

# Technology Test Kitchen

*Academic Technology Institute at Keene State College 2016*

Wednesday June 1st 3:00-5:00pm

## Our featured Test Kitchen “Master Chefs”

### **Karen Cangialosi** (Keene State College)

Karen will be demonstrating an app that helps you easily create a green screen video. The app is TouchCast Studio and you'll see examples of Karen's green screen work and watch her as she creates one right before your eyes!

### **Steven Covello** (Granite State College)

Steve will show how to use Twitter to create a channel between your class and the community of professional and scholarly practice.

### **Elizabeth Dalton** (Granite State College)

Elizabeth will be showing eBook authoring and publishing, providing us with a taste of several different platforms and delivery methods.

### **Julie Moser** (Granite State College)

Julie will be serving up a simmering description of blogging and RSS feeds for students and faculty and how they can be used for Open.

### **Michael Nieckoski** (Keene State College)

Watch Michael as he demonstrates how to use the Creative Commons plugin for Microsoft Office. With this free addition to Office, it's easy to add CC licenses to your Office materials in Word, Excel and Powerpoint.

### **Scott Robison** (Plymouth State University)

Scott will be preparing a demonstration of Hypothesis, a web markup tool that permits annotating web pages using layers.

### **Dena Shields** (Keene State College)

Join Dena as she cooks up quizzes within video using Kaltura's new Quiz-in-Video feature.



Visit the **Gadgets and Gizmos** area to see and try out some helpful educational technologies you can use in your classroom and your research.

# Recipe for Using Touchcast to Create Video Presentations with Green Screen

By Karen Cangialosi

Making lecture or presentation videos that are fun and interesting may get your students to actually watch them. With Touchcast, you can create interesting videos of yourself teaching with creative backgrounds. This iPad app is free and relatively simple to use once you have set up a makeshift low tech 'studio'. Having yourself appear in a lecture video personalizes it much more than just a voice over PowerPoint or a head shot within Camtasia or other screen recorder. Write on your embedded PowerPoint slides, write on a smart board or over images, present short video clips within your video, embed other apps within the video like a 'poll' for clicker type questions and more. You can upload your finished videos to YouTube or save them to your computer or iPad and share via Canvas or Moodle.

## Ingredients:

- Room with good light but no shadows on your background screen
- iPad (with Touchcast app downloaded)
- iPhone (with Touchcast remote app downloaded)
- iPad tripod (can be bought or rigged up)
- External iPad microphone (optional)
- Solid colored light Green or blue bedsheet (or other cloth or poster boards about the size of a full bedsheet wide and half the length).
- Wear clothing that is any color other than your green screen sheet (more contrast is better)

## Directions:

Find a quiet room for recording. Hang the sheet on the wall so that it is smooth. Position the iPad on the tripod to record you speaking in front of the sheet. Use your iPhone as a remote to change Touchcast settings. Plug in external mic for better sound quality. Open Touchcast app and go! Upload a photo or video for your background, or use a Touchcast template to make it look like you are in a news studio or in front of the ocean, or any interesting place. You can add in your PowerPoint slides so that they are very large behind you like in a conference hall, or make yourself larger in comparison. Lots of options to learn about in this tech kitchen tutorial!

Below are some example videos that I have made:

**Turning earth video:** <https://youtu.be/tlbqFey-IUU>

**News Studio:** <https://youtu.be/Dwyex7FkCD4>

**Still photo background with slides:** <https://youtu.be/BK1KrCsNiu4>

**Conference hall:** <https://youtu.be/degShrXKUTI>

**Ocean Waves:** <https://youtu.be/g-N85OlwyNo>



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# Using Twitter as a Search Engine

Chef: Steve Covello

Twitter can be used like Google -- as a search engine! You don't even need an account. Learners can sample information from a current realtime stream of relevant content and compare their findings against literature or course discussion.

## Ingredients:

1. Internet access via browser
2. A purpose for curating good content and sharing it.

## Directions:

3. Post an activity in your class where students can share their findings on Twitter with the rest of the class (Discussion Forum, blog, wiki, etc.).
4. Send student to the Twitter search URL: <https://twitter.com/search-home>
5. Offer guidance on what to look for. Provide hashtags or direct them to locate lists of hashtags (on Google) used in professional or scholarly practice.
6. Post instructions on how to post findings. See examples below.

## Mix it up!

Advise students to post their findings in a shared resource or forum with the following information:

1. Summarize the content of the findings.
2. Include the hashtag used to find it.
3. Include the author of the tweet (account info) and any significant background information about the author or organization who tweeted it.
4. Describe how the findings relate to the course topic or challenge.

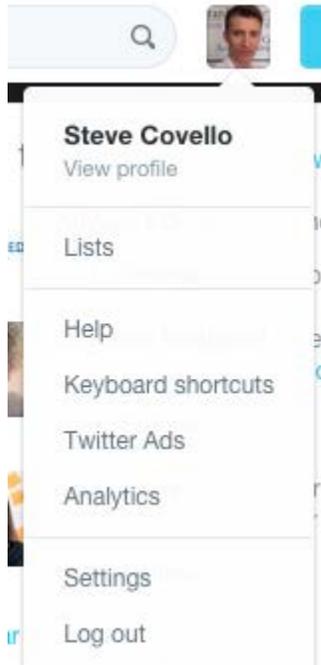
## Why this tastes so good!

- Twitter is an authentic tool for practitioners to become immersed in an area of interest. Students can benefit from learning how to use Twitter to advance knowledge, build follower networks, and gauge contemporary discourse in their area of interest. Hashtags offer opportunities for students to monitor specific sub-topics or industry segments where their future interests lie.
- Utilizing contemporary issues as a basis for analysis and application of new knowledge accelerates proximity to authentic practice.
- Developing a course-wide knowledgebase supports personal learning network development and supports the principles of Social Constructivist learning.
- Issuing an assessment of student work that is based on immersion in real world situations may be a more valid predictor of students' future professional peer interactions, as it more closely resembles the actual tasks they will be expected to perform in the field.

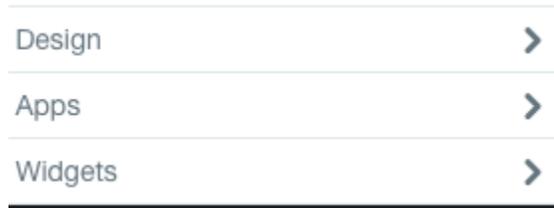
**The Bottom Line:** Students may find activities more meaningful if they can apply their new learning to what is happening right now in authentic practice. This is preferable to simply asking students to comment on what is written in a textbook.

## How to add a Twitter widget in your course:

1. Log in to your Twitter account.
2. Access your Settings, which you can see when you click on your profile image in the upper right corner.



3. Click Settings.
4. Click on the widgets tab ==>>>
5. Click on Create New
6. Click on the Search tab
7. In the Search Query box, type  in a search term. This can be a hashtag (#bowling) or a simple search term (criminal justice).
8. Click the blue Create Widget button.
9. Copy the embed code under the Preview panel.
10. In your course, add a new HTML block or widget.
11. Within the HTML block/widget, set the content area to HTML view. When the HTML panel appears, paste in the widget embed code. Save.



The tweets will update automatically. If you need to change the search term, you can reuse your widget in Twitter and just change the search term. Generate a new widget embed code and replace the old code in your course.



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## Technology Test Kitchen ATI 2016

# RSS & Blog Café's Simple Solutions

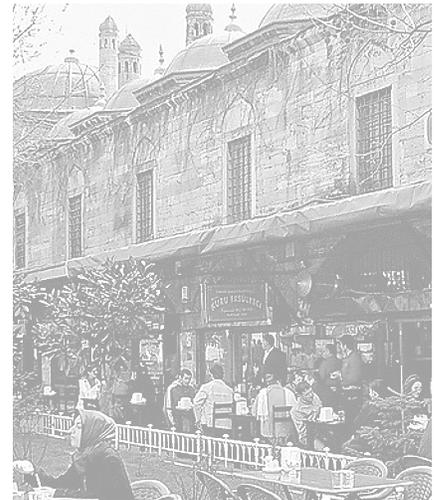
**Description:** It's summertime in the city and the sidewalk cafés are abundant with the sights and smells of coffee, pastries, and vibrant conversations. Imagine a world where you can sit at café table and choose which conversations you want to hear and when. And if you want to join a dialog? You can share your insights with other conversations already in progress or you can even begin your own conversation that others can join. This recipe will explore the ingredients needed to tap into this experience - oooo la la!

### Ingredients:

- A Really Simple Syndication (RSS) Reader – Your Choice!
  - Example: [Feedly](https://feedly.com/i/welcome) - <https://feedly.com/i/welcome>
- A List of Relevant RSS Feeds and Blogs
  - To practice, you may want to explore "Best Of" lists, such as: <http://www.edtechmagazine.com/higher/article/2016/05/higher-ed-must-read-it-blogs>
- Optional: A Blog to Begin Your Own Conversation
  - Blogger - <https://www.blogger.com>

### Directions:

1. Relax - ☺ this will be fun!
2. Explore the ingredients listed above and play with them to see how they work
3. Reflect on your class and think about whether learning outcomes, activities, and assignments can be enhanced by using / encouraging the use of RSS feeds and/or blogs
4. In the spirit of "open," exchange ideas and experiences with other faculty



### How Does Using RSS Feeds and Blogs Embrace "Open" Education?

- Allows classrooms to monitor topics or events as they unfold – beyond the "ranch" of the Learning Management System (LMS)
- Encourages learners to be self-directed and disrupts traditional top-down hierarchy of education (participatory learning community)
- Increases student collaboration and encourages users to share and explore ideas in new ways

**Remember:** Privacy with blogs and responses to online conversations is not a given – be mindful of this, remind participants, and adjust as needed.

# Creative Commons Add-in for Microsoft Office

This add-in from Microsoft enables you to embed Creative Commons licenses directly into Word, PowerPoint, and Excel documents. It creates a menu item in the Office application and you can create different licenses depending your needs. To apply a license to a document, spreadsheet or presentation, just go to the Creative Commons menu, then pull down the license that you'd like to affix to the document.

## Ingredients:

1. Computer with Microsoft Office installed
2. Add-in from Microsoft web site

## Instructions:

1. Download the version of the add-in for your version of Office. Full instructions are on the page: <https://www.microsoft.com/en-us/download/details.aspx?id=13303>
2. Close out of all Microsoft software (including Outlook).
3. Install the add-in according to the instructions on the web page for your flavor of office and computer. Note that you must have administrator access to your computer to install this add-in!
4. Start licensing!

Note that the document cannot be in "compatibility mode."

To learn more about the choices among the Creative Commons licenses, see <http://creativecommons.org/about/licenses/meet-the-licenses>



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# Hypothesis: Web Annotation Tool

Whether you are teaching web literacy and having students read, write, and participate on the Internet, or are simply teaching a traditional text like a poem or article that just happens to be online, you and your students can use Hypothesis to collaboratively annotate anything on the Internet.

## **Ingredients:**

1. Internet browser (preferably Chrome)
2. Hypothesis plugin
3. Desire to digitally annotate something on the Internet

## **Directions:**

1. Create a Hypothesis account at <http://hypothes.is>
2. While there, install the plugin or bookmarklet for your browser
3. Browse to a website you would like to annotate
4. Activate the Hypothesis tool
5. Highlight text and annotate away!

(Optional):

- Edit your annotations
- Tag your annotations
- Share your annotations
- Create a private group
- Search annotations by user or by tag

Things to keep in mind as you enjoy your freshly baked annotations:

- Developing skills around digital reading and digital annotation:
  - <https://via.hypothes.is/http://www.newyorker.com/science/maria-konnikova/being-a-better-online-reader>
- The politics of an annotated web:
  - <https://vimeo.com/29633009>
- Annotating without author's consent: Subversive, but potentially problematic
  - <https://hypothes.is/blog/preventing-abuse/>

Additional recipe resources:

- Hypothesis for educators - <https://hypothes.is/education/>
- 10 ways to annotate with students - <https://hypothes.is/blog/back-to-school-with-annotation-10-ways-to-annotate-with-students>
- Examples of class projects - <https://hypothes.is/examples-of-classroom-use/>



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# ***In-Video Lecture Quizzes Using Kaltura***

***Chef: Dena Shields Keene State College***

## **Ingredients**

- Laptop or desktop computer
- Kaltura Media – embedded in Canvas, Moodle, or stand-alone
- Lecture videos, prerecorded

## **Directions** (given for Canvas but applicable in other LMSs):

1. Enter Canvas and Choose course.
2. Enter *My Media*.
3. Click the blue *Add New* button on the top right.
4. Choose *Video Quiz*.
5. Choose the prerecorded video lecture to enter a quiz.
6. Set guidelines in *Quiz Editor*.
7. Play video.
8. Pause at Point desired to enter quiz questions and answers
9. Repeat pause, enter question and answers.
10. Upload quiz
12. Go to *Assignments*.
13. Choose where to enter the quiz. Add a new group, if necessary.
14. Choose the group under which to add the quiz.
15. Click “+”.
16. Choose *More Options*.
17. Enter the title of you quiz where it asks assignment name.
18. Leave the HTML editor box blank.
19. Choose the number of point value of the quiz. For example, 4 questions = 4 points.
20. Choose the assignment group for Canvas organization.
21. Under the pull down menu for submission type, choose *External Tool*.
22. Choose *Kaltura Quiz / Gradebook* from the Configure External Tool scroll.
23. Assign the due date of the quiz.

## **Recommendations for use of the *In-Video Lecture Quizzes*:**

- Flipped classes, online courses or “snow days”.
- In-video lecture quizzes are one low stakes method of keeping students actively engaged in online instruction.



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### **Google Cardboard**

...is a virtual reality (VR) platform developed by Google for use with a head mount for a smartphone. Named for its fold-out cardboard viewer, the platform is intended as a low-cost system to encourage interest and development in VR applications. Users can either build their own viewer from simple, low-cost components using specifications published by Google, or purchase a pre-manufactured one. The viewer is used by placing a smartphone into the back of it and viewing through the lenses in the front.

Google Cardboard headsets are built out of simple, low-cost components. The headset specifications were designed by Google, who made the list of parts, schematics, and assembly instructions freely available on their website, allowing people to assemble Cardboard themselves from readily available parts. The parts that make up a Cardboard viewer are a piece of cardboard cut into a precise shape, 45 mm focal length lenses, magnets or capacitive tape, a hook and loop fastener, a rubber band, and an optional near field communication (NFC) tag.

Once the kit is assembled, a smartphone is inserted in the back of the device and held in place by the selected fastening device. A Google Cardboard-compatible app splits the smartphone display image into two, one for each eye, while also applying barrel distortion to each image to counter pincushion distortion from the lenses. The result is a stereoscopic ("3D") image with a wide field of view.

Using the Google Cardboard App, one can create their own VR experiences, or view many others that have been published by other Cardboard users. Third-party apps with Cardboard support are available on the Google Play store and App Store for iOS. In addition to native Cardboard apps, there are Google Chrome VR Experiments implemented using WebGL; phones.



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**Virtual reality on a coral reef.**

### **Resources:**

<https://vr.google.com/cardboard/index.html>

[https://en.wikipedia.org/wiki/Google\\_Cardboard](https://en.wikipedia.org/wiki/Google_Cardboard)

Best Educational VR apps for Cardboard: <https://unimersiv.com/the-best-educational-vr-apps-for-the-google-cardboard-36/>

Google Cardboard Community for Education:  
<https://plus.google.com/communities/103070326999809122127>

Youtube Videos:

Overview and Demo. [https://youtu.be/y0\\_QfGeBEqM](https://youtu.be/y0_QfGeBEqM)

Make your own! <https://youtu.be/EHkOnsvpHiA>

Most of the material for this handout was gathered from Google, Wikipedia and Youtube.



## Technology Test Kitchen ATI 2016



swivl™



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Swivl Robot		Swivl Capture App		Swivl Cloud
<p>The Swivl Robot works with any tablet device and follows the movement of the marker. The marker has a built in microphone and buttons that start/stop and pause recording and tracking.</p>		<p>This FREE iOS and Android app controls the firmware and settings for the Swivl Robot. The app allows users to easily record lessons, student presentations, or performances. With the heads-up display users can view presentations, timing or what is being recorded.</p>		<p>Swivl Cloud is FREE and provides unlimited video storage, editing and sharing. Videos can be automatically uploaded from the Swivl Capture App to Swivl Cloud. Swivl Cloud integrates with any LMS. The commenting tool allows for reflection and discussion.</p>

### The Swivl has the power to enhance teaching and learning.

Some uses include:

- Flipped teaching and leadership: Use Swivl to record mini-lessons, video newsletters, or instructional videos to share with students, parents, and/or community members.
- Teacher reflection: Capture instruction so that teachers can reflect on and improve their practice. The commenting functions of Swivl Cloud allow administrators or mentors to share feedback.
- Student created content: Allow students to take ownership of their own learning by having them record discussions, presentations, oral readings or



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demonstrations. Then ask students to watch and reflect on their videos or even “publish” their videos within an eportfolio or blog.

- Observations and evaluation: Use Swivl to capture teacher-led instruction to share with administrators for use in evaluations or the sharing of best practices.
- Substitute teachers and absences: Capture instruction or video messages for substitute teacher use or to pass along to absent students.
- Station-based learning: Record video instructions or mini-lessons for students to use in small groups or stations. Allow students to then use Swivl to capture their work within the small groups.

### YouTube Videos

- <https://youtu.be/8k9WK3PRVXQ>
- [https://youtu.be/CzTUoh0K\\_9g](https://youtu.be/CzTUoh0K_9g)
- <https://youtu.be/nYRF8jVJCCM>

Material for this handout has been gathered mostly from the Swivl website.  
<https://www.swivl.com/>



# Tablet Stand

Turn your tablet or smartphone into a document camera



- Easily attaches/detaches and can be moved from room to room.
- Connect your tablet using industrial-strength Velcro.
- Can be positioned to use the tablet as a presentation tool, document camera or video camera.
- Can be attached to an external stand to move around a room.
- Excellent for holding your tablet while reading.
- Also can be attached to a wheelchair for assistive use.