AGENDA
FEBRUARY 22, 2019

11:00–11:15AM Flip Grid | Presenter: Peter Foreman

11:15–11:30AM Zoom | Presenter: Peter Foreman

11:35–11:50AM Reggienet | Presenter: Joe Johnston

11:55–12:10AM 3D Printing | Presenter: George Wiman

12:10–12:25AM Miscellaneous Topics (Brief 2-minute discussions)
- Forms/Qualtrics | Presenters: Jeff/Joyce
- WRDS access | Presenter: Jeff
- Studio Glass – Video | Presenter: Jeff
- Sling Studio – Short demo | Presenter: Jeff/Liam
- Adobe – General note and conclusion | Presenter: Abhi

Using FlipGrid to Facilitate Discussion and Enhance Student Interaction and Engagement

An asynchronous video tool for video-based comments/discussion. A flexible mechanism that can be used for a wide range of interactive purposes.

My Four Main Uses of FlipGrid:

1. Personal Introductions
   a. Students must post a 2-minute personal introduction for everyone to view. Each video is reviewed by the one recording it and can be re-done.
   b. Benefits: students can get to know one another; great start for small-group work
   c. Challenges: getting them to take it seriously and in timely fashion – I'm going to make it required (for points) this summer
2. Case/Topic Discussions
   a. Professor begins with their own video (and if desired a written summary) outlining the objectives and parameters of the discussion. Students then chime in whenever they can. Note: prof can create their own rubric; and can provide confidential feedback to individual students.
   b. Benefits: no constraints on when and where – so no excuses; if done well, students can really get into it; opportunity for back-and-forth also – though asynchronously of course; can be graded at your discretion
   c. Challenges: student motivation (as always with any discussion); can't "call on" a student to force them to be involved
3. TMT Feedback
   a. As an alternative to synchronous TMT feedback using Zoom, TMT can review a consultant team presentation and leave feedback on FlipGrid. Consultant team can respond to that, and so on.
   b. Benefits: again, removes all excuses – everyone must and can participate; flexibility – students can work around their schedules; because it's rehearsed, students can leave well thought-out comments; opportunity for an ongoing give-and-take discussion
   c. Challenges: can come off as overly scripted – some students will actually read from a script; timing and turnaround also
4. Individual "Oral Exams"
   a. Much like the old-school oral exams, the professor can see how well a student can converse in the knowledge realm of the course. The professor poses a question in video form, and the student responds accordingly.
   b. Benefits: another means of evaluating student learning; gives verbal learners a chance to shine; it can be rehearsed, taking a lot of pressure off the student; can be reviewed and carefully graded; option for video feedback from professor
   c. Challenges: overcoming fear on the part of the student; without proper constraints, the time demands could expand significantly.

Using Zoom: Both In and Outside of the Classroom

A valuable tool for face-to-face communication with students in this new DDD (digital, displaced, and detached) world we teach in. Both a synchronous and asynchronous mechanism.

My Five (soon to be Six) Main Uses for Zoom:

1. Meeting with student groups (OL and F2F)
    a. Benefits/advantages: extended office hours without coming to campus; ability to help groups at any time; recorded session for review by the group
    b. Challenges: unrealistic expectations – as with any new means of helping students
2. Small-Group Presentations (OL only)
    a. Benefits/advantages: an actual live presentation, very similar to F2F, with Q&A; opportunity to have same/similar expectations of the group and their presentation;
    b. Challenges: environmental effects, both technical (sound/video) and social (distractions and interruptions); student expectations and demands/complaints, mostly around scheduling and time commitment
3. Small-Group Presentation Feedback (OL only)
    a. Benefits/advantages: real-time feedback from professor; recorded professor feedback can be reviewed by group;
    b. Challenges: same as above; also, need to edit before posting – video lasts forever
4. Small-Group Presentation Response (OL only)
    a. Benefits/advantages: possibility for real-time Q&A from TMT; or recorded presentation can be reviewed by TMT asynchronously for their responses
    b. Challenges: for synchronous feedback, scheduling two groups (one is hard enough); for asynchronous feedback, timing/turnaround
5. Exam Review Sessions (OL and F2F)
    a. Benefits/advantages: accommodating student schedules – anyone can join/leave the meeting at any time; recorded session gives every student a chance to benefit from the discussion
    b. Challenges: involving/engaging those who call in – hard to manage a F2F and remote group at the same time; attendance and discussion – if vast majority just want to join remotely (or not at all but review the session later), you won't have the same discussion dynamics
6. Large-Group Case Discussions (OL only)
    a. Benefits/advantages: opportunity to have somewhat similar kind of discussions as F2F, with corresponding expectations; students engage with and learn from each other; professor can identify areas of confusion or misunderstanding and address those – something almost impossible to do asynchronously
    b. Challenges: technical (screen real estate, call quality issues on both ends); student expectations and complaints

Intro to Lessons in ReggieNet

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Lessons are a great way to organize materials in ReggieNet. These are a relatively new component in ReggieNet and they have some interesting ways of presenting material. In this talk, I will demonstrate how I use Lessons in my classes and discuss some of the features that I have found useful in my classes.

1) Lessons can be added to a course through the "Manage Tools" section of the "Site Info" tab. You can hide or unhide lessons in the "Tool Order" section of the "Site Info" tab.

2) Lessons can have subpages, and can be divided up into sections and columns. Clicking on the "+" within a section allows you to add content as well as breaks.
   a. There are various text formatting options to highlight text and you can edit text in raw HTML.
   b. Check lists can be added to the page to give the students a way to help track the activity. There is no good way of linking this to graded activities though. It's mainly for the student's benefits.
   c. Content can be divided into sections horizontally (Section Beak) or vertically (Column Break) and each section can be given its own color scheme.
   d. Assignments and test/quizzes can be added as links. Note that these only go to that assignment, test, or quiz. If you want them to be able to review their quizzes, you would also need to make the tab visible to the students.
   e. You can provide web links, links to content, embed videos, link to forums and many other features.

3) Horizontal sections can have are collapsible and you have a choice on whether the section starts open or collapsed.

4) You can create a template and then import materials from that template to make site creation easier.
   a. Add a new Lesson and hide it from students
   b. Format that lesson in a manner that bests suites you as a template.
   c. Create a new Lesson page or subpage
   d. Click on Reorder
   e. Select "Add items from another page"
   f. Select your template page and click "Use Selected Item"
   g. Customize the page as needed

"3D Printing at the College Of Business"

Summary: Our 3D printing lab, now in its fourth year, provides an opportunity for students to explore the introduction of additive manufacturing, and its disruptive impact on design, manufacturing, business processes, and connected outcomes. The lab began as an initiative by Matt Nelson in a 2014 collaboration with Open Source Workshop. Since then it has become a feature of some accounting classes and the focus of a new special study class, ACC 372.

The ACC 372 3D printing class explores techniques in product design and development, hybrid manufacturing, materials, digital supply chain, and more.

Students are assigned readings in an industry textbook and in online magazines, four small and two large design projects, and two papers. Related unit topics include engineering terms, (very) basic electronics, and hands-on machine operation. Because meeting times have been a problem, the class leverages Reggienet to the greatest practical extent.

Additive manufacturing joins the ancient modalities of formative and subtractive in a broad range of materials and technologies.

The lab contains five printers from three manufacturers, all using Fused Filament Fabrication technology as a platform for studying additive manufacturing concepts.

The lab website is located at www5.cob.ilstu.edu/3dlab. This is a minimally formatted site waiting for a branded campus platform for such resources.

The textbook is "The 3D Printing Handbook, Technologies, design, and applications" by Redwood, Schöffer, and Garret.

Office 365 Forms	Formstack	Qualtrics
• Requires user to log-in • Can link to form, but still requires log-in unless user already has Office 365 web interface open.... • Submission content can go straight to Excel • Available to all ISU Office 365 users... • Limited logic and branching options • No analysis tools other than those in Excel...	• Public or authenticated forms • Embeds in webpages • Exports in multiple formats (Excel, CSV, PDF, RTF). • Can submit files/upload documents • Limited branching and logic • Some approval workflows • Limited licenses for campus • Official ISU form tool for most websites • Forms are shareable for editing/reporting • Confirmation emails • Field validation	• Intended mostly for program review or research • Multiple access options including public surveys/forms • Surveys/forms are shareable for editing/reporting • Built-in analytics tools • Lots of branching and logic options (confirmations, in line variable text, code snippets, etc.) • Lots of and lots of survey question types • Multiple delivery options for surveys... • Field validation

Per ISU's information security policies about data classification here are things you can't ask for in forms (found here:

https://policy.illinoisstate.edu/technology/9.8.2.shtml):

University ID#, Social Security #, Passport #, Driver's License #, State ID #, Passwords, Roster Data, Birth Dates, and more...

You may see forms that appear to be exceptions to these rules (background checks, hiring information, etc.). Typically, the need for the data in that particular form has been established reviewed and approved. DO NOT take the presence of a field on an ISU form as permission to use a similarly constructed field!!!

For any questions on this please contact COB IT (cobticket@ilstu.edu) or the AT Security Office (supportcenter@ilstu.edu).

WRDS Access

In order to access WRDS they would need to go to
https://wrds-web.wharton.upenn.edu/wrds/index.cfm

From there click the "Register Tab" and select Illinois State University as their Institution while filling out the rest of the form fields.

When they have completed the form I'll get a message to activate their WRDS account and I'll activate it as soon as I can manage.

How to run basic Web Queries are here:

https://wrds-www.wharton.upenn.edu/pages/support/accessing-wrds-remotely/wrds-web-queries/

Studio Glass

Link to the "Studio Glass Demo" video:

https://illinoisstateuniversity.sharepoint.com/portals/hub/_layouts/15/PointPublishing.aspx?app=video&p=p&chid=73f46047-5d10-41a8-b74b-5b940138539a&vid=9b28f9f7-ab39-4250-b19b-3c25d9aaa100&from=2

## College of Business Adobe Creative Cloud Installation Instructions (Fall 2018)

Starting in the Fall of 2018 Adobe Creative Cloud is available to all Illinois State University Faculty, Staff, and Graduate Assistants.

**Installing Adobe Creative Cloud on your office computer**

1. Start Software Center (Tap Windows key or hit the Search icon, then type 'software', then click on Software Center).
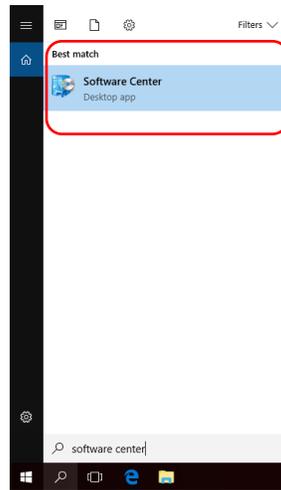

2. Find the icon for the "Adobe Desktop Manager." Click to install. It may be necessary to re-start your computer.
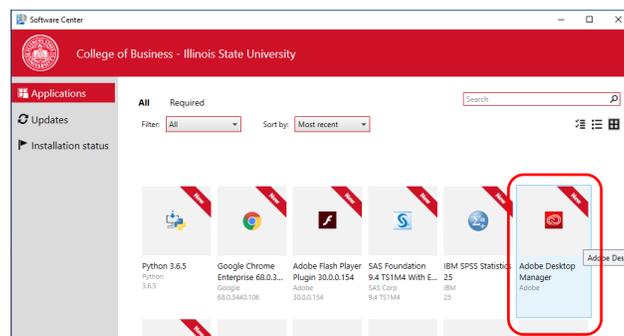
3. Find the icon on your desktop or start menu icon for 'Adobe Creative Cloud'.

4. Click the icon, then either select 'Sign In with an Enterprise ID' or type your ULID@ilstu.edu email address. You may have to confirm the Enterprise ID option or retype your ULID@ilstu.edu email address at a second screen or prompt. You should then be redirected to a university login page where you can use your ULID and password.
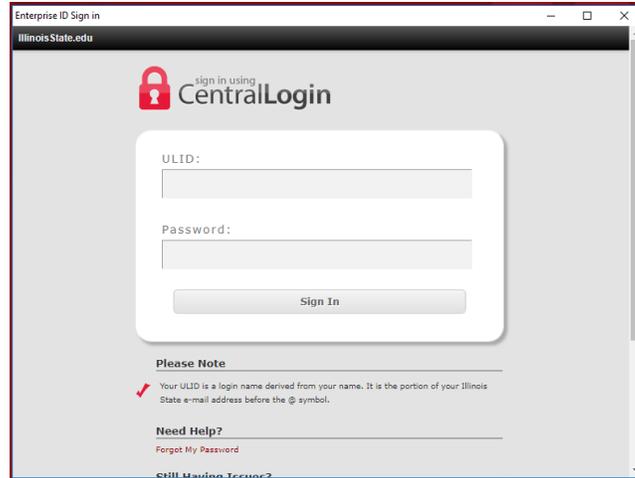
5. The Creative Cloud manager opens. Click on 'Apps'. You are presented with a list of Adobe programs you can install.
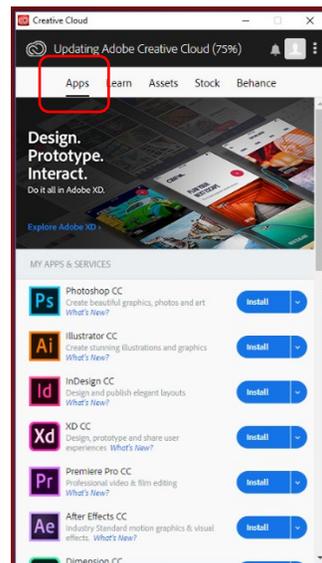
6. Pick the apps you want, but install them One At A Time
    - Acrobat DC is most common first app so start there
    - Install, Continue, Download, then installation and waiting.
    - Once application has installed, open it from within the Adobe Desktop manager the first time.
    - After that you should be able to open it with the regular icon. It might take a couple tries.

Install only the applications you need. Unless you have a specialized computer, do not install Premier Pro or After Effects. They either won't run or will not run very well on most of our office computers.

Installing Adobe Creative Cloud on your personal computer…

Question: "Wait, I heard 'work at home' licensing! How does that work?" Can I install on (one) personally-owned computer?

Answer: Go to Adobe.com, sign in with your university email (ULID@ilstu.edu), click on Enterprise ID. You will land on a tastefully-designed account management page with lots of great options.

Managing Adobe Updates…

Once you have installed the Adobe Desktop Manager/Creative Cloud you will be responsible for updating these Adobe applications yourself. You should plan on updating these apps regularly (especially if they are utilizing content from the Web, like say, Acrobat Pro). Unpatched software can be a security risk, so please add this to your regular computing tasks.

Setting Acrobat Pro as the default PDF Viewer in Windows 10…

1. Find a PDF or acrobat file.
2. Right click on PDF or acrobat file and select "Open with."
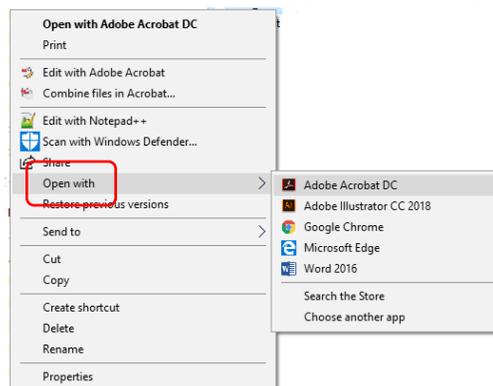
3. Select Adobe Acrobat DC from the second menu. If that option is not visible select "Choose Another App" and select Adobe DC from there…