T&L Design Lenses, 4 October 2010

AGENDA

1. Welcome and Introductions

2. Notetaker volunteers? October 4 Etherpad: http://titanpad.com/JOVjhxLmtz

Meeting Notes

Agenda

- Welcome and check-in (add your name below)
- Robin Hill, Wyoming
- Jacques Raynauld, HEC Montréal
- Debbie Runshe, IU/IUPUI
- Lynn Ward, IU
- Ann Jensen, TX State
- Daphne Ogle, Berkeley
- Keli Amann, Stanford
- Salwa Khan, Texas State
- Janice Smith, Three Canoes
- Clay Fenlason
- Josh Baron, Marist College
- Jon Hays, Berkeley

Comments on http://confluence.sakaiproject.org/display/3AK/I+want+to+create+pages+with+rich+functionality

- Ability to comment on a part of a page, and reply to the comment (allow page author to determine where and how comments can be added)
- Ability to create a pop-ups (for definitions of key terms or to extend or enhance page content)
- Easily navigate to specific sections/items in the page (based on headers and possibly widgets)
- I want my work continuously saved (automatically)
- Do we want to allow students to create a "notes" page?
- when inserting certain types of content; Sakai helps them find the type of content they are looking for (for example, search for images of a certain type; search for open educational resources > insert them into your page with a citation)
- flag resources that are only available by proxy on the campus network or behind the campus firewall
- Terminology:
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Mashup ideas:

An 'introduce yourself to the class' page:
- a 'what you expect out of this class' poll question that leads to a discussion
- a place to drag your profile into the page, with whatever information you're comfortable sharing with the class
- a place to add some pics in addition to your profile image
- a place to add information about yourself that isn't covered in your profile

a 'next lecture' page for an in-class lecture:
- introductory text, and some resources/readings dragged into place
- a self-test quiz to see what you understood from the reading before coming to class
- an outline of the lecture in which each student can add their own notes and comments
- classroom assessment technique activity for students to complete during or after class (e.g., minute paper, memory matrix, one sentence summary, pro-con grid, etc.)
- a place to pop in questions, during or after class

The first page of an online learning module
- a list of the learning objectives for the module
- a short text introduction to the module
- a short video or audio segment (with transcription for students with visual or hearing impairments) introducing the first concept
- a link to a an article on the topic
- an applet or interactive content that allows students to apply and test their understanding of the content
- a discussion forum in which students are asked to discuss some aspect of the reading