

TEACHING TOOLS AND TIPS FOR PEDAGOGY

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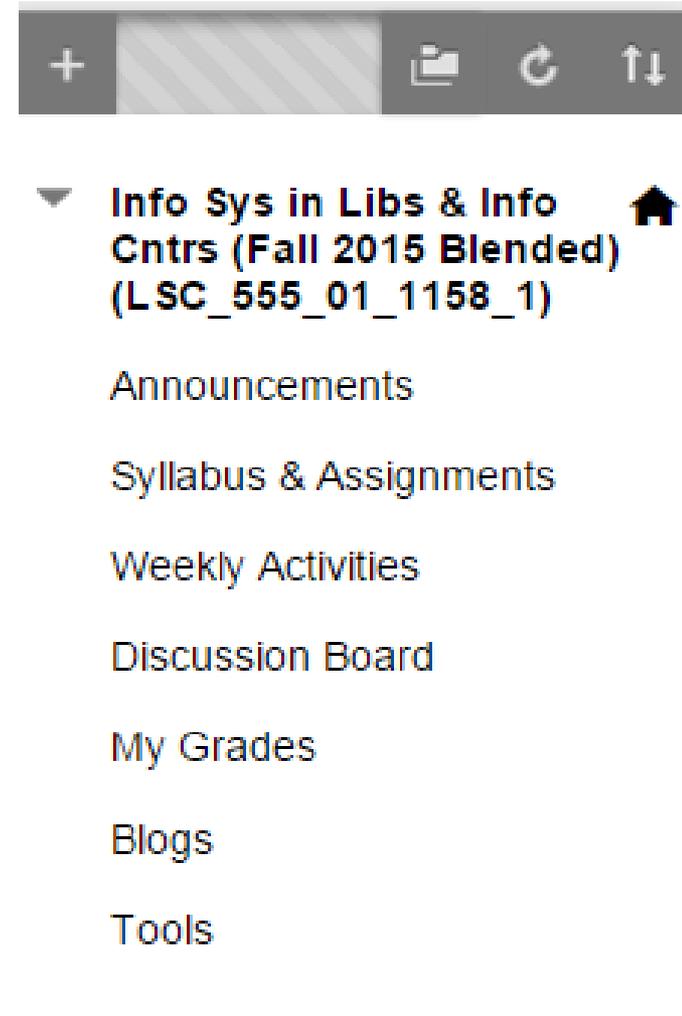
Fall 2016 Full Faculty Meeting

Clear course expectations

- Often time, students feel they are not given clear expectations.
- You need to clearly let them know what it means to be an online student.
- They need very specific guidelines, in the *syllabus* and the *assignment descriptions*, such as:
 - ✓ “Check the BlackBoard discussion threads every day.”
 - ✓ “Discussion for Week 12 starts on April 2, Monday, and ends on April 8, Sunday.”
 - ✓ “To have a full credit for your class participation, upload at least one original posting (your direct answer to the discussion question) and at least two replies to your classmates.”

Structure of the course materials

- There should be one place where students can find *all course-related files*, including syllabus, assignment descriptions, and assignment examples from previous semesters, etc.
- There should be one place where students can find *all weekly course activities* including readings, lecture notes, discussion questions, and assignments.
- Do not post them more than one place.
- Course materials should be unambiguous and well-organized.



Announcements

Announcements

New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Do not prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not

Create Announcement

Week 14

Posted on: Friday, April 22, 2016 4:38:03 PM EDT

Dear 555 class,

Course activities for our last classroom meeting have been posted. For the in-class presentation, each team will have 20 minutes for presentation and 5 minutes for discussion and Q&A. Please email me anytime if you have questions while finalizing your project. See you next Thursday.

S.Kim

Week 13

Posted on: Saturday, April 16, 2016 1:55:43 PM EDT

Dear 555 class,

Course activities for Week 13 have been posted. Please check details on BB.

S.Kim

Feedback on HW2 and Blog posting #4

Posted on: Monday, April 11, 2016 6:39:33 PM EDT

Dear 555 class,

Please find my feedback on HW2 and Blog posting #4 in the BB gradebook. If you have questions, let me know.

S.Kim

Week 12

WEB ANNOUNCEMENT OPTIONS

Duration

Not Date Restricted

Date Restricted

Email Announcement

Send a copy of this announcement immediately

Students are still notified of this announcement even if this option is not selected

Syllabus & Assignments

Syllabus & Assignments

Build Content

Assessments

Tools



Syllabus

Test

Survey

Assignment

Self and Peer Assessment

McGraw-Hill Assignment

Mobile Compatible Test



HW1

Attached

41.697 KB)

Examples

- <http://students.cua.edu/14salvador/hw1.htm>
- <http://students.cua.edu/65zhang/homework1.html>



HW2

Attached Files:

- [HW2 spring 2016.pdf](#) (277.569 KB)
- [HW2 Observation Form spring 2016.doc](#) (28.5 KB)
- [HW2 Questionnaire spring 2016.doc](#) (38.5 KB)

Examples

- <http://students.cua.edu/44katz/towerarchive.html>
- <http://students.cua.edu/72floress/Ettinger-LSC555-HW2.html>
- <http://students.cua.edu/34hurley/hurley-lsc555hw2.html>



Research Paper

Attached Files:

- [Research Paper spring 2016.pdf](#) (246.131 KB)



Blog 1

Attached Files:

- [Blog posting spring 2016.pdf](#) (223.008 KB)

Weekly Activities

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**Week 4 (9/28) Classroom**

Topic: Integrated library systems & Digital libraries and repositories

1. Readings

- Yang, S. (2013). From integrated library systems to library management services: Time for change? *Library Hi Tech News*, 30(2), 1-8. [Focus on advanced features, please note and share in class.]
- Pruett, J., & Choi, N. (2013). A comparison between select open source and proprietary integrated library systems. *Library Hi Tech*, 31(3), 435-454. [Skim and how different/similar they are.]
- Asher, A. D., Duke, L. M., & Wilson, S. (2013). Paths of discovery: Comparing the search effectiveness of EBSCO Discovery Service, Summon, Google: *Research Libraries*, 74(5), 464-488. [Focus on their research methods and findings. How would you evaluate the search effectiveness of systems? You]
- Breeding, M. (2014). Major Discovery Product Profiles. *Library Technology Reports*, 50(1), 33-52. [Skim through the article. Focus on strengths and we to make a list of considerations in designing a discovery product.]

*All readings can be found through <http://libraries.cua.edu/>

2. Lecture

- Guest lecture by Mr. Alvin Hutchinson (Smithsonian Libraries) "Developing New Services in Museum Libraries" (Email: HUTCHINSONA@si.edu)
- (will be shared in class.)

3. Blog posting #2 (due before class on 9/28)

- Once you post the 2nd reading reflection, submit its URL to the assignment dropbox.
- Feel free to review others' blogs through the links that were posted in the discussion threads during. You are not required to give feedback to others' blog

**Week 5 (9/29-10/5) Online**

Topic: Human-Computer Interaction (HCI)

1. Readings

- Ebert, A., Gershon, N. D., & van der Veer, G. C. (2012). [Human-computer interaction: Introduction and overview](#) . *Künstliche Intelligenz*, 26(2), 121-129.
- Gupta, R. (2012). Human computer interaction: A modern overview. *International Journal of Computer Technology and Applications*, 3(5), 1736-1740
- Moreno, A.M., Seffah, A., Capilla, R., & Sanchez-Segura, M.-I. (2013). HCI practices for building usable software. *Computer*, 46(4), 100-102. [Focus on about SDLC for week 2.]

◦ All readings can be found through the CUA libraries website <http://libraries.cua.edu>.

2. Lecture

- Lecture video by Dr. Björn Hartmann at UC Berkeley (<http://www.cs.berkeley.edu/~bioern/>)
- <http://www.youtube.com/watch?v=6Vt7YVtEqT4> (length: 49m 21s)

3. Discussion

- This week, we will overview key concepts related Human-Computer Interaction (HCI). Based on the assigned readings and the lecture video, discuss with information science profession. Share your experience with good and bad examples of user interface design in searching.
 - You are expected to post at least one original posting and at least two replies to others'.
 - Upload your original posting at least by **Saturday** so that others can see your posting and give comments for the rest of the week.
 - Discussion Group 1
 - Dumbarton Oaks
 - Museums -Visual Arts
 - Patron-Facets
 - Discussion Group 2
 - Music!
 - Spagner
 - US Copyright Office
 - Wafer Thin Mints

4. Assignment

- Your research paper is due by 10/9 Friday. If you have any questions or need feedback, please email me.
- You will receive my comments on your blog #2 this week.

*Note: Mr. Alvin Hutchinson's (guest lecturer) email address was added to Week 4's weekly activities above.

Discussion Board

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum

Search



→ Delete

<input type="checkbox"/>	Forum	Description	Total Posts	Unread Posts	Total Participants
<input type="checkbox"/>	Questions	Please post any course-related questions here!	41	0	12
<input type="checkbox"/>	Water Cooler	If you have any interesting information or news from out-of-class, please share with us. Any topics are welcome!	12	0	4
<input type="checkbox"/>	W12: CSS exercise		19	0	19
<input type="checkbox"/>	W11: Networks, Internet, and Web 2.0 - Group 1		31	0	8
<input type="checkbox"/>	W11: Networks, Internet, and Web 2.0 - Group 2		29	0	9
<input type="checkbox"/>	W10: Representation & management of information - Group 1		32	0	9
<input type="checkbox"/>	W10: Representation & management of information - Group 2		28	0	9
<input type="checkbox"/>	W9: MS Access Exercise		19	0	19

- Create an interesting discussion question
- Provide clear expectations
 - You are expected to post at least one original posting and at least two replies to others.
 - Please create a NEW post for your original posting.
 - Upload your original posting at least by Thursday and regularly check your discussion threads.
- Divide discussion groups if the class size is too large.

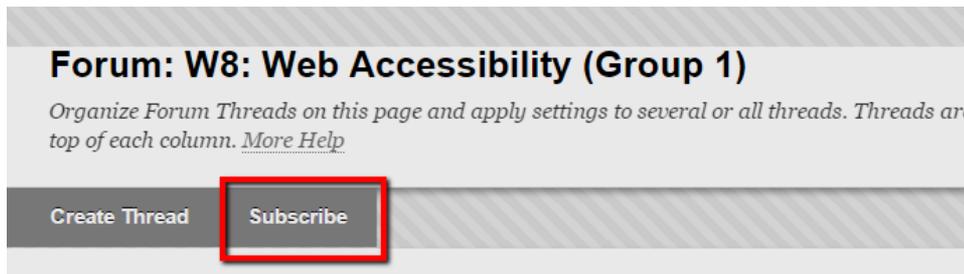
W6: Systems evaluation (Group 1)

W6: Systems evaluation (Group 2)

W5: Human-Computer Interaction (Group 1)

W5: Human-Computer Interaction (Group 2)

- Use “Subscribe” function



Send email through Blackboard

The screenshot shows the Blackboard interface. On the left, a navigation menu is visible with the 'Tools' option highlighted in a red box. The main area displays a grid of tools. The 'Send Email' tool is highlighted with a red box. Below is a list of other tools and their descriptions:

- Achievements**: Achievements
- Announcements**: Create and view Course Announcements.
- Blogs**: Create and manage blogs for Courses and Course Groups.
- Calendar**: Track important events and dates through the Calendar.
- Contacts**: Instructors can post contact information about themselves and others.
- Course Messages**: Create and send private and secure Messages to course members.
- Discussion Board**: Create and manage Forums within the Discussion Board.
- Panopto Content**: Panopto Content
- Pearson's MyLab & Mastering**: Access and Manage Pearson's MyLab & Mastering products for this course through Blackboard.
- Purchase Course Materials**
- Research and Adopt Course Materials**
- Roster**: View a list of users enrolled in the Course.
- Tasks**: Use tasks to keep track of work that must be completed. Each Task has a status and a due date.
- Turning Technologies Registration Tool**: Turning Technologies Registration Tool

Send Email

Instructors can send email to all or selected individual Users, System Roles, and Observers. From a Blackboard Learn course, email cannot be sent to the following:

All Users

Send email to all of the users in the Course.

All Groups

Send email to all of the Groups in the Course.

All Student Users

Send email to all of the Student users in the Course.

All Teaching Assistant Users

Send email to all of the Teaching Assistant users in the Course.

All Instructor Users

Send email to all of the Instructor users in the Course.

All Observer Users

Send email to all Observer users in the Course.

Select Users

Select which users will receive the email.

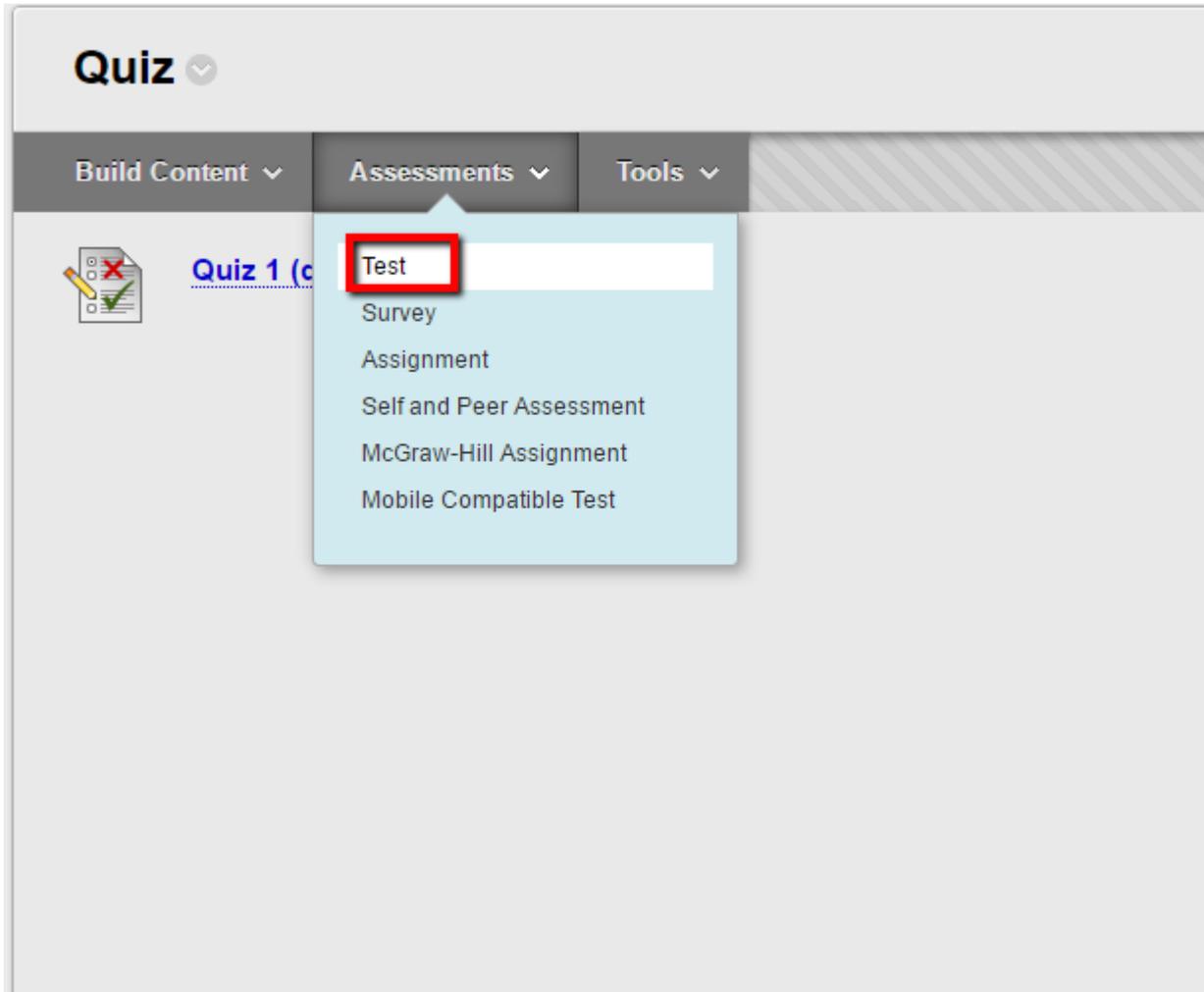
Select Groups

Select which Groups will receive the email.

Single / Select Observer users

Send an email to selected Observer users.

Quiz



Instructional technology

- CUA courses mainly use BlackBoard and/or Adobe Connect Pro.
- There are some instructional tools to make your course more effective.
 - ✓ Audacity
 - ✓ Jing
 - ✓ iSpring
 - ✓ Adobe Connect Pro
 - ✓ Panopto



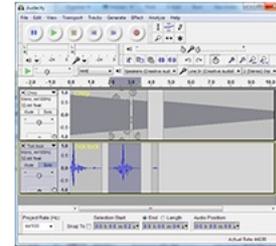
Audacity® is free, open source, cross-platform software for recording and editing sounds.

Audacity is available for [Windows®](#), [Mac®](#), [GNU/Linux®](#); and other operating systems. Check our [feature list](#), [wiki](#), and [forum](#).

[Download Audacity 2.1.1](#)
[for Windows 8/7/Vista/XP](#)

[Other Audacity Downloads for Windows](#)

[All Audacity Downloads](#)



July 15, 2015: Audacity 2.1.1 Released

[Audacity 2.1.1](#) replaces all previous versions.

- The most visible new feature is [scrubbing and seeking](#), including backwards play. Updates to [Quick-Play](#) also help with finding a precise position in the audio.
- You can now install plug-ins without restarting Audacity or add and remove any effect or generator from the menus.
- Over 50 bugs have been addressed with this release. Edits are now processed much faster in longer projects of a few hours duration.
- Effects now have presets. A new Limiter replaces the Hard Limiter effect. There's a new version of Vocal Removal, a cross-fade effect for combining clips on the same track and 'classic filters' available as an opt-in effect.

There's also been lots of work behind the scenes, including UI usability enhancements and upgrade to new libraries. Fuller details on the changes since 2.1.0 can be found in the [2.1.1 Release Notes](#).

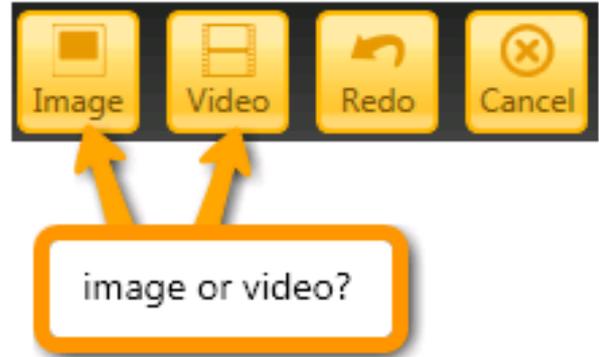
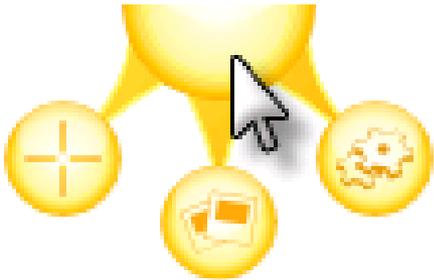
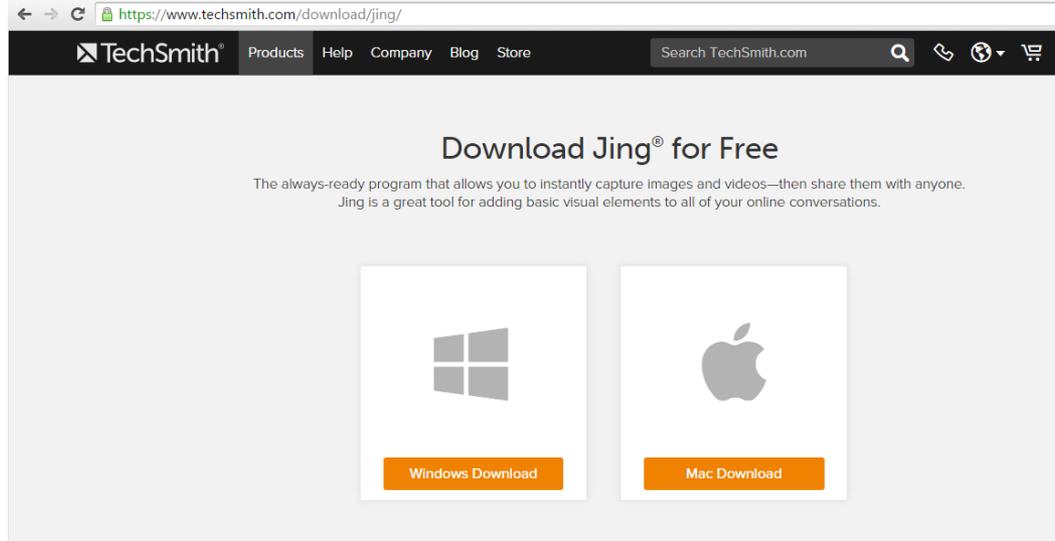
[More news items...](#)

Get Notified of New Versions

Email address:

Jing

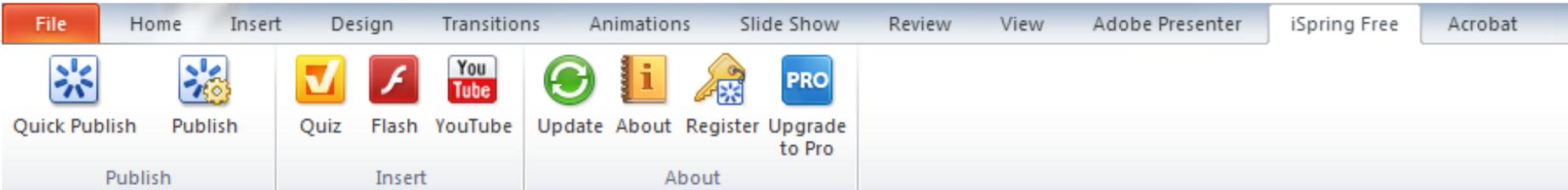
(<https://www.techsmith.com/download/jing/>)



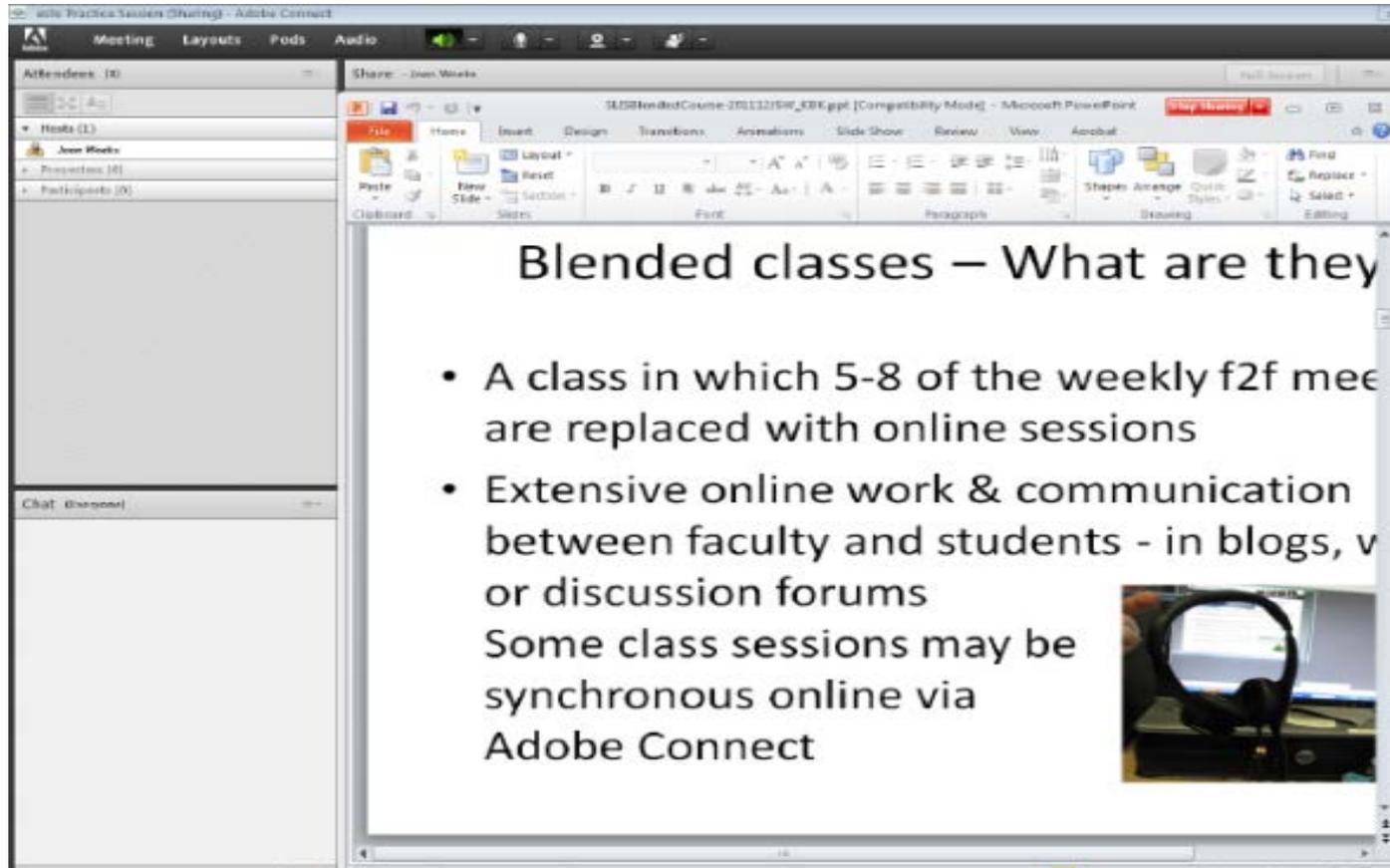
iSpring
(http://www.ispringsolutions.com/)



The screenshot shows the iSpring website homepage. At the top, there is a navigation bar with the iSpring logo, links for Products, Download, Pricing, Support, and Company, a phone number (+1 844 347 7764), and a search bar. The main heading is "E-Learning Software That Really Works!". Below this, the "iSpring Suite" is highlighted as an "Easy to use, fully-stocked e-Learning authoring toolkit for PowerPoint. No training required to start!". A green "Download for Free" button and a "Learn more" link are provided. System requirements for Windows and Microsoft Office are listed. A central image shows a laptop, a smartphone, and a tablet displaying e-learning content. At the bottom, three product cards are shown: iSpring Suite, iSpring Presenter, and iSpring QuizMaker, each with a brief description and a "Learn more" link. A "See All Products" button is located at the bottom center.



The screenshot shows the iSpring software interface toolbar. It features a menu bar with options: File, Home, Insert, Design, Transitions, Animations, Slide Show, Review, View, Adobe Presenter, iSpring Free, and Acrobat. Below the menu bar, there are several icons and labels for various functions: Quick Publish, Publish, Quiz, Flash, YouTube, Update, About, Register, Upgrade to Pro, and a PRO button. The labels "Publish", "Insert", and "About" are positioned below their respective groups of icons.



The screenshot shows an Adobe Connect meeting interface. On the left, there is a sidebar with 'Attendees: 10', 'Hosts (1)', and 'Participants (0)'. The main area displays a PowerPoint slide titled 'Blended classes – What are they'. The slide content includes two bullet points and a small image of a headset. The PowerPoint application window is visible in the background, showing the 'File' menu and various toolbars.

Blended classes – What are they

- A class in which 5-8 of the weekly f2f mee are replaced with online sessions
- Extensive online work & communication between faculty and students - in blogs, v or discussion forums

Some class sessions may be synchronous online via Adobe Connect



Tutorial for faculty:

<http://lis.cua.edu/res/docs/tech/documents/AdobeConnectHITSLISFaculty0812.pdf>

Tutorial for students:

<http://lis.cua.edu/res/docs/AdobeConnectHITSLISStudents0811.pdf>



Powered by Panopto

Thursday, October 08, 2015 at 12:58:19 PM

October 8 2015 in CL_701_01_1148_1: History of Canon Law

☆☆☆☆☆ Help Sung Un Kim Sign



Search this recording

Notes Your notes (blackboard\kimi) [Make public](#) [Help](#)

Bookmarks

Comments

Notes are synchronized to what you're watching when you type them. Type and hit Enter to add one.

The Greek Church in the Ninth Century

The ninth century also marked an important stage in the development of Eastern canon law. In Constantinople canon law began to merge with civil law in the sixth century. The first legal collections contained only ecclesiastical norms (κανόνες; "canons") or secular norms (νόμοι; "laws"). In the late sixth and early seventh centuries Byzantine canonists combined these two sources; these collections were named "nomokanons" (νομοκάνονες), although the name did not become common until the eleventh century.

The most important Byzantine nomokanons are the *Nomokanon of 50 Titles* and the *Nomokanon of 14 Titles*. For these new collections, the canonists used John Scholastikos' *Synagoge of 50 Titles* (*Nomokanon of 50 Titles*) and another collection, the *Syntagma of Canons in 14 Titles* (*Nomokanon of 14 Titles*), as their main source of ecclesiastical norms. They also added imperial laws taken from Justinian's codification. The *Nomokanon of 50 Titles* was put together by an anonymous compiler in Antioch during the reign of Justin II (565-578) or of Maurice (582-602).

The first version of the *Nomokanon of 14 Titles* was compiled ca. 612-629 and was formed by combining the *Syntagma of Canons of 14 Titles* with the legislation of Justinian that touched upon the Church. The work was probably produced in Constantinople, but the compiler is unknown. Because Patriarch Photios wrote a prologue to a new recension of the collection ca. 882-883, historians had long assumed that Photios compiled it.

The expanded collection with the endorsement of Photios became the most important collection of canon law in the Greek Church. It shaped the content and the structure of canon law in the orthodox church. Conciliar canons, the writings of the Church Fathers, and imperial legislation constituted the authoritative sources of canon law in the Greek church. The *Nomokanon of 14 Titles* was revised in the eleventh century by Theodore Bestes, and Theodore Balsamon added a prologue and commentary to the collection in the twelfth century.

The *Nomokanon* is divided into titles and chapters. The titles contain canons and imperial laws. It was the most complete summary of regulations for the Byzantine church. The Greek canonists wrote commentaries on it. The conciliar canons in the first part are basic texts of Greek Orthodox ecclesiastical law up to the present time. The *Nomokanon of 14 Titles* was translated into Slavic during the patriarchate of Photios and became an important source of law in that tradition.

The contrast between the Eastern and Western churches is highlighted by their respective legal systems. In the East imperial legislation, conciliar canons, and the Eastern Church Fathers formed the foundations of the legal system. In the West papal decretals, some authentic, some forged, supplemented by ecumenical and local councils, governed ecclesiastical norms. The two churches were moving in different directions. Their two laws were becoming more and more isolated from each other.



Take advantage of advising resources

- CUA Technology Services (<http://computing.cua.edu/>)
- CUA LIS faculty resources (<http://lis.cua.edu/faculty/>)
 - Getting started
 - Planning the course
 - Teaching OWL/Blended Courses
 - Policies
 - Concluding the course
 - Resources
- CUA LIS current student resources (<http://lis.cua.edu/people/studentgateway.cfm>)
 - Blackboard
 - Computer Lab Guides and Tutorials
 - Technology Resources
- CUA LIS Blended Learning Committee
 - Dr. Sung Un Kim (chair), Dr. Ingrid Hsieh-Yee, Prof. David Shumaker