Message from the Director
Norah Kerr-McCurry

So what’s the difference between the Teaching and Learning Center (TLC), and the newly-established Innovation Center (IC)? We still direct the distance education program, administer the learning management system, offer workshops on teaching and technology as well as facilitate roundtable discussions on issues important to faculty and students. And we still provide services for fully online students, a fast growing population, up 14% over this time last year, as of this writing. There have been personnel changes as a result of the reorganization (new staff pictured below) and new initiatives to promote interdisciplinary teaching and learning. But we’d like you to tell us: what should the difference be? We want to work with you to identify opportunities for enhancing teaching and learning through the use of technology and the implementation of best practices for the design and delivery of learning activities. Please stop by to meet the staff and give us your feedback, as we continue to focus on learning and teaching.

Universal Design for Learning: Essential for Some, Good for All

Universal Design for Learning (UDL) is a proactive approach to making education available to as wide an audience as possible. While there are specific requirements for addressing the education and access for persons with disabilities, UDL goes several steps further.

Instead of making accommodations when a need arises for a particular student or member of the community, UDL is proactive. Facilities, technology, teaching techniques and more are designed to meet the needs of as many different people as possible.

Meyer, Rose, and Gordon’s, Universal Design for Learning Theory and Practice addresses three principles of UDL:

• Provide Multiple Means of Representation
• Provide Multiple Means of Action and Expression
• Provide Multiple Means of Engagement

The focus is on student learning: making education more responsive to learner differences and ensuring the benefits of education are distributed equitably and effectively.

While there are no global regulations or rules for UDL, one organization that has worked to define a set of guidelines is the Center for Applied Special Technology (CAST). CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning (UDL). CAST describes Universal Design for Learning as a means to help educators assist learners who might struggle in the educational environment.

Visit the Innovation Center and attend our Roundtables to explore ways to design your courses using UDL. Whether you are teaching online or face-to-face, Universal Design principles can enhance the learning experience for all of your students.

Contributors
William Burns
Norah Kerr-McCurry
Jonathan Shaloum
A Classroom Performance System (CPS), also known as a “clicker” system, allows faculty members to survey students and validate their understanding of lecture material in real time. Students use remote keypads about the size of a smartphone to respond to questions anonymously. Faculty members can view poll results as they come in, and choose whether or not to broadcast them to the class. A CPS can be particularly helpful to shy students concerned about asking questions during a lecture.

Brookdale’s Nursing faculty identified a need to use more technology in the classroom and in clinical settings. Specifically, they needed to conduct class polls, especially before and after student conferences. Turning Technology’s ResponseCard system enabled our Nursing faculty to reach their goal.

Nursing collaborated with the Innovation Center to identify appropriate resources. After narrowing our search to two systems, we secured trials and received vendor training for both. After weighing pros and cons of both systems, all involved agreed that Turning Technology ResponseCard was the superior product for our needs, based on:

- Short learning curve for students and faculty
- Integration with PowerPoint (which faculty members already use)
- Intuitive hardware and software design
- ResponseCards (or “clickers”) that have a familiar visual layout, allowing for easy access and accurate input of data

Nursing then applied for Perkins funding with the help of the Health Sciences Institute. Perkins funding was approved in fall 2014 and the CPS was purchased.

Student success is the goal behind any method of teaching and assessment. Nursing faculty report that the CPS leverages technology to promote
Learning With Web 2.0 Tools

The term Web 2.0 refers to websites and web applications that enable users to generate, share, and access content. These tools typically have a short learning curve. Web 2.0 tools include capabilities for video sharing (YouTube), blogging (WordPress, Blogger), podcasting (SoundCloud), and collaborative web spaces known as wikis.

The recent upsurge of Web 2.0 applications provides many new opportunities for students to create and share online content. Some Web 2.0 applications allow students to work collaboratively with other students online. Those other students may be seated next to them, or they may be in another country!

Students collaborate with Web 2.0 tools by creating and sharing online content such as photos, text, and video; building online portfolios to show completed projects and learning accomplishments; and, collaborating in shared web spaces. Creating assignments that utilize Web 2.0 software such as blogs and wikis promote student teamwork and professional communication.

The Innovation Center offers workshops on many free or low cost Web 2.0 tools. We’ve evaluated several tools we recommend that:

- promote critical thinking.
- are intuitive and easy to use.
- are generalizable to work for different programs
- place control in the hands of the student rather than developer.
- provide a finished product so that students have something to show for their efforts.

Please see our workshop series Bloom’s Taxonomy in the Digital Age: Technology Tools to Promote Learning to learn how you can leverage Web 2.0 tools to promote interactive learning in your courses.

Course Design and Student Success Certification

Brookdale Community College has made a commitment to offer students access to education through the development of quality online courses. In order to support this goal, “Online Teaching and Learning: Systems and Students” was developed in 2006 as part of a certification process for faculty. The TLC developed a new course during the Fall 2012 term which was modified for use in the Canvas LMS during the Summer of 2013.

Faculty interested in teaching fully online courses should register for Brookdale’s certification course, “Focus on Learning, Teaching and Practice”. “Online course pedagogy meets the structural needs for students to consume academic coursework any time and place while also developing their analytical skills and extending their communication skills,” according to George P. Schell and Thomas J. Janicki of the University of North Carolina Wilmington.

The course is structured within three units: Focus on Learning; Focus on Teaching; and Focus on Practice.

Continued on page 4
Course Design and Student Success: Quality Matters

Continued from page three

Successful completion of the course will enable faculty to:

• design and successfully teach a fully online course
• leverage active learning techniques to demonstrate and facilitate learning
• apply learning topics such as cognitive theories, motivation techniques, feedback, instructional design best practices, the Quality Matters Rubric, and assessments to the development of a fully online course
• successfully complete the administrative tasks such as following processes of the Innovation Center
• work within the College’s academic policies and codes of conduct
• complete the processes involved in developing an online course and adapt or use existing instructional design processes
• develop online course materials and be comfortable within the College’s Learning Management System.

“Online learning environments permit a full range of interactive methodologies, and instructors have found that in adapting their courses to online models, they are paying more attention to the instructional design of their courses. As a result, the quality, quantity, and patterns of communication students practice during learning are improved” (University of Illinois Online Network). We invite you to join us as we “Focus on Learning, Teaching and Practice”.

Participants in the Spring 2015 cohort of the course, facilitated by the Director of the IC are pictured at a recent face-to-face meeting.
Innovation and Learning Resources Institute is the new name for an entity that houses some of what Brookdale does best in one unit. I’m excited about the potential of the venture, which centralizes and expands services to benefit students, faculty and staff. The Innovation Center, the Bankier Library and the Tutoring Center at the Bankier Library Learning Commons are now partners in helping students succeed through the dedication of the faculty and the devotion of the staff.

The Bankier Library, under the new leadership of Director Steve Chudnick, is taking a lead role in Dr. Reed’s initiative to bring Open Educational Resources (OER) to Brookdale. This effort, in addition to the fine work already done by our Library faculty and staff, will continue to make the library the heart of this campus.

Part of the growth in the facility includes the Tutoring Center at the Bankier Library Learning Commons, which helped more than 1000 students from a wide range of disciplines this fall. Our Learning Commons Assistants have worked diligently to make sure all students who come to see them get access to the help they need. Soon we will be offering online tutoring and, working with faculty, we will develop a peer tutoring program.

The Innovation Center is the next step in the evolution of the TLC. With Norah Kerr-McCurry as the Center Director, the college will continue to benefit from her expertise and experience while increasing the scope of the work that we do. In addition to the name change, we now have a larger staff ready to help faculty identify and train in new and emerging teaching technology. We still offer online certification and encourage all faculty to come in to the center. The staff can help you adopt and, if necessary, demystify some technology for your classes, whether the online, face-to-face or hybrid. With the combined resources of the Library, the Innovation Center can now work to craft projects and learning objects that take advantage of the expertise of the Institute’s people.

As you can see by this newsletter, some good things are happening in the Innovation and Learning Resources Institute, and there are some exciting new initiatives on the way. I’m very proud to be leading such a great group and I hope that you come to take advantage of what we can offer.
Bloom’s Taxonomy in the Digital Age: Technology Tools to Promote Learning

Bloom’s Taxonomy classifies learning levels that describe the progression from lower order thinking skills to higher order thinking skills. Including Bloom’s in your course design promotes student success by encouraging learners to become active participants. Attend a workshop to learn about Bloom’s Taxonomy and software tools that can be used to apply it.

Workshop 1: Virtual Flashcards to Mind Maps

Attend this workshop to learn software tools that can promote:

- **Remembering**: Virtual flash cards with Cram, social bookmarking with Delicious
- **Understanding**: Quick slideshows with Popplet, graphic organizations with Animoto
- **Applying**: Virtual whiteboards with the Show Me iPad app
- **Analyzing**: Mind maps with MindMup

Workshop 2: Google Forms and RSS

Attend this workshop to learn how Google Forms and RSS readers can promote **Evaluating**

- **Wednesday March 2**: 9:00AM - 10:30AM

Workshop 3: Prezi

Attend this workshop to learn how Prezi’s zooming slideshow can promote **Creating**

- **Monday February 1**: 2:00PM - 3:30PM
- **Tuesday February 16**: 2:00PM - 3:30PM
- **Wednesday March 9**: 11:00AM - 12:30PM

Workshop 4: Voice Thread

Attend this workshop to learn how VoiceThread’s asynchronous voice discussions can promote **Creating**.

- **Monday February 22**: 2:00PM - 3:30PM
- **Thursday February 25**: 2:00PM - 3:30PM

Workshop 5: WikiSpaces

Attend this workshop to learn how WikiSpaces’ collaborative web spaces can promote **Creating**.

- **Monday March 7**: 2:00PM - 3:30PM
Create and Edit Screen Recording Videos: Camtasia

Attend this workshop to begin using Camtasia and learn to record your on-screen activities, customize and edit content, and share your videos with viewers on nearly any device.

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<td>Monday</td>
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Office Mix

Office Mix is a new, free add-in for PowerPoint that allows you to add voice, video, and digital ink to your PowerPoint presentations. Attend a workshop to discover the features of this exciting tool, including sharing your presentations for playback on any device.

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Universal Design for Learning (UDL)

UDL strives to remove barriers by making course content appropriate for all students. It is proactive rather than reactive, and design rather than accommodation. UDL strives to provide assistance for all students, not the special needs of some. Attend a workshop to learn how to apply UDL to your classroom and course materials.

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<tr>
<td>Thursday</td>
<td>March 24</td>
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Intro To Apple TV

Attend this workshop to learn how to integrate the Apple TV into the classroom using AirPlay for iPad and iPhone.

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Innovation Center Lead Faculty Fellow Larry Hartzell.

Professor Harztell may be reached at his IC extension X2163 (732-224-2163) His hours are as follows:

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<tr>
<th>Mondays</th>
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<td>Tuesdays</td>
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<td>Thursdays</td>
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Open Lab for Faculty: Thursdays 11:45AM - 1:15PM

- The Lead Faculty Fellow will be available to work with faculty on a drop-in basis and to assist the IC in online course and program development.
- The Lead Faculty Fellow will provide faculty with pedagogical and technological support.
- The Lead Faculty Fellow will work with groups and individuals to build online student-centered learning environments.
- The Lead Faculty Fellow will promote effective teaching techniques.
- The Lead Faculty Fellow will help faculty to implement new, innovative ideas to be shared across disciplines.
Canvas Workshops

Certificates will be awarded upon successful completion of each workshop. Workshops B, C, and D are designed for Canvas users with knowledge of the topics covered in Workshop A, or users who have completed Workshop A.

**Canvas Basics: Workshop A**
- Overview: What is the purpose of an LMS?
- Set Navigation (Course Settings)
- Student View
- Create a Module
- Create a Content Page
- Add a File
  - File Manager
- Create a Home Page
- Roster
- Publish Your Content
- Publish Your Course
- Request a Course for Future Terms
- Copy Content from Another Course

**Assignments and Gradebook: Workshop B**
- Create an Assignment for Online Submission
- Create an Assignment for No Submission
  - Speed Grader
- Create a Discussion
- Getting Started with Quizzes
- Add Assignments to Modules
- Gradebook
  - Set Gradebook to Display Points
  - Assignment Groups
  - Assignment Group Weights
  - Points-Based Gradebook
  - Grade Assignments
  - Extra Credit
  - Grading Rules

**Communications and Calendar: Workshop C**
- Announcements
- Attendance
- Discussions
  - Create a Discussion
  - Course-Level Discussion Settings
  - Reply to Discussions
  - Add Discussions to Modules
  - Filter Discussions
  - Pin Discussions
  - Grade Discussions
  - View Discussion Participation Statistics
- Conversations – Canvas Email
  - Notifications
- Calendar
  - Assignment Due Dates
  - Manual Entries to Calendar

**Assessments: Workshop D**
- Getting Started with Quizzes
- Add Questions
  - Create Multiple Choice Questions
  - Create True/False Questions
  - Create Fill-in-the-Blank Questions
  - Create Multiple Fill-in-the-Blank Questions
  - Create Essay Questions
- Preview and Publish Quizzes
- Moderate Quizzes and Grade Essay Questions
- Grant Extra Quiz Time to Students with Accommodation Alerts
- Implement Lockdown Browser to Require Proctored Testing
- Create Question Banks for Reusable Questions
- Randomizing Exams with Question Groups
- Link Question Banks to Question Groups

*Please turn to next page for schedule*
All workshops are held in the Innovation Center, located next to the Bankier Library, unless otherwise indicated.

For additional information, contact the Innovation Center at (732) 224-2089 or innovations@brookdalecc.edu
**Spring 2016 Innovation Center Workshops**

**Workshops and Roundtables are designed for full and part-time faculty.**

### February

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<th>Day</th>
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<tr>
<td>Mon</td>
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<td>Prezi</td>
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<td>Thurs</td>
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<td>Office Mix</td>
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<td>Fri</td>
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<td>Intro to Apple TV</td>
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<td>Mon</td>
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<td>9:00-10:30</td>
<td>Virtual Flashcards to Mind Maps</td>
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<td>Wed</td>
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<tr>
<td>Tues</td>
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<td>Prezi</td>
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<td>Thu</td>
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<td>Voice Thread</td>
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<td>Fri</td>
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### March

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<td>Google Forms and RSS</td>
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<td>2:00-3:30</td>
<td>Wikispaces</td>
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<td>Wed</td>
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<td>Office Mix</td>
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<td>Thurs</td>
<td>3/24</td>
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<td>Universal Design for Learning (UDL)</td>
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<td>Mon</td>
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<td>2:00-3:30</td>
<td>Camtasia</td>
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### Roundtables:

Attend a Roundtable Workshop to learn more about topics related to teaching, technology and innovation.

**Roundtables on Thursdays from 11:45am to 1:15pm in MAC 203.**

**Topic: Do Deadlines Matter?**
- Thursday, February 11, 11:45AM - 1:15PM

**Topic: International Education**
- Thursday, March 10, 11:45AM - 1:15PM

**Topic: What Is Innovation?**
- Thursday, April 14, 11:45AM - 1:15PM

### Focus on Learning, Teaching & Practice: Online Certification

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This course runs for eight weeks, Feb 8 through March 28, and is presented as a hybrid with three required face-to-face meetings. A second section will be offered.