Student Teaching

By Andy K. Stanfield, Assistant Vice President for Institutional Compliance
Director, Center for Teaching and Learning Excellence

Introduction
Student teaching is a great instructional strategy that focuses on the core skills of content knowledge, critical thinking, and communication. By assigning students to teach a lesson, instructors force the students to deeply learn the material in order to present it to the rest of the class. Obviously, this is very demanding for some students. Thus, this method appears to work best with upper level undergraduates and with graduate students, who have the requisite discipline, knowledge, and communication skills.

Process for Conducting Online Student Teaching
There are two different modes for online student teaching assignments: synchronous and asynchronous. The synchronous model is more demanding of student teachers because of the immediacy of having to answer questions from other learners. In the synchronous model, some type of web conferencing system is used for real-time lessons. The main drawback of this model is when students—because of their geography or life schedules—are unable to attend the synchronous session. Additionally, students might need a mini-lesson on using the web-conferencing system.

The asynchronous model results in less stress for student instructors because of the lack of real-time questions from the learners. In this model, students create a PowerPoint lesson and then add narration. This is then uploaded to the e-Learning Platform so other students may view the lesson. This model is less interactive, but this may be a positive thing for those just learning a discipline who do not have a strong foundation of content knowledge in order to answer questions in real-time.

Assessing Student Teaching
It is recommended that you use rubrics with student teaching, so the students will have a clear understanding of the criteria when designing their lessons. Make sure you have very detailed criteria concerning what the lesson the student teaches should look like. Students should be aware of your expectations concerning presentation materials (PowerPoint slides, handouts, etc.), length of presentation, format or mode (live in web-conferencing software, narration recorded in PowerPoint, etc.), and any other information that the students need to successfully complete the presentation.

Another great way to aid in assessing student teaching is to allow the other students to assist in grading the student teaching assignment. If this approach is taken, the instructor and the other students grade the student lesson. A very equitable method is to have the other students’ grades count for no more than 40%, with the instructor’s opinion counting for the other 60% of the grade.

Conclusion
Student teaching is a great method to improve content knowledge, critical thinking, and communications skills. This instructional strategy works in both synchronous and asynchronous environments, depending on your needs and the needs of your students. Overall, student teaching lessons, when properly designed, provide many opportunities for learning and for developing professional communication skills necessary in the twenty-first century workplace.
The “Manage Study Groups” Tool

Part 1 of a 3-part continuing series

The Study Groups tool is reached by clicking on the first icon in the right hand row of quick link graphics. It appears as the silhouettes of two people, with one positioned slightly behind the other. If a user places the mouse pointer over the graphic, the caption “Study Groups” will appear above it. Clicking this icon will bring the user to the Manage Study Groups page.

On the Manage Study Groups page will appear a list of any groups to which the user has been assigned. The class professor will create the groups and assign members. If no groups are shown, this indicates the user has not yet been assigned to a group. Depending on what tools the professor has made available to the group, on the right hand side will appear the instruction “+ Add New Collaborate Session.” Clicking on this will open a new window, where group members can set up group study sessions using the Blackboard Collaborate tool. Use of this tool will be explained in greater detail later in this document.

A user will only see group names to which they have been assigned, and will only have access to group communication tools for that specific group. To see these options, on the far left hand side of the space is a “Minimize/Maximize” toggle button. Clicking on this will expand the group options list.

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Once the “Min/Max” toggle button is clicked, the expanded options list appears, as shown above. There are three basic sections to this area.

1. In this space will appear the quick link icons for various communication tools and group memberships. This line will always appear when the group list is expanded. The icons, from left to right, are Email Group, Group Discussion Board, and Group Members. Only the specific, identified members of the group have access to these tools.

2. This section will only appear if a Collaborate session has been created by a group member. For a future session, the title on the left hand side will be grayed out. In the central area, the Start Time will appear in green and the End Time will appear in red. The color indicates this is an upcoming session that is available to group members to attend. Next to these is a dedicated space for session recordings. This is grayed out and unavailable at this point in time. On the far right hand side are basic editing tools that allow the session creator, and only the session creator, to edit or delete the session prior to the session start.

2a. Thirty (30) minutes prior to the scheduled start time of a session, the session title located on the left hand side of the space will change from grayed out to a blue color, as seen here:

This indicates the session is now open and can be entered by group participants. To access the session, click on the title. This will open a new window to Blackboard Collaborate and launch a Java program to create the session. All sessions are automatically recorded from the moment the first user enters until a few moments after the last user exits.
3. The third section shows how it will appear after a session has taken place. The session title, start time and end time are all grayed out, indicating they cannot be accessed. However, note the Session Recording graphic, which looks like a small film strip, is now colored in with a blue background. Clicking on this will launch the Java application and start the playback. The entire session, including video and audio, will be available for replay, with standard features to allow a user to fast forward, rewind or pause the playback. If there are multiple recordings for a session, the available choices will appear in a table setting and the user can select the specific session to replay.

During the Java download process, the User will see a pop-up window similar to the one above. Depending on the individual user’s security profile for their computer, a security warning requesting permission to launch the Java window may or may not appear. Grant this permission to allow the session to start. Following completion of the Java application download, a new window will appear requesting you to identify your system connection speed. The default selection is “Cable/DSL”. If you are uncertain of your computer connection speed, you may also select “Wireless” or “Dial Up 56k”; however, these choices will result in a slight delay during interactions in the Collaborate session.

**Part 2 – Creating a Collaborate Session**

Appearing on the right hand side of the main Manage Study Groups page is a clickable interface with the instruction “+ Add New Collaborate Session.” Clicking on this will open a new window, where group
members can set up group study sessions using the Collaborate tool. All group members and the class professor have the ability to create a Collaborate session.

Add Collaborate Session

In this window, users can set up the specific dates and times for a Collaborate session to be available. The first line requires the entry of a Session Name. It is recommended to clearly indicate in the title specific details of the session. For example, “Group Name, Term, Class Name, Date and Time.” This will make it easier for record keeping and organizing the rooms in the LMS.

In the graphic above is a small check box with the question “Are you the moderator?” This checkbox only appears for the class professor. Student users will not see this option. When the professor checks this box, it reserves the moderator role to the professor, and all student users who log in to that specific session will be assigned a participant role. If the professor leaves this box unchecked, or if it is a student creating the session, than all users will have full moderator capabilities within the session.
When setting the time and date for the Collaborate session, users should double-check to ensure accurate dates and times have been entered. Potential errors may occur when selecting the time zone, clicking on the wrong date from the interactive calendar, or neglecting to change the time from AM to PM. Start and End Time selections may only be made in 15 minute increments. If an error is made, the session creator can edit the details of the session, as long as the session has not started.

To clarify the Time Zone selection, when the menu bar is clicked it will pull up an extensive list of global time zones. These time zone selections are based on Greenwich Mean Time (GMT), and will require the user to select the correct time zone for his or her area. Once this selection is made, specific Start and End Time for session can be made according to local time in that time zone.

For example, to set a time for the Eastern United States, the user would need to locate and select (GMT -05:00) Eastern Time (US & Canada), as shown above.

Once the session parameters have been set, the user must click the “Submit” button located in the lower right hand corner of the window. This will create the specific reservation and publish the session information to the Manage Study Groups page of the LMS.

**Part 3 – In the Collaborate Session**

Once the application loading phase is complete, you will see the below screen. This is the interactive area for Collaborate. See below for an explanation of each area and how it is used. Each of the areas numbered 1, 2, and 3 can be freely moved around to customize the display to your preference.
The Faculty In-Box

1. This is the Audio and Video interface area. From this space you can set up and control the interactive voice features in Collaborate. This is the optimal method of communication.

   The Talk button toggles the talk feature on and off for the microphone. In the default setting, only one person may use the microphone at a time. Common courtesy is to turn off the microphone when you are not using it, to allow another user access. This is a one click interface, meaning one click to turn on and one click to turn off. You can also use the keyboard quick command by pressing “Ctrl” and “F2” simultaneously.

   The Video button toggles the video feature on and off. If your computer is equipped with a video camera, it will automatically make this feature available. The video can be synced with the microphone so that the active speaker will appear in the video window. There are six video channels, one primary and five thumbprint. Additional are supported, but only the primary and first five will appear in the menu. The secondary icon on the toggle allows for a quick screen capture to be imported to the whiteboard area.

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These are the slider controls for the microphone and speaker volume. These can be adjusted at any time.

This is a quicklink to expand or minimize the video display area. If there is not an identified video feed, by default it will be in the closed position.

This is a quick link to different menu items. Clicking the first symbol of the microphone and gear symbol will automatically launch the Audio Wizard feature, which is a walkthrough program to select and optimize your microphone and speaker devices. If you are using a plug-in headset (such as to a USB port), be certain to select the correct device. By default, the system will choose whichever microphone and speaker is built in to your computer, so an external device must be selected.

This is the Participant window. The User Name entered at the sign in phase will appear here, as well as the names of all other users. There are several icons at the top of the display that offer additional interactive features.

Your display name. You can also highlight and select a Participant Name to bring up a list of interactive options.

The Emoticon quick button. Clicking this icon will pull up a display of the most frequently used emoticons and flash the selected icon next to your display name for a few seconds.

The Away From Keyboard button. Clicking this icon will add an “Away” tag next to your participant name to let other users know you have stepped away from the session. Clicking it again will remove the tag and let others know you have returned.
The Faculty In-Box

The Raise Hand button. This allows you to electronically raise your hand during the session. Clicking on this icon will place the hand symbol next to your display name and flash an alert on the moderator’s screen to let them know someone has a question or needs assistance. After the need has been met, be certain to click it again to turn it off or lower the hand.

The Survey button. When a question is posed during the session, participants can click this button to open the survey menu for possible responses. The default is a green checkmark for Yes, a red X for No, or an empty box for None. Survey results are also displayed beneath this button.

The current permission list for interactive features. From left to right, these are Microphone, Video, Chat, Whiteboard, Application Share and Web Tour. By default the first four are automatically available to all users; the final two must be turned on by a moderator. Each of these can be turned on or off by a moderator.

A sub-menu list of different options. All of the quick link features are also listed here.

3. This is the Instant Message Chat area. This can be used by all Participants and Moderators. If a user does not have a built-in microphone or external microphone attachment, this can be used to communicate in the Collaborate session. The messages stream and can be scrolled through to view any message sent during the session.

4. This is the Whiteboard area. PowerPoint presentations can be uploaded to this area by a Moderator or other user given that permission by the Moderator. This area is fully interactive by using the icons available on the sidebar area listed as section 5. This area may contain a single screen or multiple screen slides which can be scrolled through. The default view follows the moderator/professor as they scroll through the slides, but this can be unlocked by the moderator to allow users to freely move among the slides.
5. This sidebar features the controls for interacting with the Whiteboard area. Several icons can be expanded for additional choices. These icons are identified by a small triangle in the lower right corner of the button. To expand, quick click on the icon and then hold down the mouse button for a long click.

This is the default active choice. This makes the mouse pointer the active tool and allows a user to move outside of the Whiteboard area. When this selection is active, a user may also left click and drag across the Whiteboard area to select any items placed there using one of the other features. This allows you to move or erase the selection.

The starburst is the default icon, but can be expanded for additional options. When expanded there are seven different choices to customize the mouse pointer on the Whiteboard area. The selected visual only appears while moving the mouse pointer within the Whiteboard area. Clicking on the Whiteboard will place a temporary stamp on that spot, allowing a user to bring attention to a specific area.

This icon can be expanded for additional options. It presents a choice to use a highlighter or a pencil on the Whiteboard area. When selecting either one, a new icon will appear below the sidebar which allows you to select a color, opacity level, and line width. Once this selection is made, the system will remember your choices and restore them as the default the next time you make this selection.

This icon can be expanded for additional options. It presents a choice to create a text box or a text label on the Whiteboard area. This will be viewable to all
other users. When selecting either one, a new icon will appear below the sidebar which allows you to select color, font type, letter size and text styles. Once this selection is made, the system will remember your choices and restore them as the default the next time you make this selection.

This icon can be expanded for additional options. It presents a choice to create either a filled in ellipse or rectangle shape on the Whiteboard area. When selecting either one, a new icon will appear below the sidebar which allows you to select a color and opacity level. Once this selection is made, the system will remember your choices and restore them as the default the next time you make this selection.

This icon can be expanded for additional options. It presents a choice to create an empty rectangle or ellipse shape on the Whiteboard area. When selecting either one, a new icon will appear below the sidebar which allows you to select a color, opacity level, and line width. Once this selection is made, the system will remember your choices and restore them as the default the next time you make this selection.

This icon allows a straight line to be created on the Whiteboard area. When selecting this feature, a new icon will appear below the sidebar which allows you to select a color, opacity level, and line width. Once this selection is made, the system will remember your choices and restore them as the default the next time you make this selection.

This icon allows a screen capture to be quickly imported to the Whiteboard area. When clicking on this icon, the Collaborate page will disappear and be replaced by a capture window which allows you to specify the area of your computer screen to be captured. There are four choices: “OK”, “Cancel”, “With Delay”, and “Refresh”. The captured frame will appear as a dark border just inside your monitor frame. Use the mouse to “catch” an edge or corner and move or resize as needed, then click the “OK” button. Once a selection has been made, the Collaborate page will reappear with the screen capture now displaying in the Whiteboard area as a new slide.

This icon will bring up a submenu of available clip art and symbols which can be quickly imported to the Whiteboard area. Each of the available tabs: has a wide selection of symbols from which to choose. The size of the symbol can be modified, but the color and line width are pre-set and can not be changed.
Conversing—Dr. Cecilia Knoll
By Andy StanfieldAssistant, Vice President for Institutional Compliance
Director, Center for Teaching and Learning Excellence

Dr. Cecilia Knoll is the focus of this issue’s faculty spotlight. Dr. Knoll teaches both face-to-face on-campus courses and online courses for Florida Tech Online. She has been teaching online for five years and usually teaches Basic Algebra. Dr. Knoll learned to teach online through trial and error, although she received some training on the e-Learning platform.

Her greatest joy in teaching online is the thanks she receives from students. Teaching online is very different from teaching face-to-face on-campus, with the hardest part being that you cannot see your students’ faces to see if you are reaching them. Dr. Knoll states that her biggest struggle with teaching online is dealing with peoples’ unreal expectations. Many students have poor technical skills, some cannot “read” math, and many have outdated computers but the online homework program requires a newer system.

Dr. Knoll has several suggestions for those who are thinking of teaching online. Online instructors should expect to give frequent feedback to their students. Also, she believes that it is important to keep students on track with weekly updates about expectations. She also recommends emailing students to keep them focused and make your expectations clear to the students from the beginning.

Finally, Dr. Knoll suggests that instructors give students the benefit of the doubt once, but not to let students take advantage of instructors. These are all great pieces of advice for new online instructors.

Many thanks to Dr. Cecilia Knoll, the online faculty spotlight for the Spring I 2013 term, for her hard work and dedication to students.

Evans Library Research Guides
By Cheryl Davis, Distance Learning Librarian

Research subject and course guides are especially created by our professional librarians to provide our students with the BEST in library resources and beyond …

Here’s what they’ll find:

• Subject Guides
  » Detailed and organized information in areas such as Criminal Justice, Human Resources, Humanities & Communication and others
  » Detailed information on reference sources, books and e-books, articles and databases, journals, Internet sites, citing sources and theses and dissertations
  » Links to news, RSS feeds, blogs and more
• Course Guides
  » Specific library resources and services for courses such as COM 1101, COM 1102, and others

Students can access the Research Guides at http://lib.fit.edu.

On the left side of the screen are links to the subject guides. To see both the subject and course guides, click on “Browse all guides”. Remember! If you have any questions, I am here to help. I can be reached at (321) 674-8766 or at cdavis05@fit.edu.
Technology Webinars

By Jared Campbell, Instructional Technologist

Here is a list of upcoming Supplemental Technology Webinars. Sign up for as many as you like. If you don’t see the one you want, request it here: http://goo.gl/8Q35c

Google Drive .................................................................3/12/13
Free, ubiquitous, and incredibly useful, Google Drive makes creating and sharing documents, spreadsheets, presentations, and forms a breeze.
Sign up here: https://itservices.fit.edu/training/register.cfm?id=256

Google Power Searching ..............................................3/19/13
This workshop will focus on how to search Google like a pro. Save time with these great searching tips.
Sign up here: https://itservices.fit.edu/training/register.cfm?id=269

Poll Everywhere ..........................................................3/26/13
If you have classes with 40 students or under and have wanted to try using a student response system without commitment or cost, Poll Everywhere may be just what you are looking for. Come learn about this free software and see if in class polling matches with your teaching style.
Sign up here: https://itservices.fit.edu/training/register.cfm?id=264

Panopto Lecture capture ..............................................4/2/13
Panopto is amazing lecture capture software available on campus that allows you to record a video of you, your slide show, and add documents.
Sign up here: https://itservices.fit.edu/training/register.cfm?id=260

Teaching with iPads .....................................................4/9/13
iPads are a perfect fit within the classroom and laboratory. Come learn about many excellent apps that will work in your class.
Sign up here: https://itservices.fit.edu/training/register.cfm?id=249

Web Article Reviews

Gil Conradis, ELP Trainer and Coordinator

Education Reform
The White House calls for expansion of STEM programs, raising student academic standards and for K-12 education—I hope this includes writing.
www.whitehouse.gov/issues/education/reform

Business as Usual
“Big Data” is a concept where information from all sources possible are processed and organized into useful and relatable parts, along subject lines—at least that is the objective. Although still a question of quality and consistent accuracy, “Wikipedia” is, I feel, an example of the concept. Data in the cloud additionally includes objects such a blogs, Facebook, YouTube, housing market records, lions and tigers and bears, oh my! His article does a good job of limiting the talking points without ignoring the possibilities outside this discussion.

Tweeting By Faith
This article is a basic question, not whether social media is popular, but rather if it is effective as an engagement method between learning and students.
“Indeed, the 2012 survey respondents cited a lack of staffing as the greatest barrier to social media success for the third year running.”
Reset, Extend Tests

As an instructor, you can extend the quizzes indefinitely yourself in the course site. To do so:

1. From the course site, click on the “Course Admin” tab at the top
2. Click on “Testing and Grading”
3. Click on “Review/Grade Online Tests”
4. Click on the “Batch Reset” link next to the first test you want to change
5. Find the student’s line and click on the box for “Disable Restricted Test Access”
6. Scroll to the bottom and click “Submit”
7. Scroll to the bottom and click on the “< Test Listing” link
8. Repeat steps 4–7 as needed for each test

The extended tests are also fairly easy, once you have done it once or twice. But the basic path is:

Course Admin tab > Tests and grading > Review/Grade Online Tests > Batch reset
(on the week test you want to adjust. Don’t worry this step will not affect any student exams)

Choose “Adjust time on a test” from the drop down menu.

Then you can add time to the adjusted time box. Different classes have set different times. Most of our students with disabilities are allowed double time for tests. So if you give a section an hour, set the ADA test for two hours. ◊

ELP Information Collaborate Preferences

• Be careful of background
• Multi sessions
• Mac may have to use “Force Quit” to close Collaborate windows.
Web Conferencing (Per Session)
• 100 MB of Multimedia
• 20 MB of Whiteboard (Refer to details below)
• 10 MB of File Transfer
• 75 slides max.

Extended Technical Support Hours

In an effort to continuously provide the best possible educational and learning experience, the University Alliance is happy to announce, starting February 1st, extended Technical Support hours for your convenience. Following are the new hours of operations:

Phone, Email, and Chat: 24 hours a day, 7 days a week

We trust that you will have all of your Technical Support needs addressed with the convenience of the new hours of operation. You can reach Technical Support at 1-800-742-1309. ◊