

Technology	Ideas for Use	Examples
Multimedia Production		
<p>SCS LG Digital Broadcast Studio A state-of-the-art broadcast and recording studio on-site at SCS. Features multiple cameras, LED lighting, formal and informal furniture set-ups, and HD backdrop displays.</p>	<p>Expert Interview Interview special guests and experts about their experiences in the field, professional insights, and opinions on emergent or contested issues. Ask them to prepare stories that elucidate lessons learned. For experts outside of the Washington, D.C. area, invite them to be interviewed from the studio via the Zoom teleconference tools.</p> <p>Roundtable Discussions The studio can accommodate up to four people, allowing for a rich exchange of ideas between any combination of experts, faculty, and/or students. Provide discussion topics so all participants can prepare talking points, stories, and questions. Include a skilled and knowledgeable moderator.</p> <p>Short Lecture and Voice Capture Record video of yourself or other subject matter expert reading a lecture from the teleprompter, which can stand alone or be combined with an animated slide presentation or green screen background. Alternatively, record only your voice, which can be layered over a slide presentation.</p> <p>Book Talks Use the leather loveseat and chair to speak informally with an expert about her latest book.</p>	<p>Expert Interview via Zoom Click here to watch a Sports Industry Management program interview with Scott Hamilton via Zoom</p> <p>Roundtable Discussion Click here to watch an Integrated Marketing Communications expert panel discussion</p> <p>Short Lecture with Slides Click here to watch a short lecture from the Social Impact Storytelling Certificate</p> <p>Studio Informational Video Click here to learn about the many capabilities of the studio</p>
<p>Audio and Video equipment Professional cameras, tripods, microphones, and lights</p>	<p>On-site Interviews and Lectures Instead of in the studio, conduct an interview or give a short lecture at an interesting, relevant location in the D.C. area. For example, interview an expert at his or her office, or give a short talk in front of a museum exhibit.</p> <p>Bring Case Problems to Life Design a video vignette that presents students with a challenging situation that they might encounter in their careers.</p> <p>Podcasts Record short podcasts (suggested length 10-20 min) that help students understand instructional content. The podcast can be enhanced with personal examples or stories. Podcasts provide learners with anytime-anywhere-learning opportunities.</p>	<p>On-site Lecture Click here to view a short video recorded at 1776, a D.C. startup incubator.</p> <p>Vignette Click here to view an enactment of a challenging workplace problem Human Resources students are asked to solve</p>

Interactivity in Canvas

Discussion Boards

A place for students to hold asynchronous conversations in the form of posted text-based or video-based messages. Discussion board activities can promote argumentation performance, collaborative learning, and reflection.

Case Studies

Cases are “darn good stories” from your field that usually present dilemmas based on actual experiences. Post a case as a discussion prompt and ask students to either solve the case (if no resolution is presented) or critique the resolution of the case. Consider providing analysis questions to help spur different discussion threads.

Student-developed Case Studies

Instead of providing a case for student discussion, ask students to develop cases based on their (or a mentor’s) professional experiences. Classmates respond to each other’s cases with suggestions based on course concepts. Consider providing a good example of a case study for reference.

Activity Showcase with Peer Comments

Instead of asking students to turn in a learning activity to the Assignments area in Canvas, have them upload their work to a discussion board. Students comment with helpful feedback to their peers. This allows classmates to constructively compare their work with other examples, as well as evaluate others’ work from the expert perspective.

Project Peer Reviews

For large projects, have students periodically upload specific sections of the project to a discussion board for peer review. As with the activity showcase, students can compare their project with other projects and articulate why or why not a project is meeting expectations. This in turn forces reflection on their own project.

Anchored Discussions

Use a news article, YouTube video, recorded conference session, podcast, or study from your field to launch a discussion on a polemic topic. SCS has access to hundreds of movies on Kanopy and Films on Demand. Consider providing analysis questions to help spur different discussion threads.

Student-moderated Discussions

Have different students step into the role of discussion facilitator each week. Depending on class size, assign the task to one student or to a group. Ask the facilitator(s) to provide a summary of main points at the end of the week.

Adopt and Defend

Have students adopt an “incorrect” or challenging position on a topic related to the course. They must post a defense and respond to their peers’ arguments. This requires students to consider alternative viewpoints of an issue and cultivate critical thinking skills.

Introductions

Introduce yourself and have students introduce themselves to the class using the webcam feature. This can help foster social presence by making online participants seem “real.”

Team Debate

Divide students into affirmative and con groups to argue both sides of a controversial topic in your field--for example, “media influences learning vs. media does not influence learning.” Consider using a structured debate format such as Lincoln-Douglas.

Quizzes and

Knowledge Checks

Surveys A feature in Canvas that supports graded or ungraded quiz questions like multiple choice, true/false, Likert scale, matching, formula, essay, and other types of questions. Submissions can be made anonymous for surveys.	<p>Create ungraded practice quizzes that students can take to check their understanding of module topics. Include instructive feedback for wrong answers so students can learn from their mistakes.</p> <p>Opinion Surveys At the beginning of a module, ask students their opinions about a topic or two you will cover. Repeat the survey at the end of the module to see if opinions have changed and why.</p> <p>Scenarios As an introduction to a module, present students with a short, relevant scenario. Ask students how the scenario’s characters should respond to the conflict(s). Tell students they will learn framework(s) for responding to similar scenarios that week.</p> <p>Benchmark Surveys To gauge how much students already know about a certain topic, create a short survey that either asks students content-related questions or asks them their confidence-level related to the content.</p> <p>Student Feedback Each week, create an anonymous survey asking students their opinions about the week’s materials, activities, and workload. This data can be used for future course revisions.</p>	
Group Collaboration		
Google Drive, Docs, Sheets, Slides, Forms, and Sites The Google Apps suite offers students a rich set of tools for developing course projects. Folders and files can be shared in the cloud, so all group members can collaboratively draft, edit & comment on documents, and see changes in real time.	<p>Group Projects In their teams, students use Google Docs, Sheets, and Slides to collaborate on project deliverables. Ask them to share their folders with your Georgetown account so you can track their progress and provide helpful comments in the margins.</p> <p>Group Website Students can use Google Sites to collaborate on a group website. The website could creatively present a synthesis of research, or it could serve as a prototype for an authentic project, such as a website for a business they are starting.</p>	<p>Group Website Click here to view a group website that presents research and analysis of historical events</p>
Zoom or Google Hangouts Zoom is a web conferencing tool available to all faculty & students and can be managed directly through Canvas or Blackboard. Instructors can schedule meetings without a need to	<p>Group Discussions Assign students to small groups and ask them to meet via Zoom to exchange ideas about a given discussion prompt. Students collaborate to write a single response to the discussion prompt, which they post to the discussion board by Thursday. As individuals, they respond to other groups’ postings by Sunday. This hybrid of synchronous and asynchronous discussion can promote networking and strong relationship development. Include a mechanism for group member contribution evaluation.</p>	<p>Placeholder for Group Discussions Example</p> <p>Using Zoom in Canvas Click here to learn more about using Zoom within Canvas. Link contains information for creating a Zoom meeting and setting up office hours.</p> <p>Virtual Office Hours</p>

<p>leave the LMS.</p> <p>Google Hangouts is also available as a real-time collaboration tool to faculty and students at GU. Students can easily connect with each other through Google Hangouts in order to collaborate on group assignments.</p>	<p>Group Projects Students have access to Zoom and Google hangouts in order to create virtual spaces to collaborate with each other. They can communicate, share documents, and share their screens while they discuss the material.</p> <p>Synchronous Class Discussion Hold an optional synchronous session at a predetermined time in order to have a real-time discussion. Engage in active discussion with students or use this time to cover material or reinforce key points from the course.</p> <p>Multimedia Presentation Students can create multimedia presentations in Zoom using a webcam video of themselves, recording their screen, presenting photos or slides with audio comments, or combinations of all of these. They can save then upload their presentations to Canvas.</p> <p>Practitioner, Guest Speaker, or Panel Interviews Invite a guest speaker for an interview or discussion with the entire class. Students can view in real-time in either Zoom or Google Hangouts. Save a video of the session and upload the link to Canvas so students that may have missed the session may watch it at a later date.</p> <p>Simulations & Demonstrations Hold a synchronous session to demonstrate a task or skill to students in real-time. Students can benefit from viewing the performance and listening to the instructor talk through the steps.</p> <p>Online Office Hours Create a dedicated online office hours link directly in the course site so students can join for regular office hours. Office hours can be scheduled recurrently and an invite can be added to Google and Outlook calendars.</p>	<p>Click here to view an example of online office hours held in Zoom.</p>
<p>Social Media and Web 2.0</p>		
<p>Blogs Blogs are chronological collection of posts that serve to capture thoughts and comments on a website for others to read. Entries can include text, hyperlinks, images, or multimedia. WordPress is an</p>	<p>Document Fieldwork or an Internship Have students provide weekly status updates and reflections on a fieldwork project or internship through blogging. They should take photos and/or videos to include in their postings.</p> <p>Weekly Reflection Journals Ask students to post a weekly blog entry reflecting on the course materials, concepts, and activities, and how they relate to their personal and career goals.</p> <p>ePortfolios An ePortfolio is a website created by a student that hosts a collection of that student's best work. Ask students to describe each highlighted project and reflect on which skill(s) they developed during the project. Have students present their final ePortfolio as an</p>	

easy-to-use blogging platform that can be personalized by each student.	end-of-program assignment. Encourage students to show their ePortfolios to future employers.
Twitter Twitter is a social media platform that allows for communication between total strangers that share interests. For example, a layperson can converse with experts who are otherwise inaccessible. Most tweets are public, which encourages further conversation. Twitter is generally text-based, though you can link to images and videos.	Follow Thought Leaders At the beginning of the semester, have students follow 5-10 thought leaders in your field on Twitter. Ask students to incorporate these practitioners' perspectives, as well as the other course materials, into weekly discussion board(s) or journals. Contribute to the #Dialogue At the beginning of the semester, have students follow 5-10 thought leaders and/or practitioners in your field on Twitter. Each week, ask students to send 2-4 tweets that contribute to a Twitter conversation relevant to the course. At the end of the course, ask them to summarize the conversations and reflect on what they have learned. Continue the Conversation At the beginning of the semester, the teacher introduces a # for the course. Students can use this # to post news and thoughts relevant to the class. They can also use it to share resources or videos they encounter with others or to continue the conversation beyond the walls of an online course. Using the same # for different semesters could also help connect students and form communities.
Instagram Instagram is a social media platform that prioritizes powerful visuals that are exciting to look at and share. Photos can be captioned and commented on.	Photo-based Discussion Each week, ask students to take one relevant photo, post it to Instagram with a brief caption, and comment on classmates' posts. For example, an Urban Planning or Real Estate assignment might ask students to photograph a development project in their neighborhood and comment on its value in the market. An Integrated Marketing Communications assignment might ask students to photograph and critique an advertisement campaign they encounter.