



ASSETT

Arts & Sciences Support of Education Through Technology

October 2015



In this issue...

- [From the Director](#)
- [Tips & Tricks](#)
- [Tech of the Month](#)
- [What's Happening @ ASSETT?](#)
- [Innovation Pit Stop](#)
- [About Us](#)

From the Director



My inbox is overflowing, recommendation letter requests are piling up, classes are moving in the fast lane, meetings are back-to-back-to back, midterms refuse to grade themselves -- it must be October.

So when we ask you for 10 minutes of your time in this part of the semester, rest assured, we know we're asking a lot; and we ask only because we are sure it will be worthwhile. Keep an eye out for an email about our [Faculty Teaching with Technology Survey](#), which will launch very soon. Your input will be extremely valuable and we want to ensure the data captures the interests and needs of all teaching faculty. The results will help us to initiate exciting new projects and best allocate resources and staff time.

Findings of [past surveys](#) led to our emphasis on custom consultations, Faculty Seminars, Development Awards, and support for Flipped Classroom approaches (which happens to be a focus of this month's newsletter - [see below](#) for great tips, tools and opportunities). ASSETT staff has wisely designed this survey to minimize the demands on your time and maximize what we can learn about your needs and experiences. They've also built in a few perks for you at the end -- you can enter a gift card raffle (with some decent odds), your entry will be logged in a department bonus competition, and you'll access a hot-off-the-presses mini-report from our fall Student Learning Technology Survey. We can't wait to dig into the results and look forward to sharing a full report of outcomes next semester. Ahhhh, "next semester," where the calendar is always clear.

[Phoebe Young](#)

Tips & Tricks

As educators, we do our best to create environments that help facilitate learning. One strategy that's been gaining traction is the flipped classroom model, where students watch lecture material at home and come to class prepared to actively engage in class. Here's one student's account of how screencasting and the flipped classroom helped her

learn.

"Overall, I thought the screencasted videos were quite beneficial. It was nice to be able to see a problem explained and solved in real time, rather than having to rely on a textbook or other explanations on paper that can be a little more confusing. Having videos like that was very helpful—reading from a textbook doesn't really show you how to write out the problem and walk through it as well as seeing someone do it. It was also nice because if I missed something, I could just go back in the video and watch it again."

~Cassidy Younggreen

Sound interesting? Here are 5 ways to test the waters with screencasting or flipping the classroom. Keep in mind that your videos should be short, under 10 minutes is reasonable.

1. Try a free screencasting tool (see the Tech of the Month) to create some review materials to help students study.
2. If you know ahead time that you'll need to miss class, record a screencast lecture and create a short response assignment for students.
3. Create a screencast to provide general feedback to the whole class on common mistakes made on a recent assignment.
4. You don't have to create your own screencasts. Assign other online video or audio resources from TedTalks, NPR podcasts, or Youtube.edu as preparation for a group activity in class.
5. [Register](#) for ASSETT's Flipped Classroom Workshop on either December 15 or January 5!

Tech of the Month

As the name implies, [Screencast-O-Matic.com](#) is a tool that you can use to record whatever you're displaying on your computer screen, as well as your audio and/or video. Using the free version, you can record up to 15 minutes, publish with a randomized URL or to Youtube, and save as an mp4 for uploading to D2L, Kaltura, or favorite website.



Why use it?

While many people use this software to flip their classrooms, screencasting can be used for a variety of other pedagogical and practical reasons. A few that come to mind are:

- Screencasts enable students to learn at their own pace and time by allowing them to watch content repeatedly;
- Consider screencasting a portion of your traditional lecture to reduce the amount of content you deliver in class. This enables you to focus on important themes and concepts; create a space for a discussion, or introduce various activities;
- Provide content in a multimodal format that meets universal design principles;
- Save time by creating reusable content such as tutorials or instructions.

How Can I Learn More About it?

Find additional information at <http://screencast-o-matic.com> or get in touch with ASSETT's [teaching and learning consultants](#).

What's Happening @ ASSETT?

Make Your Voice Heard!

The CU Faculty Teaching with Technology Survey launches the first week of November! Stay tuned for a kick-off email. It will also go live via our survey [webpage](#).

Registration for our Flipped Classroom Workshop is open!

ASSETT is offering 1 day workshops on techniques that can help you if you find yourself running out of lecture time, covering more remedial material than you'd prefer, or wanting to try a different approach to increase student engagement.

ASSETT's Flipped Classroom Workshop is an all-day event providing participants with pedagogical strategies, technologies, and resources to begin flipping their classroom and increase their students' learning. The workshop includes lunch, a license for the screencasting software [Snagit](#), and \$150 professional development award.

[Register](#) for one of the dates below. Each session will be limited to 8 participants.

- Tuesday, December 15, 10:00 AM – 3:00 PM in Macky 230
- Tuesday, January 5, 10:00 AM – 3:00 PM in Macky 230

Innovation Pit Stop

Friday, November 13, 2:00 – 3:00 pm, ATLAS 105

Need a quick break to refuel your inspiration and replenish enthusiasm in your courses? As John Dewey said, *"We do not learn from experience. We learn from reflecting on experience."* Join Berit Jany from German & Slavic Languages & Literature in a discussion of her use of [VoiceThread](#) as a learning portfolio tool for reflection. VoiceThread is an interactive sharing tool that allows students to create video portfolios reflecting on learning experiences and converting covered academic material into reflective and meaningful learning opportunities.

About Us

[Teaching and Learning Consultants:](#)

seek to inform, facilitate connections and encourage inspiration in those exploring new way of teaching with technology.

[Our Creative Services Web Team:](#)

is comprised of talented experienced web and graphic designers committed to bringing fresh design ideas to your academic web site redesign.

[ASSETT's Teaching Technology Assistants:](#)

are familiar and comfortable with technology. Their primary goal is to help people in A&S learn to use and maintain technology in an educational environment, rather than to fix broken technology.

[Contact us:](#)

asset@colorado.edu or 303.735.3813.

[ASSETT Custom Tools and Applications:](#)

[Places](#), [OCR](#), [Syllabus Archive](#), and [ASSETT Blog](#)

CONNECT WITH US



You are receiving this email as a member of the
College of Arts and Sciences, whose students fund ASSETT.
To unsubscribe, please click the link below.

[Manage your email preferences here](#)