



THIS WEEK IN THE CTRE

MAY 27 — JUNE 2, 2012

CHICAGO STATE UNIVERSITY

Upcoming Events

“Engaging Students in the Content and Culture of Science through Experiments, Discussion, Observations, and Community Consensus Building” with Dr. Mel Sabella

6/6
11:00-1:00
SCI 108
[RSVP](#)

“Using and Creating Courses in iTunes U”

6/13
11:00-12:00
LIB 301
[RSVP](#)

“Integrating Writing Across the Curriculum” with Mick McMahon

6/22
12:00-2:00
LIB 301
[RSVP](#)

“Transforming Static 2D Graphics into Dynamic, Interactive Content” with Jay Sternickle

6/27
12:00-2:00
LIB 301
[RSVP](#)

Summer Means New Ideas

For many faculty, summer is a chance to catch one’s breath and take a step back from established routines. It is also a great opportunity to explore some new tools and approaches for the fall semester. Here is a list of possible ways to do just that:

- **Take a class in your content area.** See how others are thinking about—and teaching—your discipline.
- **Start a website or blog.** This can get you more involved in the worldwide conversations taking place regarding topics relevant to you and your students.

- **Enroll in a Massive Open Online Course (MOOC).** See how the face of education is changing with these free online classes.
- **Get into podcasting or vodcasting** with programs like Audacity or WebPod Studio.
- **Get to know a few new software programs that you can integrate into your classroom.** SoftChalk, Jing, Elluminate, Snap! Empower, Animoto, and Prezi are all great options.
- **Take the CTRE’s Online Certification Training course** so you can start teaching online.

Using Clickers in the College Classroom

By Justina Brown

College instructors, especially those teaching large lecture courses, often wonder how they can know whether their students are following them during class. Others are troubled by the fact that sometimes a few students monopolize class discussion time,

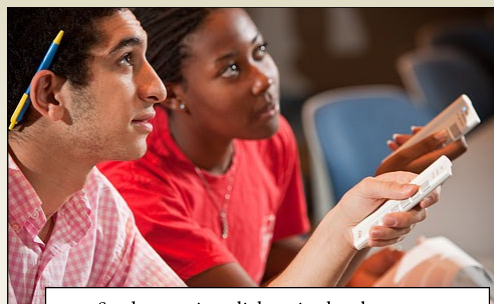
leaving the rest of the students mostly unheard. Others wonder how they could get truly honest answers from students on controversial topics.

There are many instructional strategies for using clickers in the classroom. The questions or statements can serve to launch discussion, as checkpoints for understanding, or as graded evaluations.

One of the major uses for classroom response systems is to foster discussion. Examples include:

- Posing a relevant question and sharing aggregated results to warm up for a whole-class discussion

(Continued on back)



Students using clickers in the classroom

APPEALING APPS & SITES

Site: [Wayback Machine](#)

Price: FREE!



The Internet Archive’s Wayback Machine allows you to browse over 150 billion webpages archived from 1996 to the present. This would be very useful for anyone doing research on developing trends on the Web.

Looking Forward

Wednesday Workshops

On Wednesday, June 13, the CTRE will be hosting an online faculty training seminar titled, "Using and Creating Courses in iTunes U," a part of Apple's Tune-In series.

The seminar will help faculty do the following:

- 1) Understand what iTunes U is, and how it works within and beyond the standard iTunes application;
- 2) Learn how to integrate content already shared by other educators and academic professionals on iTunes U; and
- 3) Gain insight into how to create dynamic content with iTunes that faculty can then share with their classes to make lessons more technologically engaging for their students.

This webinar workshop will take place on Wednesday, June 13 from 11:00 a.m. to 12:00 p.m. in LIB 301. If you are interested in attending, please click on the RSVP link below. Questions can be directed to James Kowalski at jkowalsk@csu.edu or x2498.

[Click here to RSVP](#)



Using Clickers in the College Classroom

- Using opinion polling or surveys to analyze the differences and similarities of choices and consider alternative viewpoints
- Having students think and write about the question first, then discuss with a neighbor before submitting an answer
- Getting an initial response to a controversial question, having students discuss/debate with their peers, and then repeating the question for a "before and after" comparison
- Having students work in groups to discuss and vote on the best answer to a problem or dilemma, given some possible yet incomplete solutions
- Using questions and student feedback to drive every step of the instruction throughout a lecture
- Allowing students to predict the outcome of a demonstration done in class

Above all, by using clickers effectively, instructors can promote students' participation independent of their temperament: students who are reluctant to speak out in class now have the opportunity to express opinions and provide feedback.



TurningPoint makes a very popular clicker that is easy to use and versatile

To get started, check with the classroom technology office at your institution. Find out what system is available to you and how your colleagues have used similar classroom response systems. Explore the many resources available online.

Ms. Brown is an Instructional Designer at Western Washington University.

A Note About Clickers...

If you would like to try using clickers in your own classroom, the CTRE currently has two sets available for checkout, and will be ordering more in the near future.

To learn more, contact James Kowalski at jkowalsk@csu.edu or x2498.