Lecture Capture with Echo360

Echo 360 is a new class capture and video delivery system that we have on our campus that has user-friendly tools for capturing, publishing, and viewing recordings of class sessions. If you haven’t heard about it, this is something that all faculty members should definitely check out. Echo360 simplifies making media-rich content easier as instructors can use it in their classroom, office or home. The Echo360 system allows students to reach content online 24/7.

Considering there’s no such thing as one-size-fits all when it comes to faculty and student needs, you would not be expected to settle for a single option to capture valuable lectures and content. With Echo360, you have choices in selecting the capture options to best meet your needs for recording both inside and outside of the classroom:

**Capture Options**

**SafeCapture HD**

The fully automated SafeCapture HD allows you to record in-class content for on-demand viewing and can host live webcasts for distance students. This is currently set up in rooms CUS 119 and CCE 127.
Echo 360 continued

Classroom Capture
Save time by leveraging the technology already in place throughout your institution using Echo360 Classroom Capture on existing classroom and podium computers. This is installed in some classrooms for audio and screen capturing. It can be installed on any classroom computer upon request.

Personal Capture
Using Echo360 Personal Capture, professors have the freedom to create and edit customized instructional content whenever and wherever inspiration strikes. You can create recordings from your personal laptop computer.

Media Upload
Echo360’s Media Upload makes it easy for instructors to leverage a vast amount of existing content regardless of what tools were used to originally capture this content.

For more information or to get started, please contact the Dr. Hoiriis in CETL (xt 2639) during Summer Quarter.

Congratulations to the Faculty and Staff for their 2014 Research And Scholarly Activity Awards

Dr. Marni Capes
Dr. Alena Coleman
Dr. Abigail Dahl Gonsalves
Dr. Susan Esposito
Dr. Joseph Guagliardo
Dr. Jerry Hochman
Dr. Kathryn Hoiriis
Dr. Ron Hosek
Dr. Laura Huber
Dr. Pil Woo Kim
Dr. Ashli Linkhorn
Ms. Sandra Pannell
Dr. Matthew McCoy
Dr. Michael Montgomery

Dr. Linda Mullin
Dr. Karen Numeroff
Dr. Brendan Ozawa-deSilva
Dr. Robert Rectenwald
Dr. Paula Rhodes
Dr. Florence Rigby
Dr. Inger Roug
Dr. Brent Russell
Dr. Anquonette Stiles
Dr. Teri Stockwell
Dr. Stephanie Sullivan
Dr. Beatrice Tapia
Dr. Gwendolyn Tutt
Mr. John Wheeler
Welcome back! There are many exciting changes occurring in the CETL and with the QEP.

Foremost on my mind is the QEP 5 year Impact Report that will be sent to SACS all too soon! These ten very important pages must be carefully written. This report will describe how successful we have been with our plan to enhance student learning by using various active learning strategies (ALS) in the classroom. Faculty have trained and implemented new teaching strategies, using clickers, "IFATs, instructional videos, group activities, case-based learning, games and more.

We need to know how these changes in instruction have impacted student learning supported by DATA collected over the last 4 years. The QEP goals and objectives stated we would compare examination scores for 2 consecutive quarters with a baseline of 2010 and comparisons from 2011 to 2015 as our direct measure of student learning in the QEP Target Courses. Currently, the course level data required for the QEP will be mean examination scores for QEP target courses from Fall and Winter Quarters from 2010—2013 academic terms. Over the next few months, I will be contacting faculty to discuss and collect these important data.

Other indirect measures the impact of active learning across the curriculum, include the “Learning Environment” student survey, the Quality Circle student feedback from face-to-face meetings with the QEP team, and NSSE, CETL Basic Science examination, OSCE, NBCE, Student Satisfaction survey and more. We will be comparing the 2010 baseline to each consecutive year from 2011-2015.

In addition, the QEP goals and objectives included faculty learning, so we have data on attendance to various teaching conferences, workshops, lunch & learn and other training sessions in the CETL and at FSDP by our faculty. We also have the direct measures from the annual faculty ALS survey.

I look forward to working with you to collect, manage, and interpret the data as outlined in the plan. I will be happy to answer your QEP questions.

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WFC/ACC Education Conference 2014

Chiropractic Education for a Changing Healthcare Environment

October 29 - November 1, 2014
Sheraton Miami Airport Hotel, Miami, Florida

Increasingly there is a new range of career options and opportunities available to chiropractic students following graduation. This conference addresses these opportunities and how chiropractic educational institutions can best adapt their programs to prepare students for them. Main themes include:

- The changing environment
- Interdisciplinary issues, attitudes and skills
- The "chiropractic clinical toolbox"
- Clinical governance in an era of evidence-based care
- Non-clinical career paths – education, policy and research

If you are interested in attending, please contact Dr. Hoiriis in the CETL during the summer quarter.

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Keynote Speaker

Historian, educator and President
Best Teachers Institute

Author
What the Best College Teachers Do
Nine Strategies to Spark Adult Students’ Intrinsic Motivation

Excerpt Taken From The Faculty Focus: An article by Ludmila Battista and Verlinda Ruble

Ludmila Battista and Verlinda Ruble ask these questions:

Are you an instructor who struggles to change the mindset of your students?

Do you find that the students’ first questions are about grades rather than the content of the course?

Do you want your students to obtain good grades but realize that the grade is a result of a student who is engaged in the topic with passion, interest, and exuberance? They label the “passion to learn” as intrinsic motivation.

They used Maslow’s Hierarchy of Needs for example, which states that lower level needs must be met before people are motivated to work for higher level goals, (Maslow, 1970). If students are in fear in the classroom, then they are not able to learn. Instructors must be approachable and strive to provide a comfortable and safe learning environment only then we can begin to reach toward the intrinsic goals that can be fulfilled through education.

Battista and Ruble also write:

“Beyond acknowledging that basic needs must be met, we must tap into the adult learners’ motivation by addressing their individual potential and helping them to realize the personal satisfaction that can come from achievement. Yes, there are extrinsic factors at play—adult learners pursue education to advance in a career, to earn more money, and to gain some prestige that may come with a higher degree. But, without ignoring these practical issues, if students can also see how their education, even how each individual class they take, can make a difference in how they see themselves and how they can apply their learning, we start to tap into intrinsic motivation.”

CONTINUED ON PAGE 5—the NINE strategies ...

OR Read the full article in Faculty Focus Higher Ed Teaching Strategies from MAGNA Publications http://www.facultyfocus.com/articles/teaching-and-learning/nine-strategies-to-spark-adult-students-intrinsic-motivation/

1st—14th Quarter DC and First Year UG Students Now Have Clickers!!!

Our flagship group is finally in their last quarter of the DC program! Although you may encounter students in some classes who do not have clickers, you can require the students to purchase them for your course if you are sure to include the Clicker Policy Statement in your syllabus. Please contact the CETL for more details and to discover the best way that you can incorporate them into your instruction.
1. Encourage students to draw on past experiences and facilitate a dialogue of discussion with regular active participation.

2. Encourage students to share their own learning expectations and goals related to the course content.

3. Provide announcements and emails with information about the resources available for struggling students (i.e., mentorships, coaching, or counseling services).

4. Provide real life applications through simulations, case studies, and role playing activities.

5. Provide visual aids or even field trips that enhance the students learning and application of learning outcomes.

6. Invite guest speakers that are experts in the field. Experts can pique students’ interests and highlight relevance of the learning concepts being taught.

7. Talk with students about how the class assignments are relevant to future careers.

8. Teach students to reflect and take control over their own learning by using weekly reflections (anonymously, if you like) to solicit feedback about their own performance and where they need to improve.

9. Empower students by teaching them where to find materials and how to use resources in an online college platform that will help them in areas where improvement is needed.

Read the full article in Faculty Focus Higher Ed Teaching Strategies from MAGNA Publications

NEWS from Noah Traylor - our rep with Turning Technologies FREE!!
Getting Started with TurningPoint 5 Webinar Series
- All sessions are at 2:00 p.m. EST .......click on -> webinars. Information continued on page 6 . . .

Staffing Changes in the CETL

The summer quarter will bring forth some staffing changes in the CETL. These changes may leave us short staffed for a short period of time. Please bear with us during this time and know that we are always willing to help with your teaching and learning needs. Please remember that you are welcome to use your faculty id to obtain a key at the front desk of the library for the CETL so you can use the facility when there isn’t a staff member present.
Session Highlights
Learn the necessary information to effectively incorporate the basics of TurningPoint, response devices and Learning Management System integrations in courses.

Turning Technologies’ Implementation Team is offering an informative webinar focused on preparing faculty for interactive classroom implementation. Dedicated training specialists will walk you through the basic use of the software to assess student understanding and how to manage clicker data in your Learning Management System.

Topics Include:
- Purchase and Registration Process
- Overview of Polling Environments in TurningPoint
- Instructor Use of System in Class
- Basic Use of Response Devices
- Tracking of Data via Learning Management System

TUESDAY, JULY 29TH
WEDNESDAY, AUGUST 20TH
THURSDAY, SEPTEMBER 4TH

REGISTER NOW >> webinars.

Can’t attend? Register anyway. We’ll send you the recording and materials after the sessions have been completed.