.

	CIRT	24/7 Canvas Support
Canvas How To's	x	x
Error in Canvas	x	x
Missing Course Shell	x	
Instructor Assignment	x	
Student Activity Questions	x	x
Uploading Quiz Pools	x	

For any Canvas questions, instructors should contact CIRT at 620-3927 or cirtlab@unf.edu. Students can contact the ITS Helpdesk at 620-4357 or helpdesk@unf.edu.

Schedule a one-on-one Canvas consultation today at http://cirt.libcal.com/appointment/30480

Register now for instructor-led Canvas Online Training on the CIRT Events page.

New in CIRT

Socrative Pro Available

CIRT has Socrative Pro licenses available for faculty use. Socrative is an app-based alternative to classroom clickers that supports polling, interactive quizzing, and team-based activities to boost classroom engagement and provide students with instant feedback.

Contact cirtlab@unf.edu if you're interested in adoption or learning more.