ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching!
Welcome!

Thank you so much for attending the session “ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching!” at the recent FYE Conference in Atlanta, Georgia. This resource packet, along with the provided PowerPoint slides should summarize all of the topics we covered and more. Please feel free to share these resources with your colleagues.

In this document, I have also provided links to subscribe to The Toolbox, a free electronic newsletter for faculty published by the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. Additionally, I have provided a link to subscribe to my YouTube channel, Digital2Learn. It is hoped that these resources will continually provide resources that will assist you in your teaching.

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Expanding the Parameters of Knowledge

The definition and acquisition of knowledge is a rapidly moving target. Buckminster Fuller, in his classic text, *Critical Path* (1982), suggested an evolutionary “Knowledge Doubling Curve” whereby the quantity of available knowledge doubles in ever shortening intervals of time. For example, he theorized that from the Year One until the Year 1900, the quantity of available knowledge in the world doubled every 100 years. By the end of World War II, the pace of knowledge creation had increased to the rate of doubling every 25 years. Latest estimates, in the 21st century, suggest that the volume of available knowledge is doubling every thirteen months. This explosion of knowledge and accessibility, which started in a linear path, is now exponential. Further, futurist Ray Kurzweil has predicted that, in the near future, the quantities of available knowledge will double every 12 hours (Wolf, 2008).

As a spinoff of the knowledge-doubling phenomenon, consider the speculation that at certain points in history there were identified individuals who were considered to have “known everything.” Some of those identified (in chronological order) include philosopher Aristotle (Kharbe, 2009), philosopher Roger Bacon (Kidder, 1992), mathematician/inventor Leonardo da Vinci (Brass, 2004), philosopher/statesman Sir Francis Bacon (Swenson, 1998), poet/polemicist John Milton (Jones, 2001), mathematician Jesuit scholar Athanasius Kircher (Findlen, 2004), mathematician/philosopher Gottfried Leibnitz (Thomas, 2004), inventor Emmanuel Swedenborg (Thayer & Nathanson, 1999), philosopher Immanuel Kant (Terras, 2003), scientist Thomas Young (Robinson, 2007), philosopher John Stuart Mill (Cialdini, 1998), paleontologist Joseph Leidy (Warren, 1998), mathematician Henri Poincare (Weisberg, 2006), economist Thorsten Veblen (Heilbroner, 1998), and sociologist/philosopher
Max Weber (Grey, 2005). These individuals, who lived hundreds of years ago or more, are part of an elite group that could never be replicated in the 21st century. With the breadth and scope of knowledge as it now exists and will into the future, it is inconceivable that any individual in the 21st century could ever be dubbed with the ability to “know everything.” At the same time, however, we it is ironic to note that citizens of the 21st century have virtually immediate access to more knowledge than any of these individuals could ever have imagined. This pathway to this unimaginable quantity of knowledge is digital technology.

Knowledge on the Rise

The Digital Incursion

As knowledge has become more plentiful it has also become remarkably more accessible. In the digital age, massive amounts of information are quite literally at our fingertips. This enhanced level of accessibility has taken on epic proportions. As we consider the role of technology in higher education, these emerging variables have great significance for faculty as they design courses and for students as they prepare for their lives in an ever-expanding digital environment.

Generalized Internet Access

A powerful factor in the recent and rapid growth of available knowledge is the ongoing level at which access to the Internet has become an active resource and priority around the world. Although currently only 39.3% of the total world’s population currently has Internet access (i.e., 21.3% in Africa, 31.7% in Asia, 68.6% in Europe, 84.9% in North America), these figures also represent a 676.3% increase in accessibility between 2000 and 2014. Those expanded rates of service take on more significance when it is considered that Africa demonstrated a 5,219% increase in internet service, the Middle East demonstrated a 3060.9% increase in internet service, and Asia demonstrated a 1006.8% increase in internet service during that same span of 15 years. (http://www.internetworldstats.com/stats.htm).
Published Websites

Closely related to Internet accessibility is the ongoing and growing emergence of new published websites as sources of knowledge. Since its inception at CERN in 1989, the worldwide web has grown exponentially. By 2013, there were over one billion websites operating on the Internet (http://www.internetworldstats.com/stats.htm). The CNN news service has reported that these one billion plus websites represent in excess of one trillion individual web pages (http://www.cnn.com/2011/TECH/web/09/12/web.index/).

Books

Books have long been considered to be highly reliable and consistent sources of knowledge. It is interesting to note the steep increases in the number of books that are being published on an annual basis. As an example, consider data provided by Bowker Identifier Services, the agency that creates and provides official Internal Standard Book Numbers (ISBN). According to their records, the number of ISBN numbers issued in 2002 and 2013 increased by 41.73%, resulting in over 300,000 new titles in 2013. Quantities are increasing at a dramatic rate. As consumers, can we assume that the quality of the books being selected for publication is increasing at a commensurate rate? Or conversely, does this increase in the number of published titles translate into a decline in the quality of published books? Answering these questions in a definitive manner is beyond the scope of this text. At the same time, a significant increase in the number of available texts does require that consumers (e.g., citizens at large, university faculty members, students) demonstrate a higher level of discernment in selecting what they read and evaluating the veracity of the books’ content. These skills can and should become an integral part of the higher education experience in a digital world.
Scholarly Journals

Jinha (2010) identified the first modern scholarly journals as Le Journal des Scavans published in France and Philosophical Transactions published in England in 1665. The author then tracked the annual rate of scholarly article creation through 2009. Although he concedes that the measurement process is rather imprecise, the data is remarkable. For example, by 1750, there were 699 scholarly articles being published per year, 13,349 in 1850, 258,274 in 1950, and 1,477,383 in 2009. It was estimated that the total number of scholarly articles that have been published since that modest start in 1665 is in excess of 50 million!

Wikis

Ward Cunningham created the first wiki, then known as “WikiWikiWeb,” in 1995 (Grace, 2009). According to Wikipedia, a wiki is:

…a web application which allows collaborative modification, extension or deletion of its content and structure…. While a wiki is a type of content management system, it differs from a blog or most other such systems in that the content is created without any defined owner or leader, and wikis have little implicit structure, allowing structure to emerge according to the needs of the users (http://en.wikipedia.org/wiki/Wikij)Wikipedia, the most prolific of the wiki sites, began operation in July 2001. By 2015, it is estimated that number of wikis included on Wikipedia will surpass 4.5 million! (http://en.wikipedia.org/wiki/Wikipedia:Statistics).
Blogs

Closely related to wikis are blogs. Wikipedia defines a blog as

“... a discussion or informational site published on the World Wide Web [Web link] and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first). Until 2009 blogs were usually the work of a single individual, occasionally of a small group, and often covered a single subject. More recently "multi-author blogs" (MABs) have developed, with posts written by large numbers of authors and professionally edited [link].

Blogs, like other digital endeavors, are experiencing dramatic levels of growth and participation. The website Technorati [link] regularly surveys the status of technology as it intersects with the culture. They report that there are more than 8 million active blogs online with a new blog being created every 7.4 seconds! According to this report, bloggers overwhelmingly participate in this venue to share their expertise and experiences with their readers. Additionally, however, they report that the primary sources of information are conversations with friends and family. These two pieces of data are significant in evaluating the overall legitimacy of blogs as a source of reliable information.
Massive Online Open Courses (MOOCs)

The latest arrival to the fare of digital resources is the MOOC. Although not a new creation, MOOCs began to gain extensive popularity in 2012 as prestigious universities (e.g., Stanford, University of Pennsylvania, Princeton, University of Michigan) began to offer these online courses. Many of these institutions joined together to form “Coursera,” a global collaborative of 117 universities offering MOOCs through a common electronic portal. As of 2014, this group was almost 900 courses to approximately 11 million participants (https://www.coursera.org/). Other similar public and private collaboratives have developed as a means of furthering this form of education (e.g., EdX, Udacity, Udemy). To distinguish MOOCs from other online courses, Longstaff (2014), citing Gaebel (2013), offers the following criteria for this course venue:

- No formal requirements for entry
- No limit on the number of people that can take part at any given time
- No requirement for study in a program beyond individual courses
- No resulting credentials, and
- for the vast majority, no fees either — except for certificates of completion in some cases (p. 165).

There are differing perspectives on the data that is emerging on MOOCs and their level of success:

Examining public data from 279 courses from the most popular MOOC providers (Udacity, Coursera, edX), researcher Katy Jordan finds that the average course enrolls about 43,000 students. About 6.5% of those stick around 'til the end. When looking at the number of students who engaged at least a little bit with course materials, the number of completion jumps to 9.8% (Ferenstein, 2014).

An argument could be made that even though the large enrollment figures are remarkably impressive, they are counterbalanced by a totally inadequate completion rates. LeBar (2014) argues that the completion rates are somewhat irrelevant and that it is more important to consider MOOCs as a
source of information that can serve many different purposes based upon the needs and interests of
the student (e.g., courses for credit, tutorials on a specific topic, enhancement of job-related skills,
supplement information provided in other currently enrolled-for-credit courses, simply the joy of
learning). We must remember that MOOCs are a relatively new development. As MOOCs mature and
change, however, it is very likely that they will be a major feature in the digital future of higher

“What we all need is a built-in, shockproof, crap detector.”
- Ernest Hemingway
Effective course planning, and decision-making related to the inclusion of digital technology, is a critically important process. In their classic text, *Understanding by Design*, Wiggins and McTighe (2005) describe the “twin sins” of traditional course design:

- The error of activity-oriented design might be called ‘hands-on without being minds-on’ engaging experiences that lead only accidentally, if at all, to insight or achievement. The activities, though fun and engaging, do not lead anywhere intellectually....
- A second form of aimlessness goes by the name of “coverage”, an approach in which students march through a textbook, page by page (or teachers through lecture notes) in a valiant attempt to traverse all the factual material within a specified time.... (p. 16)

Sadly, these two phenomena are all too common within higher education. The good news, however, it that there is an alternative path to effective course design — one of creating courses in a “backward” thinking or planning process. Wiggins and McTighe (2005) have identified three critical elements of backward design:

- Articulate your identified learning outcomes
- Determine assessment strategies that will document evidence of learning, and
- Design learning experiences that will lead to the successful accomplishment of course assessments, demonstrating a mastery of learning outcomes.

Using the backward design approach allows us to think about the ways in which technology is integrated into a course and the level which that addition will enhance the opportunities for students to achieve identified learning outcomes.
Presentation Tools and Strategies

For many faculty members, the primary use of digital technology is focused on the use of presentation technology in the classroom. That is a great place to start! Let’s examine some ways to jazz up classroom presentations with some complementary activities and tools.

Presentation Design Resources

- **Video:** 10 Tips on How to Make Slides That Communicate Your Idea, from TED’s In-House Expert
  [http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/](http://blog.ted.com/2014/07/15/10-tips-for-better-slide-decks/)

- **Video:** Ten Secrets For Using PowerPoint Effectively:

- **Book:** Presentation Zen: Simple Ideas on Presentation Design and Delivery (2nd Edition) by Garr Reynolds

Video-Embed Tools

- **Web Tool:** YTD Video Downloader: [http://www.ytddownloader.com/mac/](http://www.ytddownloader.com/mac/)

- **Web Tool:** KeepVid Video Downloader: [http://keepvid.com/](http://keepvid.com/)

- **Web Tool:** iLivid: [http://www.ilivid.com/](http://www.ilivid.com/)

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The use of Jing, a free downloadable tool, provides the opportunity to capture audio and video and then share that information with others. This tool is very easy and intuitive to use and sits on your toolbar for rapid access and deployment.

http://www.techsmith.com/jing.html
**Photofunia**

The use of graphics and photos is an excellent way of adding a level of visual interest and fun to PowerPoint or Prezi presentations and course-related documents. A free online tool that provides the opportunity of creating clever graphics, try PhotoFunia (www.photofunia.com) and follow these quick and easy steps:

- Go to www.photofunia.com
- Select the background that you would like to use for your photo
- Click on “Choose Photo”
- Browse your computer and find the photo that you would like to embed into the selected background
- Size the picture with the tool provided
- Click “OK” and then Click “Go”
- Save the final product to your desktop for varied uses

**Poll Everywhere**

Poll Everywhere can be a powerful tool. You can use it to create anonymous polls (for sensitive responses), help in grading in-class quizzes and assignments, get feedback on lesson effectiveness, gather data for research, or increase engagement during instruction. The list goes on and on. Think “clicker” or audience response system, but far less clunky or expensive and without all the messiness.

Website: http://www.polleverywhere.com/
Open Education Resources

There are an abundance of new digital resources appearing on the scene literally every day. Many of these digital assets can be classified as “open educational resources.” Wikipedia provides a definition of open educational resources based upon meeting the following criteria:

**Nature of the resource:** Several of the definitions...limit the definition of OER to digital resources, while others consider that any educational resource can be included in the definition.

**Source of the resource:** While some of the definitions require a resource to be produced with an explicit educational aim in mind, others broaden this to include any resource which may potentially be used for learning

**Level of openness:** Most definitions require that a resource be placed in the public domain. Others require for use to be granted merely for educational purposes, or exclude commercial uses. ([http://en.wikipedia.org/wiki/Open_educational_resources](http://en.wikipedia.org/wiki/Open_educational_resources))

It is encouraging to note the level at which open resource depositories are appearing on the Internet. These websites provide great venues for faculty to search out learning opportunities for their students.

**iTunes U**

iTunesU is a free service hosted by Apple offering a variety of media and resources that can be used to supplement courses including videos, audio recordings, ebooks, and PDFs. To participate, users must install iTunes and visit the iTunes store. For example, Michael Sandel, Harvard professor, is the author of the book *Justice: What's the Right Thing to Do?* (Farrar, Straus and Giroux, 2010). iTunesU offers videos of 12 lectures that Sandel offered to his Harvard classes at no cost. Additionally, there is a website ([http://www.justiceharvard.org/](http://www.justiceharvard.org/)) with additional resources related to the topic. This resource can be a tremendous way to include engaging course content.
**Khan Academy**

The Khan Academy is a free web-based resource that features over 700 micro-lectures via video tutorials stored on YouTube. Their website features the following slogan: “You only have to know one thing: You can learn anything.”

Topics in the Khan Academy collection include: teaching mathematics, history, healthcare, medicine, finance, physics, chemistry, biology, astronomy, economics, cosmology, organic chemistry, civics, art history, macroeconomics, microeconomics, and computer science. [Website](www.khanacademy.org), has a clear and definite focus:

Khan Academy is an organization on a mission. We’re a not-for-profit with the goal of changing education for the better by providing a free world-class education for anyone anywhere. All of the site’s resources are available to anyone. It doesn’t matter if you are a student, teacher, home-schooler, principal, adult returning to the classroom after 20 years, or a friendly alien just trying to get a leg up in earthly biology. Khan Academy's materials and resources are available to you completely free of charge.

The resources available on this site can serve as excellent supplementary learning aids for your students. Think about providing direct links to Khan Academy in your syllabus or in your campus Learning Management System.

**Merlot** ([www.merlot.org](www.merlot.org))

According to their website, “MERLOT is a curated collection of free and open online teaching, learning, and faculty development services contributed and used by an international education community.” The additional good news that Merlot provides a searchable database to aid in finding available resources.

**Website:** [www.merlot.org](www.merlot.org)
Open Stax

Think about this idea...adopting a textbook for the course that you teach and finding out that you can offer it for free! That idea is a reality at Open Stax. The website describes this service in the following manner:

OpenStax College provides your students with professional-quality textbooks that are free online and low-cost in print. Our books are peer-reviewed and backed by top-of-the-line supporting materials. And while our books meet standard scope and sequence requirements, they are also customizable by you if your needs are different.

The range of available textbooks, which increases every year, include the following subject areas: Anatomy/Physiology, Biology, Chemistry, Concepts Biology, Economics, History, Physics, Macro- Economics, Micro-Economics, Pre-Calculus, Sociology, and Statistics. Consider this option for your students.

Website: openstaxcollege.org

TED (www.ted.com)

There seems to be an ever-increasing number of conversations about “blending” and “flipping” the classroom. These terms refer to the process engaging students with learning experiences outside the classroom, often digital, as a way of enhancing the learning that goes on in the classroom. This trend has created a corresponding need for digital assets and tools that are engaging, interactive, and meaningful. The TED.com website is one location that clearly meets that criteria. TED (which stands for Technology, Entertainment, Design) provides a wealth of high quality video presentations on a multitude of topics.
When accessing the TED.com website, you will notice that there are a number of ways to search the website for videos that respond to your particular needs:

- On the top of the screen (as posted above), you can link to talks, speakers, TED Events, etc. or directly search for a specific topic or speaker.

- On the left side of the page, you will observe a checklist of options to quickly narrow your search (e.g., newest, most comments, persuasive, courageous, entertainment, science).

- Both of these search functions are easy to use and will generally provide you with a range of videos from which to choose.

Here are some sample TED Talks to whet your interest in this amazing, high quality, free resource:

- **Video:** “The Best Gift I Ever Survived” with Stacey Kramer

- **Video:** “The Puzzle of Motivation” featuring Dan Pink

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Connecting Outside the Classroom

Digital technology offers the opportunity for faculty and students to engage in meaningful dialogue, ask and answer questions, and build community outside the traditional classroom setting. In the book *Teaching Naked* (Bowen, 2012), describes this phenomenon:

Teaching is about making connections, and the first thing we need to do is connect with our students. Relevance and credible analogies are critical for good teaching; being unable to understand a fundamental premise of your students’ lives will make it harder for you to teach and relate to them...If you do not have both LinkedIn and Facebook profiles, if you do not tweet or blog (or know that a tweet is like a Facebook status update), if you do not routinely use iTunes or YouTube, if you do not know how to use GPS, or if you do not share photos on Flickr, Snapfish, or Picasa, then you have an immediate credibility problem with your students. (p. 30)

As faculty, we need to bemuse more proficient in the use of social media tools and other strategies that allow us to engage and communicate with our students in meaningful ways.

Creating Email Groups

One effective way of communicating with your students in a one-to-one format is email. Although email is becoming less prominent in the shadow of other social media tools (e.g., Facebook, Twitter), it still provides a means for faculty and students to communicate with one another. As a prerequisite to this strategy, it is important to remind your students to use their assigned university email address. Then you can go into your email tool (e.g., Outlook, Entourage) and create an email contact group that includes the students in your class. This typically takes no more that 10-15 minutes but will save you hours during the semester. When you want to send and email to your entire class (e.g., schedule change, assignment reminder), all you need to do is pop in the name of the class contact group, write your email, hit send and you are on your way.
Online Discussion Forums

Perhaps the easiest way to start is the Discussion Forum. Virtually all Learning Management Systems provide a mechanism for faculty to create Discussion Forums within their classes. A Discussion Forum begins with a faculty-generated prompt (e.g., an application of course content, an ethical dilemma stemming from the academic discipline, invitations of students to share part of their own journey/story). Students are then invited to post an initial response (with the advantage that faculty can generally set the discussion in such a way that students cannot see the entries of their classmates until they make their own initial contribution). After that, students are then expected to respond to the entries of a specified number of classmates.

This easy-to-use tool is a great way to expand classroom conversations, invite students who are more reflective or introverted (i.e., those that might not engage in classroom discussions) to share their thoughts and ideas in an environment where editing and thoughtful writing are valuable tools.
Social Media Tools

Social media has become a ubiquitous feature of our culture...Facebook posts, Twitter feeds, Hashtags, Instagram pictures, Snapchats...people are very anxious to share the good, bad, and ugly parts of their lives with the world. As a learning and communication tool in higher education, there are varied points of view. Included below are some excellent resources that can inform your thinking about the use of social media as a means to better connecting with your students:

- **Article**: “Social Media and Higher Education Literature Review”

- **Article**: Social Media in Higher Education: A Literature Review and Research Directions.
  http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=hfdavis

- **Webpage**: “Social Media Best Practices”
  http://publicaffairs.illinois.edu/resources/socialmediabestpractices.html

- **Webpage**: “Social Media Policies in Higher Education”

- **Report**: “Teaching, Learning, and Sharing: How Today’s Higher Education Faculty Use Social Media”

- **Video**: TED Talk by Sherry Turtle, “Connected by Alone”
Creative Approaches to Assessment

The Three Faces of Assessment

- Quizzes and Examinations
- Writing Assignments
- Authentic Performances

Cognitive Affordances

A “cognitive affordance” is a design feature that helps, aids, supports, facilitates, or enables thinking and/or knowing about something (Hartson, 2003).

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**Authentic Audiences**

- Create and submit a conference presentation proposal and presentation
- Write a Letter to the Editor
- Submit a Grant proposal
- Performances or products judged by professionals in the field (e.g., artists, performers, scientists)
- Create a blog
- Collected writings published as a digital anthology

**Students as Discerning Consumers**

“Don’t believe everything you read on the Internet just because there’s a picture with a quote next to it.”

—Abraham Lincoln

http://lolsheaven.com/lol/dont-believe-everything-you-read-on-internet
Coggle Mind Maps

Learning is a fascinating process. Throughout our lives, and in many ways, we learn and master various combinations of facts, concepts, and principles. A great deal of our learning occurs in a linear fashion (e.g., formulas, computations, sequential list of facts, rules of grammar). If we were to graphically depict this type of learning, it could generally be done in the form of outlines, flow charts and tables that illustrate the one-dimensional relationship between pairs of informational variables. One of the aims of higher education, however, is to promote learning that requires deeper, more critical, thinking including the ability to analyze relationships and make multiple connections between facts and concepts. A tool that can capture these connections is the “Mind Map” (a.k.a., concept map, cognitive map), described as a:

…a tool that organizes words, thoughts, ideas, tasks, activities, and more in the form of a diagram. The diagram starts with a key or main idea in the center with subtopics radially around the main idea. The subtopics group and cluster similar ideas and they branch out to lower-level topics, guiding you to wherever your thought processes lead you. (Arthur, 2012, p. 9)

Using Mind Maps as Teaching Tools

There are several ways that Mind Maps can be integrated into the process of teaching and learning in first-year courses:

Mind Maps as an In-Class Processing Activity

As a teaching strategy, it is always helpful to provide students with intentional strategies to summarize and synthesize content presented in textbooks or classroom lectures/demonstrations. In a classroom setting, assign small groups with the task of creating a Mind Map for a key topic or concept under investigation. These could be shared in class or posted in the Discussion Forum housed in your Learning Management System (LMS). A collection of Mind Maps would be a great way to prepare for examinations.

Mind Maps as a Pre-Writing Activity

One of the skills that can best prepare our students for the remainder of their college year, as well as life after graduation, is the ability to communicate in writing. Good writing is preceded by good planning. Using a Mind Map will help your students to organize their thoughts and conceptualize the components of their written assignments. After creating the initial drafts of their maps, students can either participate in a peer review process or submit those maps to you for suggestions. The hope here is that students will experience the benefits of good planning and continue to use mind mapping as part of their writing process.
Using Technology to Create and Share Mind Maps

With the growing popularity of Mind Maps as a tool for learning, online tools have been created to assist in this process. One example of an online mind mapping tool is Coggle (www.coggle.it). Registration is free and users can work from a blank white screen to create a Mind Map. Coggle offers a palate of colors and design tools that will make any user into an expert Mind Mapper in a matter of minutes.

This could be an opportunity for students to create their Mind Maps outside of class and post their results to your LMS Discussion Forum. After the class’ Mind Maps have been posted on the Discussion Forum, students can review and comment on the work of their classmates.

Mind Maps to Make Cross-Disciplinary Connections

Quite often, academic disciplines operate inside their own silos. To bridge the gap between what your students are learning and the world-at-large, they could be assigned the task of creating a Mind Map that intentionally makes connections between the depicted concepts and principles with “outside” influences (e.g., literature, current events, other academic disciplines). This type of creative process helps students get into the habit of “thinking outside the academic box.”

https://www.examtime.com/guide/mind-maps-for-ib-classes/
eFolios

eFolios are a great way for students to demonstrate their learning over the course of a semester. eFolios can include collected writings, video and audio links, and pictures. To use an eFolio as an assignment, stipulate the categories of content that should be included and create a rubric to assist students in knowing how their work will be assessed.

Free eFolio Website:  https://pathbrite.com/#maker

Individual Journals

Most Learning Management Systems provide a venue for individual student journals. Within this tool, there is generally an option for students to create individual journal entries. Journals are generally secure and are only visible by the faculty member (i.e., each student’s journal). This tool provides a great venue to ask more personal questions or go deeper in relation to the topic of discussion.

Let’s Make A Movie

Just a quick glance at Facebook will reveal how common it is for people of all ages and in all walks of life to use their phone camera to make a quick video. We can even go a step further. With the emergence of new digital tools and websites, it has become easy for students and faculty to create movies. Movies can be created in varied formats:

Moving into the wonderful world of screencasting requires some basic tools: Internal cameras and microphones that come with most computers or tablets usually will work fine, but instructors who plan to create screencasts regularly may want to invest in an inexpensive external microphone (i.e., often $15 or less). However, if instructors want to share their faces and voices, they probably should buy an external camera, which usually is also very inexpensive, to attach to their computers. To create a video capture of the image on a computer screen, instructors will not need a camera but will need to connect with an online screencast provider.

Many campuses have institutional subscriptions to a video capture/storage service. Instructors should check with the technology offices at their institutions to determine whether their campuses offer this service and, if so, how to access it. If the service is not available, a number of free websites allow users to create a five-minute announcement (with the option of subscribing to produce a series of screencasts or longer productions). Free screencast websites include Screenr (http://www.screenr.com/) and Screencastomatic (http://www.screencast-o-matic.com/). Wikipedia (“Comparison of Screencasting Software,” n.d.) has created an excellent comparison of various screencasting tools and their capabilities to help users select a service provider.
Creating Screencasts
Instructors can follow these six key steps to produce screencasts:

1. **Create a plan and direction.** This first step is not necessarily creating a script but rather an agenda or content template to help instructors keep focused before stepping in front of the microphone or camera.

2. **Examine the equipment.** Instructors should make sure the microphone and camera (if needed) are operational by checking the settings on the control panel of their computers.

3. **Do a background check.** If using a camera, instructors need to be aware of the background that will be captured on video. A setting with minimal distractions is best.

4. **Bring on lights, camera, action.** Before beginning production of a screencast, faculty members should remember this advice (which this author learned the hard way): You will not be perfect, so do not expect to be perfect. Although producing a high-quality screencast is the goal, instructors should not obsess on a mispronounced word or a missed PowerPoint slide. Little mistakes will happen, and most screencasts are disposable (i.e., created and used one time and then discarded). To create screencasts that will be used repeatedly, instructors might consider a more polished (and perhaps script-driven) production.

5. **Share the screencast.** Instructors can send students an e-mail with a link to the final product or post it to the campus learning management system.

6. **Evaluate the process.** After posting a screencast, instructors should critically and thoughtfully assess the product to determine what worked well and what might be improved next time, paying particular attention to students’ comments, especially how frequently they mention the effort and how it contributes to the overall quality of the class and their learning.

Imagine assigning your students to make a movie to share with their classmates in a live venue or as a post to a discussion board as a virtual digital gallery.

**Free Screencast Website:** [https://www.screenr.com/](https://www.screenr.com/)

**iMovie Tutorial:** [https://www.youtube.com/watch?v=HjF2y5NABq0](https://www.youtube.com/watch?v=HjF2y5NABq0)

**Windows Movie Maker Tutorial:** [https://www.youtube.com/watch?v=7GReD2icUo](https://www.youtube.com/watch?v=7GReD2icUo)
One Second Every Day

Continuing conversations across the spectrum of higher education explore the value of digital technology as tool for teaching and learning. These discussions often drift to the ever-present influence of technology in the lives of our students. The constant flow of texting, browsing, Googling, posting, bookmarking, and networking have become digital preoccupations for our students (and many faculty members as well if they are completely honest). One of the offshoots of this constant onslaught of digital content is the reality that we (i.e., faculty and students alike) may tend to neglect the process of reflecting on and curating newly acquired assumptions, beliefs, and insights.

In spite of perceived challenges, the current digital climate creates a pathway for faculty to create strategies that make it possible for their students to acquire and share discipline-specific content knowledge, take full advantage of digital technology, and reflect on what they are learning. A 21st Century win-win!

One strategy for making use of students’ seeming obsession with digitally documenting their lives to aid them in reflection is the “One Second Everyday” video montage. This video genre first gained popularity from a TED Talk by Cesar Kuriyama in which he discussed his ongoing practice of making a one-second video every day as a way to document and celebrate the daily events of his life. In line with his commitment to this strategy, he also developed an app for the purpose of creating a “… video diary that stitches together videos and photos to document your life's journey” (https://itunes.apple.com/us/app/1-second-everyday/id587823548?mt=8). The app allows users to select a one-second video for each day, store them in a calendar format, and combine them into a longer video covering a specific time period.

There are several ways that you could use the one second every day video concept to support student reflection in the courses you design and teach, such as

- Asking students to document their first semester on a college campus
- Having students record evidence of out-of-class learning experiences, including student
teaching, practica and internships, semester abroad programs, and community service projects

• Asking students to create thematic videos focused on a principle or concept related to course content (e.g., passion, excellence, commitment, success/failure, inspiration, friendship)
• In discipline-specific courses, this can include creating a storyboard and then shooting a series of one second videos (e.g., a commercial, teaching a lesson, telling a story) or delineating step-by-step directions (e.g., lab procedures, recipes, assembly tasks).

Resources to help you get started:
• One Second Every Day Website: http://www.1secondeveryday.com/
• One Second Every Day TED Talk by Cesar Kuryama: https://www.ted.com/talks/cesar_kuriyama_one_second_every_day
• One Second Every Day from Birth (for one year): https://www.youtube.com/watch?v=ZtgzTr8iopk

ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching
Online Quizzing

Most Learning Management Systems provide a venue for online quizzing. Within this tool, there is generally an option to set the opening and closing dates/times for the quizzes, the opportunity to randomize the presentation order of questions, and the availability of question pools (i.e., individual student quizzes are drawn from a larger pool of questions), and the possibility that students can retake the quiz multiple times. Additionally, the quizzes are auto-graded and entered into the grade book.

The biggest concern about online quizzing is the possibility (a.k.a., the strong likelihood) that students will engage in cheating. Randomization of questions and the use of question pools are ways to limit that possibility. Realistically, however, if students are permitted to take these quizzes on their own and when they choose, cheating is an ongoing part of the equation. Given this caveat, it is suggested that online quizzing only be included as a minor part of the overall course grading scheme. The trade-off is that weekly online quizzes provide a great way of promoting accountability in relation to course reading assignments.

Pecha Kucha

The ability to plan and deliver a concise and attention-getting presentation to an audience on a topic about which you are passionate and well informed is an important, yet challenging, skill set. Commenting on this difficulty, Johnson (2012) noted:

> How many times have you witnessed a presentation in which the speaker lulled the audience to sleep with slide after slide of nothing but boring bullet points, or slides so crammed with information you go away suffering from eyestrain and fatigue? What is most ironic is that most people can spot a boring presentation from a mile off, but then turn around and do some of the very things in their own presentations that people find so irritating. (p. 8)

Most faculty can relate to this experience as both a speaker and audience member. Additionally, our students are sometimes subjected to presentations by faculty that are inundated with text-heavy PowerPoint slides that feature an excessive number of bullet points. Helping students to avoid this situation and become proficient at making effective, engaging presentations is a valuable contribution to their future in virtually any academic discipline or profession. One strategy for enhancing students’ skills is the presentation style of Pecha Kucha (pronounced “peh-cha-k’cha”). This unique approach to sharing information, originally created in Japan,
consists of a format that allows for only 20 PowerPoint slides and exactly 20 seconds of narration per slide, resulting in a presentation that lasts precisely 6 minutes 40 seconds—leaving little time for boredom!

The constraints imposed by the format of a Pecha Kucha require the speaker to continually focus on selecting the most salient points that they wish to communicate and the most effective ways of expressing that information. In a typical PowerPoint presentation scenario, speakers may be limited by the time available for speaking, but have no limitations on the number of slides that they employ or the quantity of information contained on each of those slides.

The planning and rehearsal required to prepare and deliver an effective Pecha Kucha presentation can help students develop discipline in selecting, refining, and delivering their message in a concise and engaging manner. Naish (2010) highlights several other features—the Pecha Kucha method can enhance:

- **Storytelling:** One of the best ways to capture and maintain the attention of an audience and make a message memorable is to wrap it in a story. When all is said and done, stories are what people remember. Students can be reminded to take advantage of this technique as a means to better connections with their audiences.

- **Ice-Breaking:** Great presentations begin by capturing the attention of the audience. Finding bold ways to engage the audience from the start requires the speaker to physically demonstrate his or her energy and passion for the topic at hand. Because of the short and tight format of the Pecha Kucha, speakers must move quickly and intentionally to make connections with the audience and to clarify the exact nature of the topic that will be discussed.

- **Content Development:** What are the salient content points that absolutely must be shared with the audience? What should remain in the presentation and what can be omitted? By asking and
answering these questions, Pecha Kucha forces speakers to make difficult, but necessary, decisions as they craft their message into 6 minutes and 40 seconds.

- **Re-enforcement of Key Concepts**: After a topic has been presented in class, students could be asked to create a Pecha Kucha presentation to demonstrate what they have learned. Actively involving students in the learning and teaching process can deepen their engagement with a body of content. As Benjamin Franklin noted, “Tell me and I forget, teach me and I may remember, involve me and I learn” (Goodreads, 2015).

- **Video**: “Creating a Pecha Kucha Presentation Using PowerPoint.”
  [https://www.youtube.com/watch?v=l9zxNTpNMLo](https://www.youtube.com/watch?v=l9zxNTpNMLo)

- **Video**: “Pronouncing Pecha Kucha”
  [https://www.youtube.com/watch?v=qdghID66kLs](https://www.youtube.com/watch?v=qdghID66kLs)

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**ICYMI/JSYK: Easy-Peasy Ways to Add Digital Magic to Your Teaching**

[goo.gl/9xmTfx](https://goo.gl/9xmTfx)
**Powtoon**

Powtoon is an inexpensive tool that provides an opportunity for students and faculty to make animated movies quickly and easily. A drag-and-drop format and an extensive library of graphic images, a sound library, and animated figures make this a fun tool to use.


*PowToon Tutorials Page:* [https://www.powtoon.com/tutorials/](https://www.powtoon.com/tutorials/)

**Rubrics**

For faculty who choose to engage with authentic assessments, rubrics are an absolute necessity. The rubric provides students with a clear idea of what is expected and how faculty will assess their work. Creating rubrics is an onerous task. Fortunately for faculty, there is a free accessible tool to assist in this process: Rubistar.

By logging onto the Rubistar site ([www. http://rubistar.4teachers.org/index.php](http://rubistar.4teachers.org/index.php)), you gain access to a rubric generation tool that is quite amazing. The rubric tool provides a variety of assignment types (e.g. written products, presentations, multimedia, work skills, music). Faculty can then select from drop down menus the exact categories and criteria that meet the needs of their assignments. Final products can be downloaded for inclusion in the course syllabus or directions for the assigned task.

Tellagami

One of the most amazing benefits of teaching the 21st century is the availability of digital tools that allow us to develop creative and engaging learning experiences for our students. Yet, the collection of available tools is not the most important consideration when thinking about digital technology; rather, it is how the technology’s design can be used to accomplish course learning outcomes (Kuhlenschmidt & Kacer, 2010). As faculty members then, our first thoughts should be: What am I trying to accomplish or communicate? What do I want my students to learn or be able to do? After answering these questions, the process can move forward to finding the best possible tool to match the identified learning outcomes.

Although the quality of the messages we communicate to our students should always be of the highest quality, it is also important to consider new and interesting ways to engage with our digitally savvy students in a manner that captures their attention and provides some variety in course delivery. In a previous issue of The Toolbox (“Make a Movie and Be the Star,” 2014), the process and resources for creating a movie were shared as a way of communicating course content and upcoming class events and engaging students with course content. Some faculty members, however, may find the idea of standing in front of a camera to be a bit disconcerting. For the camera shy, there is another option: creating video presentations that feature an avatar along with the sound of their own voice. Tellagami is a free mobile app (available for iOS and Android) that can be easily learned and used to deliver more engaging presentations of course content, reminders, or recaps of key points.

**Using Tellagami**

Tellagami allows users to create 30- or 90-second video messages that can be shared via e-mail, social media platforms (e.g., Facebook, Twitter) or text message. Developing a gami is relatively easy, as the following steps suggest.

- **Download the app.** The Tellagami app can be downloaded to a smartphone or tablet. There is a free version or you can buy the edu version loaded with features that allow classrooms to use the app without in-app purchases.
• **Create a background scene.** Upon opening the app, you will have a plain white screen that can be altered by copying in a background of your choice (or choosing from one of those provided by the app).

• **Create your avatar.** You can create an avatar from the collection of available tools (e.g., gender, skin tone, eyes, head size, hair, top, pants, shoes). You can choose to create an avatar that mimics your own appearance or craft an avatar who springs from your imagination.

• **Add dialogue.** Click on the “Message” button and record 30 seconds of dialogue. The ability to record a 90-second video message is available for an additional cost.

• **Share your video.** Create a link to distribute to students through a platform of your choosing.

In-app purchases, such as a text-to-speech function, character customization, and a variety of other event-related resources, may add entertainment value to gamis.

**Website:** [https://tellagami.com/](https://tellagami.com/)

**AppTour:** [https://tellagami.com/app/](https://tellagami.com/app/)
Website Creation

Here is a great example of an assignment that provides students with the opportunity to engage with course content in creative and meaningful ways while also learning a new digital skill (i.e., website creation. Two sites to consider: weebly.com and wix.com. Both (free) locations provide easy-to-follow directions that will allow students to create their own websites. Faculty can provide information on the minimum expectations (e.g., topics, number of pages, types of content) and then students can proceed to create websites that demonstrate their learning.

Beginner’s Guide to Weebly:


Here are the steps for creating a website at weebly.com

1. Set up:
   a. Go to www.weebly.com
   b. Sign Up (Name, email, password)
   c. Select Free
   d. What is the Focus of Your Site?: Click “Site”
   e. Choose a Theme: Pick a site that is compatible with your theme.
   f. Click “Use a Subdomain of Weebly.com”
   g. Type in name that you choose for your site
   h. Click Continue
   i. Click Build my Site

2. Create a Title:
   a. Click on “Title” and edit

3. Add Image
   a. Scroll over picture…click on Edit Image (may be at the bottom of the picture).
   b. Click on Image (pre-selected images) or “Upload Image”
   c. Click Select
   d. Drag photo or “Upload a photo from your computer” if you have chosen to upload image.
   e. Click “OK”
   f. Click “Save”…’To this page only”

4. Add a Headline:
   a. Click to Add Headline
b. Type in headline and edit font size

5. Edit a Button
   a. Click on Button Text (middle of picture)
   b. Click Link
   c. Rename and create links to external websites

6. Add Pages:
   a. Click on “Pages” on Toolbar
   b. Click on Add Page, choose Standard Page
   c. Change names/create pages

7. Save

Subscribe to the Digital2Learn Channel on YouTube for a growing collection of video resources focusing on digital teaching and learning.
**Yumpu**

This website, yumpu.com, is a free service that allows you to take a pdf document and make it into an interactive magazine-type format. Imagine, for example, creating a colorful, engaging, interactive course syllabus that includes colorful graphics, links to web-based resources, and, of course, pertinent and critical information about your course. Then take that syllabus, convert it to a pdf format, and then let Yumpu convert your syllabus into a magazine with pages that actually turn with the click of a mouse. Now, embed that crazy new syllabus into your course. All this can be done quickly and easily on Yumpu. Try it out today!

**Zipline**

Take at look at theziplineapp.com. Users can then craft their zips using our premier video editing tools. Filters, fast and slow motion, clipping, music, fade-in, fade-out, and even audio adjustment can all be used to craft beautiful zips. Did we mention that you don’t have to be a professional videographer to make a zip? It’s simplicity at its finest. The beauty of Zipline’s storytelling is that there’s no restriction to a particular audience. Anyone can record and share action scenes, their child’s first steps, experiments, or a comedy routine. You are the artist, now capture your story.
# The Toolbox Collection

The Toolbox is published by the National Resource Center for the First-Year Experience and Students in Transition at the University of South Carolina. Subscriptions are free for this six-times per year electronic newsletter that focuses on strategies for teaching and learning.

Subscribe at [www.sc.edu/fye/toolbox](http://www.sc.edu/fye/toolbox)

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