



THE OHIO STATE  
UNIVERSITY  
NEWARK

# Teaching @ Newark

## Teaching with Technology, 2018



As we've all heard by now, Ohio State is providing every incoming first-year student with an iPad Pro, Apple Pencil and smart keyboard this fall. We are now a Digital Flagship University. What will that mean for our teaching? The associate director in charge of the iPad deployment talks about faculty and students gaining Apple expertise in app development and coding. ODEE employees envision students making professional-quality videos of their fieldwork and podcast series of their study abroad trips. Some 2000 students will be in iPad-only classes this fall, including 100 on our campus. Meanwhile, some of us may never turn on our classroom computers and still find Carmen Canvas an annoyance. I am reminded of author William Gibson's quote, "The future is already here—it's just not very evenly distributed." This semester's newsletter will summarize what the Flagship initiative will mean for our campus this year, including a description of what our students will now all have and where we can find more information; it will preview plans—including training opportunities—for future expansion; speak with faculty and staff prepping iPad classes this year; and then look beyond iPads with our IT staff to lay out the variety of tech and support available to us on the campus, and what they see us needing in the future. Finally, I'll recommend the Top Five things that OSU students say they want from professors right now regarding the technology they use to navigate our classes and activities.

*M. E. Weiser*

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# Ohio State University Digital Flagship Initiative commences this month

## What Is It?

Starting autumn semester of 2018, incoming first-year students at all OSU campuses will receive iPad Pro packages.

As Dean MacDonald said when it was announced that regional campus students would be included in the initiative, "For some courses, the iPad will be a tool that professors and students use collectively and with multimedia technology in the classroom to engage with subject matter. I am excited about that kind of experience, but I am even more excited about what we have yet to imagine doing with the technology."

The goal of the initiative is to provide students with tools to enhance their career-readiness for the technological economy in which we live. An app development lab in Columbus will provide training and certification to students who want to develop new apps, and all students will have access to an online course in coding.

Regardless of their eventual technological prowess, however, the iPad will provide all our students with a consistent way to access the internet, do research, type a paper, construct a spreadsheet, take notes and photos, participate in class discussion groups, publish documents, websites...all those activities that are a necessary part of college life. "I have students who have to type their papers on their phones," noted one Newark professor. "This is a game-changer."

## What are our students receiving?

Starting with the fall 2018 semester, first-year students receive an iPad Pro package that includes the iPad in a protective case, an Apple Pencil for writing and a Smart Keyboard for typing, a 1-year device warranty and three years of AppleCare+ protection. They can use this package during their OSU careers and keep it if they graduate. Although OSU owns the technology suite, they strongly encourage students to personalize the iPad and use it for managing academic life and other activities.

## How familiar will students be with their iPad?

Device deployment in Newark occurred at multiple points over the summer, meaning some students have had access to this technology since May and others not until right before the start of the semester. The Digital Flagship staff in Columbus strongly encourage us faculty not to expect that our students are

all "digital natives" who know intuitively how to do everything. This will be a learning curve for all of us.

## What apps will students be using?

Students receive the Microsoft Office 365 and Adobe suites (Word, Excel, Photoshop, etc.), and a growing number of other apps free through each student's OSU Self Service app. (They can download apps from the Apple App Store, as well.) After the Digital Flagship pilot, students and staff are focusing on three other apps for this first year:

- One is of course OSU's learning management system, Carmen Canvas.
- One is the multifunction notetaking app Notability, which allows students to take notes (written or typed), add photos/films, and also annotate documents, such as pdf's of articles or your lecture slides.
- One is the electronic whiteboard Explain Everything, particularly useful for practicing/demonstrating knowledge of processes.

## How do students learn to use their iPad?

**Orientation Sessions:** When students receive their iPads during orientation, they learn to pair their Apple Pencil, install from the app store the OSU Self Service app and its component apps OSU and Discover (a great app of tips to OSU built by & for undergrads), access the Digital Flagship Handbook (see below) and use Apple Notes. Students are encouraged to explore Notability and Explain Everything.

**Online Tutorials:** Digital Flagship offers multiple how-to videos on Notability and Explain Everything through their website <https://digitalflagship.osu.edu>. The Discover app also currently includes tutorials for using CarmenCanvas, BuckeyeBox, & iCloud.

**University Survey (EXP) Courses:** The classes will include tips and tricks for students to use their iPads to support their learning and Ohio State experience. They will learn the basics of apps such as Notability and the Carmen Student app, along with features such as Markup and taking screenshots. Students will complete assignments with their iPads and learn how the technology can supplement their learning in and out of the classroom. Above all, students will be encouraged to share their knowledge with each other to disseminate the tips they learn.

# INTRODUCTION



**Digital Flagship Handbook:** This helpful iBook should be a must-read for everyone at OSU—including you, faculty person! Its searchable compendium of tips and resource links covers everything from using Word, Carmen, and BuckeyeBox to collaborating digitally, protecting data, and creating videos. <https://digitalflagship.osu.edu/students/resources>

**SC 1101:** Melissa Buelow and Brad Okdie are each teaching a 7-week section of the 1-credit Arts & Sciences 1101 course: "**You got an iPad for school, now what? Learn to use the iPad for academic success.**" Students will learn digital strategies and specific apps to enhance their college experience with technology. The goal is to increase the extent to which students make use of the iPad in classes.

**Our Classes:** All first-year students in your classes this fall will have an iPad. Can you envision ways to encourage them to use it for research, writing, group work, etc.? If you're familiar with iPads, can you model their use yourself? If you're not familiar, see the next page for training opportunities. Apple also has an excellent e-guide at <https://help.apple.com/ipad/11/#/iPad997da805%20>.

## Will everyone get an iPad?

Only first-year non-transfer students will be receiving iPads. In Columbus the iPad impact will grow slowly over the next four years, but on campuses like Newark's the impact will be immediately dramatic.

## What if they lose or break their iPad?

If the iPad is damaged, AppleCare+ covers repairs for 3 years for \$49. (Hardship waivers are available.) The iPad can be remotely disabled, rendering it unusable if stolen or lost. Students may be issued a "loaner" iPad for the rest of their college years.

## Won't this be distracting in my classroom? Can I ban the iPad?

It *can* be and you *could*. Or you could help them learn to navigate the distractions we all face today. Claire Kamp Dush in OSU's Human Sciences Department recommends admitting that we are all distracted online, and then sharing strategies we've learned (beyond willpower) to stay focused. Her tips are compiled in an excellent blogpost called "How to Succeed in College," which you can find at [go.osu.edu/mostimportant](http://go.osu.edu/mostimportant). It may be something to share with students.

Specifically for electronic distractions, she recommends to students that they:

- **Turn off all notifications.** This means email, Snapchat, news, etc. You are in charge of your time—not your device.
- **Turn your device to do-not-disturb when in class or studying.** Tell friends an hour later, "I'm sorry, I was really trying to (study/listen). Now I'm done—what can I do for you?" If you feel uncomfortable doing this, ask yourself why.
- **Use apps like Freedom and StayFocused** to block websites that distract you at certain times. (As a news junkie, I've personally started blocking the *New York Times* after 9:30am & pm—more work *and* more sleep!)

By naturalizing distraction, we help students gain control over it and learn how to live their lives.

## Opportunities for Faculty

Do you want to learn more about teaching with technology? Various opportunities exist:

- 1) Sit in on **ASC 1101 "iPad Success"** classes taught by Brad Okdie (T 10:20-12:10) or Melissa Buelow (F 12:45-2:35), first 7 weeks only. Both welcome interested faculty.
- 2) Attend some of the 90-minute on-campus sessions throughout the year that will lead to a teaching endorsement in Technology-Enhanced Learning from the University Institute for Teaching & Learning. Watch for an email from Elizabeth Weiser for dates/topics later this fall.
- 3) You can also take teaching endorsement sessions in Columbus—see <https://uitl.osu.edu/endorsement/technology-enhanced-teaching>
- 4) Learn at your desk by watching some of the many Instructional Videos ODEE has made: See their Resource Center menu at <https://resource-center.odee.osu.edu/>

## Newark Faculty Teaching with iPads? What will they do?

So how can this new tech in students' hands be incorporated into classes? It's a gradual process, for both students and faculty. Seven faculty/staff members were part of the initial cohort of the Digital Flagship Initiative, going through four days of training in May in the use of various applications and equipment for teaching. Here's what they'll be doing:

Students in **Max Gulick's EXP 1100 University Exploration Survey** will learn tips and tricks and helpful apps, and then immediately apply them in iPad-based assignments to facilitate their learning.

Students in **Matthew Tidwell's ENG 1110.01 First-Year English Composition** will initially replace paper materials that inhibit classroom interaction. Physical journals will be replaced with Notability, which should allow for a closer-to-real time interchange of ideas between students and instructor. Padlet and Explain Everything may be alternatives for whiteboard presentations—Padlet because it allows texted responses from students on the screen, and Explain Everything for walking students step by step through information. “My hope is that, beyond replacement, we can use iPads for shared writing exercises or even an ongoing class sample essay (probably through Google Docs), and in a more immediately useful vein, the collection and sharing of various secondary research articles,” Tidwell added. Students in **Mike Trovato's ENG 1110.01 First-Year English Composition** will also be part of an iPad-required class.

Students in **Kenneth Madsen's SAGE** learning community class for **GEOG 2750, World Regional Geography**, will be saving money with the new e-textbook option that they can read and reference on their iPad. Some paper-based activities will be converted to iPad format and the technology will also be used for small group and class-wide interactive activities, for instant polling, and for distributing and collecting assignments electronically.

Students in **Brad Okdie's PSYCH 1100 Introduction to Psychology** class will use the iPad to show their learning of difficult concepts in new ways. For example, when learning about the structure and function of neurons, students will be required to use a digital whiteboard app (Explain Everything) to draw, narrate,

and animate how neurons communicate with one another. “Because this process will involve students actively engaging with the course content,” says Okdie, “I expect their knowledge of this difficult concept to increase.”

Students in **Melissa Buelow's PSYCH 2300: Research Methods**, although not an iPad-only class, will experiment with iPad use for future semesters. Students create their own mini-research study, from initial idea to completed research paper, and they will now be able to design the entire study on the iPad and then recruit participants across campus for this class assignment. The inclusion of the iPad for this semester-long project allows students the experience of actually collecting data for a “study,” and could encourage continued participation as a researcher. In her other courses, Buelow notes, students will be able to use the iPad to color and label different brain structures, which should help with memorization of this material. She adds that “On a more day-to-day level, I typically give students paper copies of fill-in-the-blank PowerPoint slides. As increasing numbers of students have iPads in the future, I'll be sending the fill-in-the-blank slides via AirDrop at the start of each class, so that students can take notes electronically on the iPad with the Apple Pencil.”

Students in **Elizabeth Weiser's ENG 2280 The English Bible** class, while also not iPad required, will have access to readings electronically and be encouraged to annotate texts on devices if they have them. Students in her spring iPad-required **ENG 1110.01** course will in addition use the iPad camera to gather visual images for initial analysis and will also turn their final essay into a short persuasive iMovie.



Photo of Flagship trainers on campus by Emma Villanueva

# Tech at Newark? There's a lot more than iPads available!

Shawn Mason, Senior Systems Specialist and the head of Classroom Support, showed me what we have. You can reach them to generate a work order at Founders 196, 740-366-9244, or [NWK-helpdesk@osu.edu](mailto:NWK-helpdesk@osu.edu).

## Available in-classroom

**Computer workstations and projectors:** They are in nearly every classroom by now.

**Panel controls:** These buttoned control panels for the projector, hardwired into classrooms, are gradually replacing older remotes.

**Document cameras:** 80% of classrooms now have these small camera arms replacing bulky overhead projectors. They project paper or objects onto the screen, or can be turned to pick up students.

**Apple TVs:** Available now in about 10 classrooms (mostly Reese and Founders), with projections to double throughout the fall. You and your students can beam what's on your/their iPads to the screen.

## Available from the IT HelpDesk:

**Laptop carts:** Brought to your classroom for student use. See computer labs below if you find you request a cart all the time.

**Presentation remotes:** Let you walk around the room while clicking through slide presentations.

**WebCams and Skype:** Distance conversation with another classroom/guest lecturer? With a work order, IT can set you up so you can see and hear each other.

**Mics:** Big class? Your Skype session can include a large mic to capture student comments.

**Wireless Apple TVs:** Not ready yet, but soon available for loan.

**Recording a classroom:** With advance notice, IT can send a videographer to film your class/speaker.

**Coming soon:** Padcaster set-up, for easy DIY filming with the iPad.

## Other supports:

**Computer labs:** There are four open labs on campus; others can be reserved sometimes. Jeremy Pursley in the Space Management Office ([pursley.16](mailto:pursley.16)) can schedule your class for specific dates.

## What is NOT available:

**Loaner iPads:** So far, there is no plan to have the iPad equivalent of laptop carts.

**VCRs:** It's time to update! Click Media Streaming for a list of sites on the library website (I use Films on Demand); see ODEE's Secured Media Library. Librarian John Crissinger ([crissinger.5](mailto:crissinger.5)) can also order any DVDs you need. The IT HelpDesk can convert a few videos ("one or two"). IT in Columbus may handle more for you. But VCRs are going away.

**The Ohio State Newark network:** We are transitioning to the centralized Ohio State system. This will include migration of both our storage (H:) drives and our email accounts, and it may well mean a few glitches as we start back. Mason, however, showed me clearly that the goal of everyone at IT is, as he said, to "make the transition as smooth—as invisible—as possible."

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## Top 5 Things Students Want Us to Know about CarmenCanvas

Last fall, CarmenCanvas staff sat down to talk with students about their experience with the course management software. Here's what students said:

1. **Use Carmen.** While your experience may be that you use it for none of your classes, students' experience is that you are an outlier. To them, everything is available through Carmen...except your class. This makes it hard for them to manage.
2. **The feature they use the most is the Calendar.** I admit this was both surprising and irritating to me—I set my class up differently—but again, for students struggling to juggle multiple deadlines, the calendar is what they look at to know what's due when. Ideally not just assignments and tests but readings, postings, homework, etc.
3. **Post grades in Carmen.** Students say this helps them know how they're doing and relieves stress. Canvas allows them to track their progress—and they really use that function.
4. **Put your syllabus under the Carmen Syllabus tab.** It's different than the paper set-up, yes, but students expect to find it there.
5. **Be consistent, be organized.** Canvas is designed to allow maximum instructor flexibility...which means everyone uses it differently. ODEE has a plethora of articles and short videos on best practices they've discovered. They even have model templates. Reconsider your set-up with resources from <https://resource-center.odee.osu.edu/carmencanvas/>

# Tips for Tech Teaching

Good teaching with technology is like any good teaching. Recommendations from the Office of Distance Education & eLearning as well as the University of Michigan's Center for Research on Learning and Teaching for redesigning a course to include technology include many familiar points:

- Begin with your course goals: What key information and perspectives is it important for students to understand and remember in the future?
- When applying the goals to course design, consider what activities will allow students to engage in:
  - Critical thinking, where they analyze and evaluate
  - Creative thinking, where they imagine and create
  - Practical thinking, where they solve problems/make decisions
- Only now consider how technology might enhance those activities. The Digital Flagship staff recommend prioritizing “the options that employ active...learning and assessment. Are the students doing, designing, creating, processing, or representing? Or are they demonstrating memory by reproducing the information they learned passively?”

Many educators have learned the SAMR model of introducing technology.

- **Substitution** (the tech replaces non-tech with no functional change—students write lecture notes in Notability rather than a notebook)
- **Augmentation** (the tech replaces but with functional improvement—students incorporate photos and outside readings into Notability notes, search their notes, organize them by topic & color, etc.)
- **Modification** (tech allows for significant task redesign—students make a movie of an internship or field experience rather than writing an essay)
- **Redefinition** (tech allows for new tasks previously inconceivable—students animate a scientific process to demonstrate mastery, then share it publicly on a class website explaining multiple processes; students discuss via Skype geopolitics with a class overseas; students recruit all campus students into their research project, etc.)

Educator Christopher Bronke suggests that we think less about *tasks* and more about *why* the tech is introduced. Sometimes the goal really is for students to gain **Proficiency** with tech they'll need in the workforce. Sometimes making them more **Productive** (in note-taking, for instance) is a worthy goal. Sometimes we seek to **Progress** Learning—that is, provide more feedback to students using less of our own time (having them record their group work, or recording not typing our comments, for instance). And sometimes we should want students to create a **Product**—something more public, more “real-world” than yet another nearly-unread essay or exam.

- Set expectations and be transparent: What do you expect from discussion posts? Which Carmen features are you using? How “perfect” do you expect an assignment to look/function when it's in a new mode?
- Pay attention to practicalities: Make sure the classroom you're assigned to has the tech you'll need *before* the semester begins.
- Don't assume students are digital natives. Knowing how to game, Snapchat, and stream music is not knowing how to use course management software or design a webpage.
- Don't feel you have to teach students all the new tech. Recommending an OSU or YouTube video tutorial gives them access to learning in a way they are familiar with, and lets them learn at their own pace.
- As with any change, GO SLOW. I was taught to make only one major change (in texts, delivery methods, assignments) each time I taught a class, and this advice has served me well to keep my career in balance.

*Consider signing up for the Digital Flagship Initiative faculty cohort next year – in addition to training you get the iPad Pro/keyboard/pencil package I just used to produce this newsletter!*

## TECHNOLOGY MELTDOWN?

Access available help:  
Newark IT Services, 196 Founders, 740-366-9244, [NWK-helpdesk@osu.edu](mailto:NWK-helpdesk@osu.edu);  
Columbus IT, 614-688-4357, <https://osuitsm.service-now.com/self-service/#/>;  
ODEE Resource Center, <https://resource-center.odee.osu.edu>

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