Exploring Innovations in Teaching & Technology at BU

Lightning Talks

FALL 2021 SPEAKER SERIES

Engaging Students with Technology Tools

Friday, October 22
12:15-1:15 PM
Quick Reminder

For optimal viewing experience, you can change your view options. We recommend **Speaker View** over Gallery View.

**Optional:** Add your department, program or school to your Zoom name.
Today’s Lightning Talk is being recorded and will be available for viewing via digital.bu.edu next week.
Q&A

Please share your questions in the chat feature and the moderator will address at the completion of all presentations.
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Engaging Students with Technology Tools
Friday, October 22
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Frederic Brunel
BU Questrom School of Business

Alison Carberry
BU College of Arts & Sciences

Dave DeCamp
BU Digital Learning & Innovation

Sue Griffin
BU College of Arts & Sciences

Kate Lakin-Schultz
BU College of Arts & Sciences

Cat Mazur-Jefferies
BU Global Programs

Moderator
Jonathan Wisco
BU School of Medicine
Frederic Brunel  
Associate Dean Undergraduate Programs  
Associate Professor Marketing  
BU Questrom School of Business

Using Yellowdig to Extend and Deepen Classroom Discussions into a 24/7 World
Main goals:

1) Extend conversation outside the twice per week 1hr 15mn clock
2) Build community, make the big feel small
3) Provide alternative medium to reach students who are quiet
4) Provide opportunity for more thoughtful elaboration and even research
• Deployed at section level (23) of 800 student course
• Integrated with course management platform
• 1 weekly topic + organic posts
• Objective 1,000 points per week
  ○ Earn points for posts
  ○ Earn points for comments
  ○ Earn points for accolade/emojis
• Counts towards 5% of the final grade

YellowDig - Week 7 - Is Marketing Phony?

Victor Papanek a famous critique of bad design and advocate of socially and ecologically responsible products, tools, and community infrastructures once wrote that marketing “in persuading people to buy things they don’t need, with money they don’t have, in order to impress others who don’t care, is probably the phonestest field in existence today.”

You might find it surprising that this was written in 1972! However this critique appears potentially relevant today. Maybe more than ever?

What are your thoughts on the role and responsibility of marketing? Do you agree or disagree that marketing persuades “people to buy things they don’t need, with money they don’t have, in order to impress others who don’t care”?

Go to your section QST Tools site and post your thoughts (and responses to others’ posts) in the section Yellow Dig platform.
In my section in Fall 2020, students on average wrote the equivalent of 10 pages single-spaced of text.
Thank You
Nearpod:
Advantages for Synchronous and Asynchronous Engagement
Launch and Share Synchronously or Asynchronously

Synchronous

Asynchronous
Sample Lesson: Childhood Memories

**Instrucciones:**
Advance to the next slides and complete each activity.

We'll share and discuss our responses next class.

**Informational Slides & Activities:****

- Matching (warm up)
- Poll (single or multiple options)
- Short answer Qs

*Project replies / correct answers

**Classroom Results**

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<th>Student</th>
<th>Matches</th>
<th>Tries</th>
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**Pairs**

- Read
- Sports
- Build models

**What was your absolute favorite activity when you were a child?**

- **Student**
  - Braden Clinger: I liked to try to build dams in the creek behind my house.
  - Laura: Playing pretend school -- I was always the teacher 😊
  - Shawn Provencal: Videogames
  - Tijana Copic: My favorite activity was playing outside.
  - Francis Antonelli: I loved playing baseball!!
  - Alison Parker: I really loved to read. I was happy to do a number of things.
  - poliana alcon: Climbing trees with my cousins and friends in my backyard.

**PARTICIPATION: 100%**

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Summing Up:

- Nearpod is excellent for asynchronous engagement with information/material - but not for engagement with each other (unless live and directed by instructor).
  - Will not replace discussion forums, Jamboard, Padlet, etc.

- Set-up allows for more thoughtful, lengthier responses because (asynchronously) there is no rush. Responses can later be shared in follow-up class discussions.

- Mix of Google Slides and Nearpod activities makes it a solid platform for flipped instruction (with interactive spot checks) and differentiated learning.
Thank You
Dave DeCamp
Educational Technologist
Digital Learning & Innovation

Create Geographic Narratives with KnightLab’s StoryMapJS
Free, Open-Source, and Easy to Use:
Only need a Google Account (no login/password required)

https://storymap.knightlab.com/

Great! Let’s make a StoryMap. What do you want to call it?

Making a gigapixel storymap? Click ‘create’ and set the details using ‘Map Type’ in the options.
Read this for more info.
Capabilities & Limitations

1. Best for telling **sequential narratives** that take place at discrete locations *in a specific order*
2. Limited maps and settings let students focus on content
3. Can add images, text, and custom markers to supplement narrative
   a. *Bonus:* Great for teaching students how to use and credit open source images!
4. Can customize Zoom level of map for each slide
5. Easy to share link to finished presentation

1. Not good for telling stories where the journey between two points matters
   a. Especially if it’s nonlinear!
2. Some maps views are useless for certain narratives/students may be frustrated with lack of choices
3. Sometimes students focus too much on the images at the expense of their narrative
   a. *Response:* I like to set word limits per slide
4. Zoom levels can make jarring transitions between slides
5. Make sure students Save and Publish Changes often!
Thank You
Using Padlet for Synchronous and Asynchronous Engagement
What is Padlet?

Padlet is an online virtual “bulletin” board, where students and teachers can collaborate, reflect, share links and pictures, in a secure location. - Padlet Website

Free Version:
- Up to 3 Padlets
- Limits file size uploads

Padlet Pro:
- Unlimited Padlets
- File size increase
- Folders
- $8.00 - $10.00 / month
- Backpack for Institutions

It's a beautiful day. Make something beautiful.

Sign up for free  Install mac app
Quels sont les messages principaux du film?
Et pourquoi Teno veut-il les partager avec son public? Commentez ~ 5 phrases.

1. À mon avis, le message principal du film est l’exploitation des peuples africains par les mains des Européens. Ce film *Afrique je te plumerai* se concentre principalement sur le Cameroun. Pendant le film il est évident à quel point le Cameroun a influencé la France. Spécialement, la littérature. Il y a une scène dans le film dans la bibliothèque qui montre à quel point la section de la littérature native est vraiment petite. Le reste est européen, la plupart française. Finalement, ce film voulait nous montrer que l’influence francophone toujours reste dans Cameroun.

**Musique Africaine:**

https://www.culturesofwestafrica.com/west-african-music/

2. À mon avis, je pense que le message principal du film était que même si le colonialisme était attendu depuis longtemps, ses effets existent toujours à ce jour. Le film fait un excellent travail en montrant le Cameroun postcolonial. Cela montre l’effacement continu de la culture et les idées toujours répandues selon lesquelles les Européens sont supérieurs aux gens des pays qu’ils ont colonisés. Après de nombreuses années de cette mentalité, il est logique que le Cameroun soit tel qu’il est. Les puissances coloniales ont beaucoup enlevé aux régions colonisées, mais plus important encore, elles ont emporté des parts importantes de différentes cultures.

3. Je pense que les messages principaux d’*Afrique Je te Plumerai* sont que la France (et l’Europe en général) a fait mal à l’Afrique par la colonisation et ses effets durables. Mais malgré ça, les personnes Africains (particulièrement les camerounais dans le film) gardent leur culture intact. Alors, même que nous devons nous souvenirs les mauvais actes de l’Europe au cause de la colonisation, nous devons aussi reconnaître le courage et la force des personnes africains!

La musique africaine ce que j’aime:

https://www.youtube.com/watch?v=creJp5H4Bq

4. Je crois que les principaux messages du film étaient de montrer les effets du colonialisme sur le pays aujourd’hui. Bien sûr, à l’époque du colonialisme, les effets étaient horribles, mais il y a encore des effets aujourd’hui, même lorsque les Européens sont partis. Aussi, le film montre la culture du Cameroun avant le colonialisme. L’une des raisons du colonialisme était que les cultures et les sociétés africaines étaient inférieures à l’Europe et que les Africains avaient besoin d’aide. Le film montre que ce n’était pas le cas. Le Cameroun avait une culture très diverse et compliquée.


**Other Formatting Options:**

- Timeline
- Canvas
- Grid
- Shelf
Reasons to give Padlet a Try…

1. Easy to Use (even on the fly)
2. Flexible formats and applications
3. Great for activities in and out of class (shareable with link or QR code)
4. Compatible with YouTube, Spotify, embeds links, documents, pdfs, and students can insert recorded audio, video, photos…
5. It’s pretty 😊
Thank You
Catherine Mazur-Jeffries
Senior Lecturer
CELOP, BU Global Programs

Introduction to Perusall:
Engaging Students through
Social Annotation
What is Perusall?

- Created by a team of faculty at Harvard.
- Students annotate text/video, responding to one another in real time.
- Instructors can upload videos, word documents, PDFs, websites, and podcasts.
- Functions as an integrated tool on Blackboard.
- Student analytics help track participation.
Why use Perusall?

- Increases engagement with assigned materials
- Encourages communication with classmates
- Allows instructors to adapt teaching practices based on student annotations
How to use Perusall

Text/Video Annotations

Syllabus/ Assignment review

Post-exam review

Peer Feedback

Tips:

● **Buy-in:** Have students reflect on their reading habits and why this platform could be useful.

● **Expectations:** Establish clear expectations for quality and quantity of annotations required per assignment.

● **Limit teacher involvement:** Encourage students to respond to one another and keep teacher annotations to a minimum. Instead, address questions in class.

More:

Check out the many webinars on Perusall.com
Thank You
Q&A
Teaching within a Social Justice Framework

Friday, December 3
12:15-1:15 PM
Thank you for your participation in the Lightning Talks Speaker Series.

Questions or feedback?
Email digital@bu.edu.