The Task Group on Interactive Content in Teaching is pleased to submit a report summarizing our efforts that began July 2014 when this task group was charged. This document and our summary presentation which was presented at CIT (the Conference on Instructional Technology) May 27, 2015 represents the fulfillment of that charge. As the report will make clear, this process has led us to consider many new questions that go beyond the tools of interactive content to include the procurement, access and support strategies essential to successful deployment. It is our hope that every SUNY faculty member or student will have access to the necessary interactive tools and services that will enable them to participate fully in the educational process. In accordance with Chancellor Zimpher’s goals of “Access, Completion and Success” these concerns are greatly magnified in a landscape where the proliferation of online courses and enhanced use of technology require unfettered access to tools support and secure management of the resulting digital assets. Our research conducted through the lens of experienced faculty confirms the value of interactive content and the many opportunities for collaboration and innovation they present within SUNY and to the business environment that surrounds us. The conclusions from our discussions strongly suggest future efforts by FACT look more deeply into how strategic planning and procurement can improve access to the tools needed to enhance teaching and learning experiences to benefit the SUNY community.

Membership:
Jeffrey Riman, Chair, Fashion Institute of Technology
Lenore G. Horowitz, SUNY Albany
Russ Kahn, SUNY Polytechnic Institute
Jiang Tan, SUNY Cobleskill
Deborah Spiro, Nassau CC
Fred Hildebrand SUNY System Administration

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Steve Muth, VoiceThread
Jennifer Cassidy, lynda.com
Kelly McDonough, Blackboard

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1The task group charge and all related documents, detailed survey results and this summary report can be found on the FACT2 webpage http://commons.suny.edu/fact2/task-groups/
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Goals from the charge and our response

1. Explore and research the ways that interactive content affects teaching and learning.

In response to Goal 1 we designed and issued a survey collecting data on value perceptions of interactive content using eight product categories. We felt the use of categories would tell a more compelling, method oriented story. Interactive tools are too numerous to list and with new tools constantly emerging it was a moving target that would paint a very fragmented portrait. Our category list contained commonly known examples to help respondents contextualize their answers.

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conferencing Tools</td>
<td>Collaborate, Zoom</td>
</tr>
<tr>
<td>Interactive Discussion</td>
<td>VoiceThread, Skype</td>
</tr>
<tr>
<td>Collaborative Mapping</td>
<td>MindMeister, Creately</td>
</tr>
<tr>
<td>Video Creation</td>
<td>Camtasia, Animoto, Jing, Quicktime</td>
</tr>
<tr>
<td>Self-serve Tutorials</td>
<td>Khan Academy, Adobe, Lynda.com</td>
</tr>
<tr>
<td>Collaborative Documents</td>
<td>Google web apps, wikis, blogs</td>
</tr>
<tr>
<td>Curating Content</td>
<td>Diigo, Bundlr</td>
</tr>
<tr>
<td>Social Media Tools</td>
<td>Twitter, Facebook</td>
</tr>
</tbody>
</table>

We then asked respondents to assess for each category;

a. Student engagement
b. Learning outcomes
c. Cost/value
d. Ease of use
2. **Identify Innovative uses of Interactive content** and propose services and tools (open source & purchased) that enhance access and opportunities for interactive engagement in teaching and learning for all stakeholders.
   a. **In response to goal 2** Survey respondents were asked to identify tools they were using and then to identify tools they are interested in using in future classes. The list of tools respondents identified was surprisingly narrow, that led us to reflect on the importance of the tool vs the value of the process of interaction with any reasonably designed tool. New paths of inquiry emerged that bear further attention we will discuss in our narrative.

3. **Provide faculty members with best practices and examples of pedagogically appropriate uses of interactive technologies.**
   a. **In response to goal 3** Survey respondents were invited to share examples of use in action. This effort is ongoing and we hope to provide a way to acquire and share experiential narratives written by all stakeholders that will continue beyond the term of this Task Group.

**Introduction and Background**
From the outset, it was evident that our mission to explore interactive content as it relates to teaching and learning was very broad and difficult to define. Yet we all agreed that there is an intersection point between pedagogy and technology that ignites a catalytic reaction in students and faculty alike. That moment where ideas, knowledge and experiences are shared is recognized to enhance the learning experience in ways that fascinate faculty, improve student engagement and outcomes. Any tool or strategy that enhances the learning space in tangible ways is worth exploring further but the proliferation of tools clouds the issue as new options appear almost daily. There is little consensus in the education community as to which technologies to use and how to best use them while protecting the intellectual property of faculty and the privacy of students. The SUNY policy when written in 1954 could not have anticipated the complexities of cloud based technologies where students and faculty alike create, store and share their efforts in a myriad of ways and places. This concern is further explored in the concluding portion of our report where we look at how the content created by students and faculty stored by 3rd party sources make it difficult to access and review how these efforts were assessed. Questions emerge as to how long faculty and student course assets will reliably persist outside the school's digital ecosystem. Strategies for the privacy and protection of all education related interaction are yet to be redefined in the face of globalized interactions with third party products that are unfettered and unregulated. Does interaction without constraint or control over the resulting assets pose more reward or risk in higher education? Questions about content management abound. For example a class using Twitter, Collaborate and VoiceThread is likely to be co-dependent on these providers to sustain a record of interaction and content creation that conforms to the SUNY retention guidelines of 7 years after the course is completed ("Detailed course descriptive information, including background materials and supporting documentation" 3 ). Is it time to reexamine the way we create,
manage share and store course assets. Many schools are using Google Web Apps for Education. Can we rely on Google to sustain and protect the work and the people who use their tools. While we do not want to react reflexively this concerns bears greater attention and perhaps a study or task group of its own.

Unique Challenges, Strategic Opportunities
More than 85% of our survey respondents used the SUNY sanctioned LMS (Blackboard) to share interactive content, yet that is not where most of the content actually lives. At the very least the LMS provides a hub linking various tools and services for the faculty/student interaction and assessment but does not serve as a safe repository for all that the students and faculty create and share. Independent asynchronous acquisition strategies and the inevitable challenges associated with deployment and training exert pressure on all stakeholders and budgets. In the Open SUNY world where we seek to maximize opportunities for all students there is still little consensus on how to lower the cost burden for participation by students, faculty and their hosting institutions.

Task Group Working Definition of Interactive Content
We decided to narrow our efforts first systematically by developing a working definition of the term and then dividing interactive content tools into eight categories that divided the types of content by function and accompanying that survey our working definition of what interactive content is. Respondents to our survey were invited to review and edit the paragraph below which represents the current efforts of many.

*Interactive content in teaching and learning incorporates multi-sensory tools that actively engage students, including, audio, visual, annotation and commenting providing for bi-directional interaction. This active engagement can take a variety of forms, can occur synchronously or not, and is mediated through physical, digital and virtual experiences and tools (e.g., social media, online video, sharing and creation). This necessitates planning and practice requiring faculty and students to develop proficiencies that were previously outside the minimal literacies previously needed in the delivery of content (e.g., conceptual thinking, structured narratives, presentation skills and related articulation using multiple media modalities).*

In the process of creating a definition this illustrates the workflow associated with cloud based technologies. Most of which work across all platforms mobile and desktop.

Interactive Process Overview
Interactive tools are usually cloud based making accessibility relatively simple. Workflow is a faculty driven process of selection and sharing. Typically more than one tool is used within a course. Some are conveniently contained within the learning management system while others are delivered through a separate access point, each adding an additional

\[4\] Fact2 Task Group on Interactive Content in teaching survey conducted March 2014
layer of authentication and thus another location for student data which leads to concerns about the
safe preservation of student content used for assessment and feedback that is not retained or backed
up for an appropriate period of time.

The value of interactive content in teaching in learning is well documented as outlined long ago in the
often cited writing of Weiss and Mcgrath who measured retention comparing simple lecture (oral)
methodologies and visual stimuli with the process of seeing and hearing simultaneously. Considering
the time (1963) and the technologies and techniques available this was overwhelming evidence that
there needed to be more active engagement in the learning space.

<table>
<thead>
<tr>
<th>Retention After 72 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orally</td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>Visually</td>
</tr>
<tr>
<td>20%</td>
</tr>
<tr>
<td>Orally &amp; Visually</td>
</tr>
<tr>
<td>65%</td>
</tr>
</tbody>
</table>

As technologies emerged and personal computing revolutionized access to information and stimuli the
pedagogic ante has been raised continually. The perceived technical fluency of students who are now
digital natives appears to have exceeded that of many faculty throwing down the pedagogic gauntlet
challenging faculty to engage, experiment and reflect on knowledge delivery. The initial mission of FACT
was in direct response to the need for faculty to gain access to technology. The original acronym
represented Faculty Access to Computer Technology. Access is still an issue.

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5 H. Weiss and J. B. McGrath, Technically Speaking: Oral Communication for Engineers Scientists and
A vestige of this past initiative can still be found at [http://system.suny.edu/i-am-a/faculty/](http://system.suny.edu/i-am-a/faculty/). In response to the changing landscape of teaching and technology and the strategic initiatives of Chancellor Zimpher our acronym evolved to FACT², Faculty Advisory Council on Teaching and Technology. The purpose of this short history is to acknowledge that SUNY has responded strategically with vision and a goal that points all of us to examine knowledge delivery and how it is abetted through interactive strategies and what layer of complexity does it add to every aspect of the education process.

**The Survey and its Participants**

Now is a good time to reflect on how that paradigm shift has had an impact on the faculty and their strategies to integrate teaching and technology. There were 125 survey respondents. The pool was drawn from FACT² Campus Representatives, FACT² Council Members, COTE Fellows and selected campuses: SUNY Cobleskill, SUNY Poly, FIT, SUNY Oswego and Nassau CC. Although the sample is relatively small it is rich in expertise and experience.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>106</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Support</td>
<td>20</td>
</tr>
<tr>
<td>Administration</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><em>142</em></td>
</tr>
</tbody>
</table>

*The breakdown as follows adds up to more due to the dual roles many people play.*

Respondents were very experienced in the online and hybrid environments further validating the responses.

2. What learning modalities are you currently engaged in?

One of the greatest challenges and disappointments was the lack of success getting student participation in the survey and a student representative who had the time to meet when the other members were available. Time challenges are inevitable but it is our hope that somehow we can establish a collaborative relationship with perhaps student governance that would become a willing
partner in the study of the learning space, its components and strategies.

**Survey Snapshot**

This chart illustrates a condensed view that summarizes our survey into a single graphic that compares the 8 categories of interactive content with the 4 criteria that was used to assess each one. The results were a bit of a surprise with conventional wisdom leading us to expect that interactive discussion would be by far the leader, especially when you consider the range of tools this category encompasses.

Collaborative documents were, by far the most preferred tool in our survey no matter what the criteria. This tool as represented by the two most popular choices (Google Web Apps and Microsoft Office 365) do much more than allow collaborative document creation, editing and sharing at many

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Survey conducted by the Task Group on Interactive Content in Learning. Detailed results will be available at [http://commons.suny.edu/fact2/task-groups/](http://commons.suny.edu/fact2/task-groups/)
different permission levels. Collaborative documents provide tools for text based discussion, annotation while sustaining detailed histories of versions and edits all referenced neatly for all collaborators. These features combine to be a powerful resource for all levels of use by faculty and students in most settings including curriculum development, assignment creation and commenting and summative assessment.

**Video creation, self-guided tutorials and social media**, all popular roughly aligned as a suite of tools that that serve pedagogic needs. Because the category is broad it is not possible with this survey to compare pay vs free services and tools. However these categories hovered in the 25-35% range when compared to the perceived value of collaborative documents. Theoretically one could look at collaborative document interaction as a process oriented activity that consumes a larger portion of time to create and interact when compared with time spent creating or watching videos.

**Collaborative Mapping and Curating Content** both barely showed up in our survey by comparison to the other categories which was a bit of a surprise given the heightened interest in mind mapping and design thinking strategies.

*This wordle*⁷ visualizes the respondents preferences in relative terms.

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⁷ Wordle produced using the product preferences cited in the survey.
Conclusions

Interactive content clearly dominates the product choices of our faculty and the institutions they support our modes survey confirms that decisively. We then conducted a meta search that confirmed our perceptions about the stakeholders and their responses to interaction.

Findings of two recent meta studies analyzing relevant research

I. Curiosity, Interest and Engagement in Technology-Pervasive Learning Environments: A New Research Agenda
Educational Technology Research and Development, v59 n2 p181-198 Apr 2011
This meta-study identifies the need for developing new ways to study curiosity in the context of today's pervasive technologies and unprecedented information access
  a. How students who have grown up in a technology-pervasive world address their curiosity and interests.
  b. Personal, contextual and situational conditions which pique curiosity and sustain engagement.
  c. Situational and contextual issues need to be addressed in order to allow technologies to more fully occupy formal learning spaces.

II. Online teaching and technological affordances: An experimental investigation into the impact of modality and clarity on perceived and actual learning
Computers & Education 83 (2015) 1e9
This study examined how communicative and technological variables impact the effectiveness of online courses in terms of how they influence students' experiences and learning outcomes
  1. Participants report feelings of greater perceived learning when exposed to information presented via multiple modes
  2. Students will report feelings of greater perceived learning when they are exposed to high clarity information relative to low clarity information.
  3. Instructor immediacy has been found to affect student learning outcomes Instructor immediacy in online contexts to focus on two technologically driven concepts known as social presence and electronic propinquity.
    a. Social presence has been described as a sense of being close or co-present with others in a mediated communication situation
    b. Electronic propinquity as “electronic proximity, electronic nearness, or electronic presence.”

The results of our efforts pose questions that may be viewed as a starting point that may frame a strategy or lay the foundation for best or improved practices in the acquisition and use of technology in teaching and learning. Questions about access, accessibility, infrastructural support, intellectual property and more, need to be explored and strategically accounted for as SUNY continues to amass
huge quantities of content stored in countless disparate locations. Then to build upon it to more deeply understand the relationship between the use of interactive products and the role they play in improving or supporting learning outcomes. Now that we have some insight on the relative value of each category of interactive content, how can we build upon that knowledge? Our efforts begin a process that needs further attention. Our first concerns have evolved from the product choice and preferences of faculty to the best procurement, practices and infrastructural support that are producing a myriad of solutions at each SUNY location without an overarching solution. Strategies that reduce costs, share admin support, enhance access, share training assets, protect all stakeholders and their assets are necessary and complex. We feel that strategic procurement is a great starting point that requires us to not only buy the best product for the best price but to also better understand:

1. How we measure the efficacy of the products cost/benefit?
2. Are we considering the burden of deployment and ongoing support, a major factor that leads to orphaned initiatives?
3. Does the product comply FERPA guidelines and with the data retention policies set forth by SUNY?
4. Do the products meet or anticipate meeting accessibility requirements?
5. How much training is required to adequately prepare a faculty member to use these tools in teaching?
6. Do students need to pay to use the product? What are their rights to content they generate?
7. How can we provide better manage access to tools and hardware for financially challenged students and faculty?

Recommendations for Future Task Groups
Reflecting on our process as a task group, we recommend that future task groups work collaboratively with SUNY organizations and services that relate directly to the field of study or the topic of inquiry. Had this group worked with designated representatives from CPD and COTE much more strategic discussions would have been possible and closed the loop more rapidly on strategy and innovation. At the time that FACT² began charging task groups many of these organizations and initiatives either did not exist or were not fully established. That no longer being the case we look to including collaborative relationships in all future endeavors. Our desire to collaborate was realized in part with the Task Group on Mobile Technology and we have discussed the possibility of bringing the two task groups together with a new charge that will build upon the efforts of these two groups. However in the future we recommend that FACT² Task Groups require a collaborative partnership with the key services and initiatives by having representation from those entities in the task group membership.
### Products and Services Identified by Respondents

This is a list of tools identified by respondents to be of value in their practice.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Tools</th>
<th>Descriptions</th>
<th>Links</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conferencing Tools:</strong></td>
<td>Collaborate</td>
<td>Blackboard Collaborate, a collaboration platform for virtual classrooms, offices and meeting spaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zoom</td>
<td>Zoom combines video conferencing, online meetings, and mobile collaboration into one platform.</td>
<td><a href="https://www.zoom.us/">https://www.zoom.us/</a></td>
</tr>
<tr>
<td></td>
<td>Join me</td>
<td>JoinMe is an online meeting app, with powerful collaboration features and a simple tool</td>
<td><a href="https://www.join.me/">https://www.join.me/</a></td>
</tr>
<tr>
<td><strong>Interactive Discussion</strong></td>
<td>Skype</td>
<td>Skype is a telecommunications platform for video chat and voice calls from computers, tablets and mobile devices via the Internet to other devices or telephones/smartphones</td>
<td><a href="http://www.skype.com/">http://www.skype.com/</a></td>
</tr>
<tr>
<td></td>
<td>VoiceThread</td>
<td>Voicethread is an interactive collaboration and sharing tool that enables users to add images, documents, and videos, and to which other users can add voice, text, audio file, or video comments.</td>
<td><a href="http://voicethread.com/">http://voicethread.com/</a></td>
</tr>
<tr>
<td></td>
<td>Evernote</td>
<td>Evernote is a suite of software and services designed for notetaking and archiving</td>
<td><a href="https://evernote.com/">https://evernote.com/</a></td>
</tr>
<tr>
<td></td>
<td>Poll Everywhere</td>
<td>Poll Everywhere is a simple text message voting application that works well for live audiences. People vote by sending text</td>
<td><a href="http://www.polleverywhere.com/">http://www.polleverywhere.com/</a></td>
</tr>
</tbody>
</table>
messages (or using Twitter) to options displayed on-screen.

### iClicker
iClicker is a student response system that focuses on formative assessment and pedagogy

[https://www1.iclicker.com](https://www1.iclicker.com)

### Collaborative Mapping

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>MindMeister</td>
<td>MindMeister is a tool that allows to collaboratively create mind maps and share them online</td>
<td><a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a></td>
</tr>
<tr>
<td>Popplet</td>
<td>Popplet is a tool that allows users to visualize ideas. Teachers and students can create graphic organizers, timelines, and many other forms of visual organization.</td>
<td><a href="http://popplet.com/">http://popplet.com/</a></td>
</tr>
<tr>
<td>Tricider</td>
<td>Tricider is a free Web application that can be used for online classroom collaboration and brainstorming ideas. It allows teachers and students collaborate together to collect ideas, discuss these ideas to find solutions and vote on the argument they think is the best.</td>
<td><a href="http://www.tricider.com/">http://www.tricider.com/</a></td>
</tr>
</tbody>
</table>

### Video Creation

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camstudio</td>
<td>CamStudio is a screencasting program for Microsoft Windows released as free software. It renders videos in an AVI format and can also convert these AVIs into Flash Video format, embedded in SWF files.</td>
<td><a href="http://camstudio.org/">http://camstudio.org/</a></td>
</tr>
<tr>
<td>iMovie</td>
<td>iMovie is a video editing software application sold by Apple Inc. for the Mac and iOS (iPhone, iPad, iPad Mini and iPod Touch).</td>
<td><a href="https://www.apple.com/ios/imovie/">https://www.apple.com/ios/imovie/</a></td>
</tr>
<tr>
<td>Final Cut Pro X</td>
<td>Final Cut Pro X (Ten) is a video editing software application sold by Apple Inc. for the Mac and iOS (iPhone, iPad, iPad Mini and iPod Touch).</td>
<td><a href="https://www.apple.com/s">https://www.apple.com/s</a></td>
</tr>
</tbody>
</table>
Task Group on Interactive Content in Teaching
Summary Report

- **Editing App for OS X from Apple Inc. and the successor to Final Cut Pro.**
  - [Support/finalcutpro/](http://www.finalcutpro.com)

- **Knovio**
  - Knovio is a web based application that can record web camera video and attach that video to presentation slides from Microsoft PowerPoint or image files. Overall it's a great way to get "virtual lectures" created in a quick and efficient manner.

- **Powtoons**
  - Powtoon is FREE to register and use immediately! With a Powtoon account you can create as many animated videos as you want to!
  - [http://www.powtoonvideo.com](http://www.powtoonvideo.com)

- **Camtasia**
  - Camtasia Studio is a video-based screen capturing software program. It is analogous to using a video camera to record your screen.
  - [https://www.techsmith.com/download/camtasia/](https://www.techsmith.com/download/camtasia/)

- **Animoto**
  - Animoto is a cloud-based video creation service that produces video from photos, video clips, and music into video slideshows.
  - [https://animoto.com/](https://animoto.com/)

- **Screencast-o-matic**
  - Screencast-O-Matic is a screen and webcam recorder to capture video from your computer screen and share it on Screencast-O-Matic.com, YouTube, or save to a video file.

- **myBrainshark**
  - myBrainshark, is a tool to leverage the power of Brainshark to create, host and share video presentations and slide shows for free, and to access high quality e-learning content.
  - [http://my.brainshark.com/](http://my.brainshark.com/)
<table>
<thead>
<tr>
<th><strong>Self-serve Tutorials</strong></th>
<th>VoiceThread is an interactive collaboration and sharing tool that enables users to add images, documents, and videos, and to which other users can add voice, text, audio file, or video comments.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VoiceThread</td>
</tr>
<tr>
<td></td>
<td>TED Talks are relatively short videos (around 18 minutes) from some of the most engaging speakers around the world. These videos cover an endless range of topics, initially about Technology, Entertainment, and Design (TED), but now incorporating any number of subjects. Plus, they are free to distribute and share non-commercially under a Creative Commons license.</td>
</tr>
<tr>
<td></td>
<td>TED talks</td>
</tr>
<tr>
<td></td>
<td>Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom.</td>
</tr>
<tr>
<td></td>
<td>Khan Academy</td>
</tr>
<tr>
<td></td>
<td>Lynda.com is a privately held online education company offering thousands of video courses in software, creative and business skills.</td>
</tr>
<tr>
<td></td>
<td>Lynda.com</td>
</tr>
<tr>
<td></td>
<td>Snapguide Bring together photos, videos, tweets and documents on the go. Share them with everyone.</td>
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<tr>
<td></td>
<td>Snapguide</td>
</tr>
<tr>
<td></td>
<td>Google Drive is a file storage and synchronization service created.</td>
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<td></td>
<td>Google Drive</td>
</tr>
</tbody>
</table>
and managed by Google. It allows users to store documents in the cloud, share files, and edit documents with collaborators.

<table>
<thead>
<tr>
<th>Wiki</th>
<th>A wiki (sometimes spelled &quot;Wiki&quot;) is a server program that allows users to collaborate in forming the content of a Web site.</th>
<th><a href="https://www.wikipedia.org">https://www.wikipedia.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogs</td>
<td>Regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.</td>
<td><a href="http://blog.com/">http://blog.com/</a></td>
</tr>
<tr>
<td>Edublogs</td>
<td>Edublogs archive and support student and teacher learning by facilitating reflection, questioning by self and others, collaboration and by providing contexts for engaging in higher-order thinking.</td>
<td><a href="https://edublogs.org/">https://edublogs.org/</a></td>
</tr>
<tr>
<td>Sharelatex</td>
<td>ShareLaTeX is an online LaTeX editor which allows for real time collaboration and online compiling of projects to PDF format. Unlike the similar service writeLaTeX, ShareLaTeX requires registration and all projects are inherently private.</td>
<td><a href="https://www.sharelatex.com">https://www.sharelatex.com</a></td>
</tr>
<tr>
<td>Overleaf</td>
<td>Overleaf is the new collaborative writing and publishing system developed by the team behind the popular writeLaTeX editor. Overleaf is designed to make the whole process of writing, editing and producing scientific papers much quicker for both authors and publishers.</td>
<td><a href="https://www.overleaf.com">https://www.overleaf.com</a></td>
</tr>
<tr>
<td>Social Media Tools</td>
<td>OneDrive</td>
<td>OneDrive is a file hosting service that allows users to upload and sync files to a cloud storage and then access them from a web browser or their local device.</td>
</tr>
<tr>
<td>-------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Twitter</td>
<td>Twitter</td>
<td>Twitter is an online social networking service that enables users to send and read short 140-character messages called &quot;tweets&quot;. Registered users can read and post tweets, but unregistered users can only read them</td>
</tr>
<tr>
<td>Wordpress</td>
<td>Wordpress</td>
<td>WordPress is an online, open source website creation tool written in PHP. It's probably the easiest and most powerful blogging and website content management system (or CMS) in existence today.</td>
</tr>
<tr>
<td>Adobe Voice</td>
<td>Adobe Voice</td>
<td>Adobe Voice is a video storytelling software captures some of Apple's magic</td>
</tr>
<tr>
<td>Facebook</td>
<td>Facebook</td>
<td>Facebook is a popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues.</td>
</tr>
<tr>
<td>Curating Content</td>
<td>Diigo</td>
<td>Diigo is a multi-tool for personal knowledge management. dramatically improve your workflow and productivity. easy and intuitive, yet versatile and powerful.</td>
</tr>
<tr>
<td>Flipboard-mobil</td>
<td>Flipboard-mobil</td>
<td>Flipboard is is your personal</td>
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magazine, at your desk, in your back pocket or on your wrist. Filled with stories, photos and videos on any interest, it's a single place to keep up with your world. And now, if you want just a few highlights, the top ten stories can be sent right to your Apple Watch. Scan a summary, save it to a Flipboard magazine or share

Spundge is the most powerful and easy-to-use content creation platform for professionals and organizations. Align your content with your business objectives.

Bundlr is a new and free tool to collect everything about your favorite topics.

LibGuides are sets of web pages for research assistance, subject guides, and useful resources compiled by us, your friendly librarians! You may find LibGuides for specific courses or assignments. Or you will find LibGuides on general topics. While still other LibGuides explain about the library.

Infographics (Information graphics) are graphic visual representations of information, data or knowledge intended to present complex information quickly and clearly. They can improve cognition by utilizing graphics to enhance the human visual system's ability to see

https://www.spundge.com
http://bundlr.com/
http://springshare.com/libguides/
https://infogr.am/en
patterns and trends.

xPlor?? Blackboard's xPlorinfo???

http://www.blackboard.com/sites/xplorinfo/

My EDU MyEdu works by collecting data from college students, as well as official academic data from universities, to identify patterns that lead to unexpected costs.

https://www.myedu.com/

One or more respondents said they were "very enthusiastic" about the listed Additional Tools not listed above: Common Craft, YouTube, Jing, one button studio, yammer, explain everything, CENTRO, Zaption (video creation), Captivate, Doceri, Ensemble, TypeIt4Me, games that could be adapted to class material, e.g. Jeopardy

● A list of products (and comments) favored by respondents:
● Google docs
● VoiceThread
● Animoto
● Camtasia Google Docs including Drive, Forms, and Sites Lynda.com Blackboards's Course Evaluation feature particularly Course Reports and Performance Dashboard YouTube
● Jing, Screencast, Google docs
● Collaborate, Camtasia,
● Zaption (Video creation with added questions) Popplet (Collaborative Mapping)
● VoiceThread (Interactive Discussion)
● Evernote, Prezi, Voicethread
● VoiceThread
● I do not use any.
● Collaborate is very helpful as is Jing.
● Spundge- Spundge.com for website curation Flipboard- Mobile Magazine that aggregates RSS
● Evernote!
● Videos
● Discussion
● Hybrid courses taught off campus.
● Camtasia, Edublogs, OneDrive, Google Docs
● Wordpress, Twitter, Adobe Voice, Google Drive
● Live Chat works very well with my online students after they receive an assignment and
need clarification. It really acts like a regular classroom - students asking questions -
then I answer - then others ask for more clarification. Very beneficial and I definitely get
better product.

- I'm not sure if this fits, but I'm very enthusiastic right now about whiteboard apps for
use in teaching from my tablet. I primarily use Explain Everything, but also promote
EduCreations (which has an online collaborative community associated with it),
ShowMe, SynchSpace and some others.
https://www.youtube.com/watch?v=DyqJs1zSOh4

- VoiceThread and Twitter (chats).
- Camtasia, Doceri, Ensemble
- Have a new SmartKAPP board that allows sharing of a 'flip board' type drawing on the
web. Considering how it may be useful in classes...
- I use mostly the discussion boards as a platform of conversation.
- I don't use many of these tools in my SUNY teaching b/c the courses I work with aren't
set up to facilitate their use. I have, however, made use of Google Hangouts, Google
Docs, Google Sites. At other (ie. non-SUNY) institutions I have opportunities to use
Camtasia, presentation software like Prezi, and have used mobile app making sites.Also,
have used Adobe Connect and Blackboard Collaborate to conference. And some
mind-mapping tools like MindMup. Finally, I recently had a student do a project using
Dipity for a timeline.

- Google docs with Flow
- VoiceThread, Zoom, Wordpress, Google Drive/Docs/Sheets/Slides
- Nothing at the moment. Just switched from ANGEL to Blackboard and have only been
on Blackboard since September. I am still learning about all of the tools.
- collaborative documents through sharelatex and overleaf
- Although I use CENTRO, by McGraw Hill for my course's online content, I am looking
forward to using their CONNECT product.
- In my online courses, I predominantly use videos that I upload and interactive
discussions.
- Bb Collaborate Camtasia
- Trying several polling tools. Haven't found one that is 100% reliable yet.
- I use Sage to share computational and coding material with my class, collect their coding
homework, grade and evaluate their work, and return the homework with my
comments and grades.
- I am interested in learning more about the tools listed in Question 3, many of which I
haven't used.

- Collaborative Documents and Video Creation: Jing video Zoom Webinar Collaborative
  Documents: Jing annotation iAnnotate pdf - ipad annotation tool Interactive Discussion:
  Google Chat Google Docs Social Media: Linkedin Self-Serve Tutorials: Adobe TV
- Voice-thread has changed my world how i present materials and how i will grade in the
  future
- Video, You tube, Power point
Camtasia explain everything
I also use Type it in tool for comments to students.
Screencast-o-matic, Explain Everything, all things Google (We need to explore Google accounts across faculty, staff and students across all SUNYs.
Lynda.com is excellent for both Excel and how to write a resume. I use Captivate for videos in all my on-line classes and my Retail Math classes. Students appreciate having access to video, esp in the Retail Math Class. I also use the GIA interactive game for Product Knowledge and Jeopardy for my Fashion Biz Practice class.
Google Production Suite, Zoom, Twitter, Camtasia
Quicktime, Camtasia, Camstudio, iMovie, Final Cut Pro X, Microsoft Life Cam, Skype, Google Docs and Google Drive. Looking forward to trying Swivl.
LibGuides, Infographics
Google Docs, Google Drive, Black Board, Captivate, Garage Band, Lynda.com. TED talks
Social media
I enthusiastically hate Angrl, though not as much as I hated Lotus Notes
Zoom
I find the applications in moodle (or any classroom web platform) to be very useful I plan to incorporate the use of iclickers in the fall I use a variety of internet-based tools available through the USDA NRCS website (i.e. tools designed to calculate and predict soil loss, tools that extract data from GIS overlays)
Popplet Screencast-o-matic Knovio Brainshark Voice Thread Powtoons
Google Sites + other Google apps are amazing tools for education. I also use screencasting services a lot as well as social media tools.
The Blackboard system at NCC is excellent. I use it extensive for all of my courses.
classroom responders
Quicktime
Conferencing, Interactive Discussion, Video Creation
mybrainshark works great for student produced video.
Youtube videos.
goole docs, one button studio, yammer
Zoom, VoiceThread, and I’m considering making a youtube account for class.
ZOOM
Journals, Blogs, Wikis, xPlor, Discussion boards, Collaborate, My EDU Profiles, Social Networking, SSO for 3rd party software

ZOOM! Excellent quality and very easy to use.
Voice Thread Common Craft (not listed)
Google
SKYPE, Facebook, Google docs & Collaborate are the top 4
Future Opportunities and Products
Listing of tools and respondents identified as a future interest: Note the duplication with tools currently being used is noted and likely due to the fact that many have not had a hands-on experience with tools others are using.

Abbreviated Bibliography on Interactive Technology and Learning


