



# Classroom Resources Committee

## A Message from Dan Benjamin, Chair

Welcome to the premier issue of the Classroom Resources Committee's Newsletter!

Technology has become ubiquitous. Every discipline depends upon hardware, software, and media to enhance their effectiveness in solving real world problems. And, almost every individual totes a laptop and a smartphone; and, maybe even a tablet. And over the past few years, we, as stewards of our academic assets, have been wrestling with the need for a consistent strategy to incorporate technology resources in the classroom. If we are to maintain our competitive edge in the education space, we must anticipate and embrace technologies that enhance the learner experience and improve administrative processes.

The past few years have been characterized by a consumerization of technologies; our students are much more technology savvy than they were about a decade ago. Technology is not just some-

thing that they use; it has become a natural extension of themselves. And, technology, for many, has also become the basis for their social identity. If we are to be effective in our teaching methods, we need to use interfaces and techniques that students are familiar with on their smartphones and tablets.

Accordingly, we formed the Classroom Resources Advisory Committee to address the need for technology and related resources in the classroom from an APUS-global perspective. The mission of the Classroom Resources Committee (CRC) is to advise the University about trends, issues, and needs pertaining to classroom related technologies. This includes technologies for designing curriculum, classroom delivery, the learning environment, assessment, quality assurance, and management. This committee is comprised of at least one representative from each School, the Center for Teaching and Learning

(CTL), Course Materials, Library, Instructional Design, Institutional Research, and Corporate IT. It also includes our Provost, Chief Information Officer, and Chief Operating Officer.

Our goal is to meet once a month; some participants have data collection and analysis responsibilities between meetings. We have "demoed" products, discussed hot topics, examined trends in the IT industry landscape, developed an APUS-wide classroom software inventory, and examined cost-recovery options. We had a demonstration of Riverside Research's ebook, courseware, and simulation related to Remote Sensing, Airborne Reconnaissance, and Biomedical Engineering. This courseware was characterized by high interactivity via videos, games, and simulations. We have looked at Cengage's Write Experience product to assess written communications and to provide feedback and goals for improving their writing. We also launched a pilot project to

### Inside this issue:

|                             |   |
|-----------------------------|---|
| Welcome Message             | 1 |
| VAST Academic Video Library | 2 |
| Knewton: Product Overview   | 4 |
| Tata Interactive Overview   | 5 |
| Webinar Watch               | 6 |

study the efficacy of using LiveScribe pens to enter information such as equations needed by Mathematics courses. We also explored open source learning resources such as MERLOT (Multimedia Educational Resources for Learning and Online Teaching). We also regularly feature a tour of upcoming webinars related to technology resources in the classroom. We also looked at samples of gaming and simulation applications by Tata Interactive Services.

In April, Prashant Pisha-

roty from Tata Interactive presented on their online simulation capabilities. At the May CRC meeting, our own Ray Uzwyshyn walked us through the video offerings in Alexander Street; we also delved into Newton's Adaptive Learning capabilities.

In the near future, we will be highlighting audio & video tools, interactive white boards, adaptive learning, mobile computing, cloud based solutions, iTunes, MOOCs (massively open online course), and information security software.

We are an active and pas-

sionate group. We are interested in all technologies that intersect with the classroom. When we find promising technologies, we will publicize them and establish protocols for infusing them into the classroom.

Please direct inquiries to Amy Everson, the administrator at [aeverson@apus.edu](mailto:aeverson@apus.edu) or to Dan Benjamin, the chair for this committee at [dbenjamin@apus.edu](mailto:dbenjamin@apus.edu). Welcome to the premier issue of the Classroom Resources Committee's Newsletter!

*(this is a reprint from the Weekly Academic Message of September 16, 2011)*

**The Classroom Resources Committee meets the second Wednesday of each month.**

## VAST Academic Video Online

Looking for academic videos to open your school, program or course classes to new possibilities for learning? APUS libraries are pleased to announce the acquisition of Alexander Street Press's **Vast Academic Video Online** for university-wide APUS faculty and student general and classroom use. Vast is a massive collection of Academic video online comprising over 13,000 academically vetted videos. The university has also negotiated by the end of the year VAST project extent of 20,000 academic related videos. Interdisciplinary sources now range across disciplines from: American History, Area Studies, Art & Architecture, Business & Economics, Counseling &

Therapy, Dance, Education, Ethnic Studies, Ethnography, Health, Humanities, Law & Criminal Justice, Opera, Politics & Current Affairs, Psychology, Religion & Philosophy, Science, Theatre, Women's & Gender Studies, World History, World Language & Literature making Vast a leading source of rigorous academic video globally. The videos are copyright and ADA compliant. A search engine and detailed subject search provides in depth keyword searching for faculty interested in integrating topics into their curriculum. The libraries have set up VAST in the Academic Library for general open use under our first Databases section and Middle Column. Select Topic Databases:

### Academic Video Online.

Vast is also available directly with your faculty/student username password here: <http://ezproxy.apus.edu/login?url=http://vid-eo.alexanderstreet.com>

There will be many exciting curricular video possibilities in the upcoming months with VAST particularly with regards to both curricular design and implementation. Using VAST academic video clips and source videos pointedly makes sense to open learning possibilities with adult learners with limited time and utilizing other media sources to spur discussions for

*(Continued on page 3)*



(Continued from page 2)

weekly student forum posting but also assignments and integration with textual curricula, course learning objectives and student explorations. An introductory tutorial to VAST is available here: <http://alexanderstreet.com/support-center/resources/vast-academic-video-online-tutorial>.

While there will be a lot to explore with VAST, some further highlights include:

- Comprehensive Multidisciplinary scope
- Sharing and embedding links in syllabi, course curricula, library course guides, and our LMS
- Access to Videos on mobile device (iPhone, iPad, Android)
- Subdisciplinary keyword searching for interdisciplinary curricular adoption
- Creation and sharing of custom clips and disciplinary specific playlists
- Speed-search video with a visual TOC
- Synchronized scrolling transcripts alongside videos transcript search

- Scholarly Citation of whole videos or individual classroom custom clips using permanent URLs

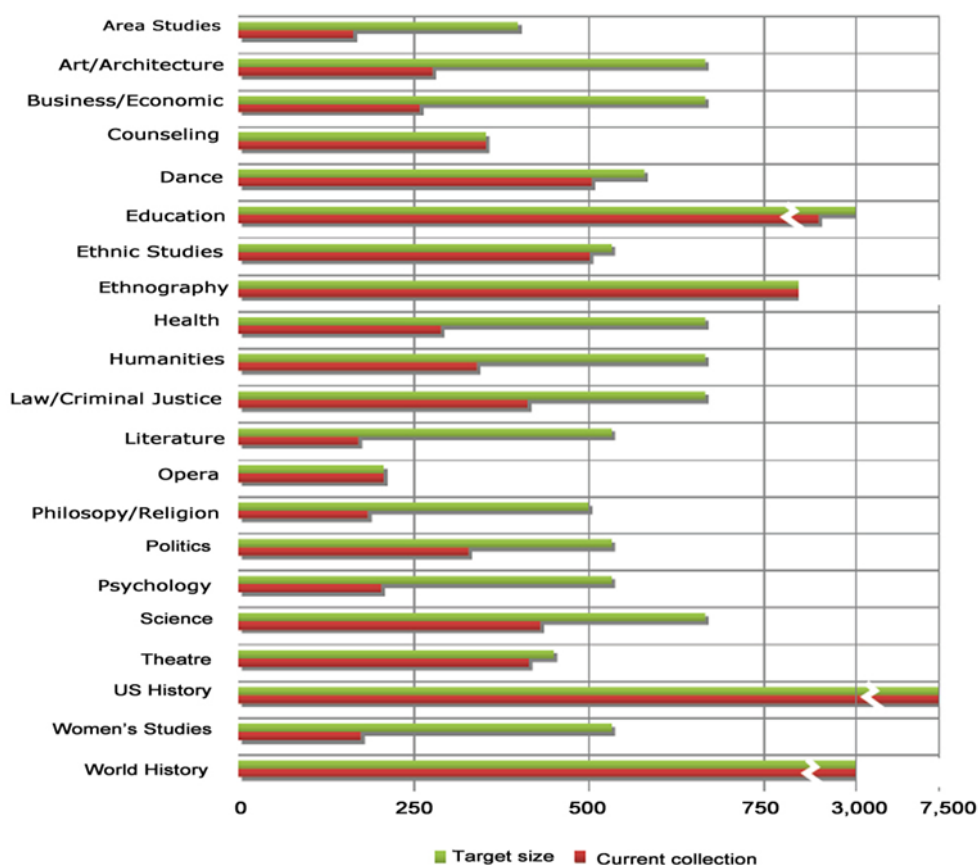
Titles in VAST may be carefully selected to suit various program, school and course needs and include an extensive range of documentaries, interviews, performances, news and news reels, field recordings, commercials, and raw footage. Faculty and students can search and find content in VAST to meet their learning, teaching, and research needs in a wide spectrum of academic areas with both full text

search and disciplinary search available.

The libraries invite faculty to explore VAST and will be coordinating in the upcoming weeks and months with various university divisions and early adopters to create help guides and best practices for use as the university begins to explore this important research and curricular tool. To answer any preliminary questions, please feel free to email: [librarian@apus.edu](mailto:librarian@apus.edu) - we're here to help!

- Ray Uzwyshyn, Director of Libraries for APUS.

**VAST—Current and Projected Number of Titles by Discipline**



## Knewton: Product Overview



### KNEWTON ADAPTIVE LEARNING PLATFORM™

The Knewton Adaptive Learning Platform™ customizes standardized educational content to meet the unique needs of each student. Knewton analyzes learning materials based on millions of data points—including concepts, structure, difficulty level, media format—and uses sophisticated algorithms to piece together the perfect bundle of content for each student, constantly.

Knewton works together with publishers, schools, and other organizations all over the world to improve education with its adaptive learning technology. For example, Pearson and Knewton are partnering to enhance the Pearson MyLab and Mastering products for millions of students, as well as create the next generation of custom adaptive learning solutions on the Knewton platform.

### KNEWTON MATH READINESS

Knewton Math Readiness is a web-based developmental math course that provides a continuously personalized learning path for each student. The course uses sophisticated algorithms to deliver the most helpful content to each learner at the right time. Customizable and

scalable, Knewton Math Readiness provides schools with an easy-to-implement option for educating students on a basic set of math skills quickly and effectively.

Knewton Math Readiness is currently in use at a number of partner institutions in post-secondary education, both in blended classroom and entirely self-paced online implementations. Early studies show that Knewton Math Readiness significantly improves student retention and skill proficiency. For example, Arizona State University implemented Knewton Math Readiness for 5,000 freshmen last fall, and saw 50% of those students finish the course and demonstrate mastery four weeks early. Additionally, the portion of students withdrawing from their remedial math courses fell from 13% to 6% and pass rates rose from 66% to 75%.

#### The Need

56% of current high school graduates lack the core math skills necessary for post-secondary studies.

Of those students who enter a developmental remediation program, 30% fail to complete their curriculum—and never graduate. Knewton Math Readiness was created in response to this nationwide need for an elective sys-

tem to prepare students for college-level math.

#### Efficacy

Early studies show that Knewton Math Readiness significantly improves student retention and skill proficiency. Of the 5,000 freshmen at Arizona State University who enrolled in Knewton Math Readiness in August 2011, 50% finished four weeks early. The portion of students withdrawing from the courses fell from 13% to 6%, and pass rates rose from 66% to 75%.

#### Course Content

Knewton Math Readiness covers 7 core subjects: Ratios & Proportions, The Number System, Expressions and Equations, Geometry, Statistics and Probability, Functions, and Algebra.

Within those subjects, thousands of dynamic lessons, assessments, and in-depth explanations provide a full suite of engaging learning content.

All content was developed in collaboration with our partner faculty at ASU and other major institutions and is tightly aligned with the Common Core State Standards.

Video lessons and explanations are delivered by engaging teachers who connect with even the most

*(Continued on page 5)*

**Please Note:  
The June CRC  
meeting has been  
cancelled to  
accommodate the  
Academics  
Quarterly  
Meeting.**

## Knewton cont.

(Continued from page 4)

challenged or unmotivated students.

The course is designed to deliver small, consumable bursts of content (often video based), in a “learn this, now you try” workflow.

Each activity takes no longer than 10-15 minutes.

The material contains real world examples that make the experience relevant and meaningful for students.

### Course Structure

Each subject is divided into a handful of levels, each of which contains a short diagnostic quiz (made up of 8-16 questions), allowing students to either prove mastery and pass out of the lessons within that level, or move straight into personalized instruction tailored to their specific needs.

Each lesson begins with an introduction video that provides context, and continues with a warm-up quiz (3-5 questions) that

covers the building blocks of the lesson.

Lessons are broken down into 2-5 workshops, each containing a roughly 5-minute video teaching session and a corresponding practice quiz that tests retention. Students receive text and video explanations and are prompted with reflective questions.

Each lesson builds toward a 10-question final test-out, where students can prove mastery and move on.

## Tata Interactive

A part of the \$70bn Tata Group, **Tata Interactive Systems (TIS)** is an acknowledged global leader in the e-learning industry since over two decades. TIS offers organizations across the US, Canada, UK, Australia, New Zealand, the Middle East, India, and mainland Europe a **diversified and innovative** bouquet of learning and training solutions. They run the gamut from Simulations, Mobile and Game-based Learning to entire Courseware and Curriculum Design. The TIS methodology is grounded in graphics, technical & instructional design excellence which has helped us transition seamlessly from early, compact-disc (CD) training to offering clients in the 21<sup>st</sup> Century, the concept of **mobility in**

**learning** – HTML5 based solutions to adaptively deploy courses & assessments across multiple devices & platforms. Perhaps the only online learning organization to have invested in setting up independent Centers of Excellence for simulations, games & mobile learning solutions, TIS has won over fifty awards for educational design of simulations & serious games.

Our experience profile includes:

- Developing an immersive simulation/game to train personnel undergoing the Master's in Strategic Studies program at the Air War College, Montgomery, Al. on Cross-cultural Negotiation skills.

- Designing an Online Master's program in Cyber Security for a Public University.
- 390 courses covering a mix of certificate, undergraduate & Master's courses for a large provider of Post-Secondary education
- Certification courses in risk & emergency management for Boston University
- Building a suite of over two hundred business simulations for University of Phoenix. These simulations were proven by in-house study to help in student retention & engagement
- Designing/developing 26 hours of mobile learning content in HTML5 for a large training organization.

- Prashant Pisharoty is the Sr. Manager Education Solutions for Tata Interactive

# Webinar Watch

Volume 1, Issue 1

Each CRC meeting includes a Webinars section where select upcoming webinars are shared and briefly discussed. Past webinars have included everything from emerging technologies such as mobile learning and OER; to pedagogy and analysis such as instructional design, data analytics, and even methodologies used to assess the impact of course design and technology in the classroom. Most of the webinars discussed are 1-2 hour long events, but some are 1-5 week asynchronous offerings.

This month's Webinar

was focused on a brief discussion of a MOOC (massive open online course) on Instructional Ideas and Technology Tools for Online Success being run by Curtis Bonk. This MOOC is a 5-week course focused on Professional Development, and one of its more notable features is a Badge offering if you choose to complete all of the associated work. The resources provided in the course have been valuable, but the most fascinating part of participation has been seeing how the team running the course has been so responsive from week-to-

week literally shifting the infrastructure of the course to meet the needs and requests of 2500+ participants – most active scholars and professionals in higher education and education technology – to better deliver a quality learning and social experience.

An article including link to sign-up are available here (they welcome stragglers and lurkers):

[http://  
www.insidehighered.com/blogs/technology-and-learning/4-reasons-why-bonk-mooc-so-interesting](http://www.insidehighered.com/blogs/technology-and-learning/4-reasons-why-bonk-mooc-so-interesting)

- Victoria Stay is the Program  
Director for Sociology

## Upcoming Webinars

● 5/23/12

Best of mLearnCon: How Mobile Enables Social Learning

[http://www.elearningguild.com/content.cfm?  
selection=doc.2239&utm\\_campaign=bestof1205&utm\\_medium=some&utm\\_source=twitter](http://www.elearningguild.com/content.cfm?selection=doc.2239&utm_campaign=bestof1205&utm_medium=some&utm_source=twitter)

● 5/23/12

10 Tech Tools You Need to Tackle Classroom Challenges  
International Society for Technology in Education (ISTE)

<http://www.iste.org/store/product.aspx?ID=2221>