

Reflection prompt:

Justify your Tools with your Pedagogy. What educational technologies will you utilize in your online course and WHY?

Response:

Independent of whether my courses are F2F or online, I will always use a **Learning Management System**. I've been happy with Moodle as our LMS for the last 12(?) years, but I'll embrace a move to Canvas-based LMS.

An LMS is much more than a platform for organizing content. I routinely use Moodle's logging functions to keep track of which resources students access, and which students may need a reminder to fully utilize the provided materials. For formative and summative assessments, I "preprogram" the LMS with feedback that provides additional support for learning. I can offer students multiple attempts at completing assignments (perhaps for a lower value) to give everyone the chance to achieve the course outcomes. An LMS organizes course communication, including the submission grading of student work; I don't have to search for things in my email because everything is there. I can do rubric-based grading with detailed feedback on each rubric criterion. The rubrics are fully transparent and visible to students as they formulate their approach.

Most importantly, the use of an LMS provides additional opportunities for learning beyond the in-class meeting.

There are things I don't like about **Milanote**-- and one of them is the lack of "official" support through Pratt-- but assuming that it works for students in China, I see it as a much more flexible "whiteboard" application than what is built into Zoom or BigBlueButton. In F2F classes, my students spend a lot of time summarizing group discussions on the actual classroom whiteboard; Milanote can offer support for this approach PLUS the ability to add images. I'll use **Zoom** for synchronous discussions, lectures, and breakout-room activities. I could use BigBlueButton or Google Meet--- like Zoom, both are supported by Pratt--- but Zoom is known to work in China. I'll also use Zoom to record these synchronous meetings for later posting on the LMS. In a COVID landscape where family responsibilities and health challenges are ever present, I can't assume that every student will be able to make every class session. The video recordings will (hopefully) be engaging enough that students who were "absent" will look forward to watching them.

Partially inspired by the streamers who I follow on Twitch and the makers on YouTube with higher production values, I'm going overboard with **hardware to support presentation**. I've been recording asynchronous classroom videos for years, and [already have a green screen, five-point lighting, and an array of consumer-grade cameras and microphones](#). Since March, I've upgraded and expanded my setup to enable high production value in synchronous video content, as well. I've taken lots of lessons from Twitch streamers: to engage their audiences,



they offer multiple camera angles, picture-in-picture viewing, video transitions, excellent audio quality, and live interaction with chat. This is the standard I am holding myself to for a Zoom-based class. My hardware arsenal now includes professional microphones, HD cameras (including one as a document camera), an audio mixer, an iPad running a whiteboard app (Moleskine's Flow app), and an HD video switch with picture-in-picture capability to keep track of video sources and add transitions. This was an investment, but once the COVID era has passes, I'll continue incorporating video as a means of supporting a "flipped classroom" approach. I figure that **any** content I post to the LMS is in competition with a Google/YouTube search for alternatives. By offering good production values, I can help assure that my materials are engaging. By using this software and hardware to facilitate good pedagogy, I can help assure that students will be satisfied in the educational experience of an online semester. Over the last year, I have utilized the **Kaltura Mediaspace** platform (a.k.a. talks.pratt.edu) for hosting videos. Pratt also makes Kaltura Capture available to record videos, and Kaltura is integrated into our Moodle LMS (I would expect that the Kaltura Media Framework would also be integrated into Canvas, and I look forward to an official acknowledgement of what the Canvas rollout will look like.) Kaltura allows videos to be posted along with slides, and offers a student an option to view the slide or the speaker alongside the audio. With its Celio24 translation service plugin, any video on Kaltura can be captioned for accessibility. Moreover, Kaltura will generate a "live transcript" for Celio24-captioned videos. I will be uploading my Zoom recordings to Kaltura Mediaspace to take advantage of this, and will expect that KMF integration in Canvas will provide a fully accessible player interface as it does in Moodle.

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