Summary

1. Which category best describes your role at your institution?

- Faculty: 107 (84.9%)
- Instructional Support: 21 (16.7%)
- Administration: 8 (6.3%)
- Student: 0 (0%)
- Other: 9 (7.1%)

A survey conducted by the FACT2 Task Group on Interactive Content in Teaching and Learning

2. What learning modalities are you currently engaged in?

- Fully Online: 86 (68.3%)
- Blended (Hybrid): 59 (46.8%)
- Web-Enhanced: 65 (51.6%)
- On-Campus: 87 (69%)

3. Where do you share your interactive content?

- Primarily in the...
**Please list below a few of the tools you are very enthusiastic about now along with the category from Question 3.**

Camtasia, Google Docs including Drive, Forms, and Sites Lynda.com Blackboards's Course Evaluation feature particularly Course Reports and Performance Dashboard

*You Tube*

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!

Vide os

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, SychSpace and some others. https://www.youtube.com/watch?v=DyxJs1zSOh4

NA

This question is not clear. If it means which ones from #3 I particularly like then the answer is 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.

VoiceThread, Zoom, Wordpress, Google Drive/Docs/Sheets/Slides

Google docs with Flow

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 
home, 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, 
none 
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.
google docs, one button studio, yammer
Zoom, VoiceThread, and I'm considering making a youtube account for class.
ZOOM
Conferencing Tools: (e.g., Collaborate, Zoom) 50 39.7%
Interactive Discussion: (e.g., VoiceThread, Skype) 50 39.7%
Collaborative Mapping: (e.g., MindMeister, Candor) 8 6.3%
Video Creation: (e.g., Camtasia, Animoto, Jing, Quicktime) 72 57.1%
Self-serve Tutorials: (e.g., Khan, Adobe, Lynda.com) 49 38.9%
Collaborative Documents: (e.g., Google, wikis, blogs) 80 63.5%
Curating Content: (e.g., Diigo, Bundlr) 18 14.3%
Social Media Tools: (e.g., Twitter, Facebook) 50 39.7%
Other 29 23%

Student engagement [Conferencing Tools: (ie Collaborate, Zoom)]
Learning outcomes [Conferencing Tools: (ie Collaborate, Zoom)]

- Lower Value: 6 (5.6%)
- Moderate Value: 33 (30.8%)
- Higher Value: 32 (29.9%)
- Not Applicable: 36 (33.6%)

Cost / Value [Conferencing Tools: (ie Collaborate, Zoom)]

- Lower Value: 4 (3.7%)
- Moderate Value: 30 (28%)
- Higher Value: 33 (30.8%)
- Not Applicable: 40 (37.4%)

Ease of use and support [Conferencing Tools: (ie Collaborate, Zoom)]

- Lower Value: 11 (10.4%)
- Moderate Value: 23 (21.7%)
- Higher Value: 37 (34.9%)
- Not Applicable: 35 (33%)
**Student engagement [Interactive Discussion: (ie VoiceThread, Skype)]**

- **Lower Value**: 5 (4.9%)
- **Moderate Value**: 25 (24.3%)
- **Higher Value**: 43 (41.7%)
- **Not applicable**: 30 (29.1%)

**Learning outcomes [Interactive Discussion: (ie VoiceThread, Skype)]**

- **Lower Value**: 6 (5.8%)
- **Moderate Value**: 30 (29.1%)
- **Higher Value**: 36 (35%)
- **Not applicable**: 31 (30.1%)

**Cost / Value [Interactive Discussion: (ie VoiceThread, Skype)]**

- **Lower Value**: 6 (5.8%)
- **Moderate Value**: 21 (20.4%)
- **Higher Value**: 41 (39.8%)
- **Not applicable**: 35 (34%)

**Ease of use and support [Interactive Discussion: (ie VoiceThread, Skype)]**
Student engagement [Collaborative Mapping: (ie MindMeister, Candor)]

- Lower Value: 4 (4.1%)
- Moderate Value: 14 (14.4%)
- Higher Value: 15 (15.5%)
- Not applicable: 64 (66%)

Learning outcomes [Collaborative Mapping: (ie MindMeister, Candor)]

- Lower Value: 4 (4.1%)
- Moderate Value: 10 (10.3%)
- Higher Value: 19 (19.6%)
- Not applicable: 64 (66%)

Cost / Value [Collaborative Mapping: (ie MindMeister, Candor)]

- Lower Value: 4 (4.1%)
- Moderate Value: 16 (16.5%)
- Higher Value: 10 (10.3%)
- Not applicable: 31 (29.8%)
Ease of use and support [Collaborative Mapping: (ie MindMeister, Candor)]

- **Lower Value:** 7 (7.1%)
- **Moderate Value:** 14 (14.3%)
- **Higher Value:** 10 (10.2%)
- **Not applicable:** 67 (68.4%)

Student engagement [Video Creation: (ie Camtasia, Animoto, Jing, Quicktime)]

- **Lower Value:** 7 (6.7%)
- **Moderate Value:** 33 (31.4%)
- **Higher Value:** 41 (39%)
- **Not applicable:** 24 (22.9%)

Learning outcomes [Video Creation: (ie Camtasia, Animoto, Jing, Quicktime)]

- **Lower Value:** 5 (4.8%)
- **Moderate Value:** 32 (30.5%)
- **Higher Value:** 46 (43.8%)
- **Not applicable:** 22 (21%)

Cost / Value [Video Creation: (ie Camtasia, Animoto, Jing, Quicktime)]
Ease of use and support [Video Creation: (ie Camtasia, Animoto, Jing, Quicktime)]

- **Lower Value**: 11 (10.5%)
- **Moderate Value**: 27 (25.7%)
- **Higher Value**: 45 (42.9%)
- **Not applicable**: 22 (21%)

Student engagement [Self Serve Tutorials: (ie Khan, Adobe, lynda.com)]

- **Lower Value**: 5 (4.9%)
- **Moderate Value**: 25 (24.5%)
- **Higher Value**: 31 (30.4%)
- **Not applicable**: 41 (40.2%)

Learning outcomes [Self Serve Tutorials: (ie Khan, Adobe, lynda.com)]

- **Lower Value**: 3 (2.9%)
- **Moderate Value**:
- **Higher Value**:
- **Not applicable**:

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L ower Value 30 28.8%
High Value 44 42.3%
Not applicable 23 22.1%
Moderate Value 24 23.5%
Higher Value 34 33.3%
Not applicable 41 40.2%

Cost / Value [Self Serve Tutorials: (ie Khan, Adobe, lynda.com)]

Lower Value 5 5%
Moderate Value 18 17.8%
Higher Value 34 33.7%
Not applicable 44 43.6%

Ease of use and support [Self Serve Tutorials: (ie Khan, Adobe, lynda.com)]

Lower Value 7 6.8%
Moderate Value 12 11.7%
Higher Value 44 42.7%
Not applicable 40 38.8%

Student engagement [Collaborative Documents: (ie Google, wikis, blogs)]

Lower Value 3 2.9%
Moderate Value 18 17.1%
Higher Value 64 61%
Not applicable 20 19%

Learning outcomes [Collaborative Documents: (ie Google, wikis, blogs)]
**Lower Value**

- Cost / Value [Collaborative Documents: (ie Google, wikis, blogs)]
  - Lower Value: 2 (1.9%)
  - Moderate Value: 12 (11.4%)
  - Higher Value: 70 (66.7%)
  - Not applicable: 21 (20%)

- Ease of use and support [Collaborative Documents: (ie Google, wikis, blogs)]
  - Lower Value: 4 (3.8%)
  - Moderate Value: 17 (16.2%)
  - Higher Value: 64 (61%)
  - Not applicable: 20 (19%)

- Student engagement [Curating Content: (ie Diigo, Bundlr)]
  - Lower Value: 4 (3.8%)
  - Moderate Value: 20 (19%)
  - Higher Value: 60 (57.1%)
  - Not applicable: 21 (20%)

[Chart for Cost / Value]

[Chart for Ease of use and support]

[Chart for Student engagement]
Lower Value 10 10.4%
Moderate Value 16 16.7%
Higher Value 9 9.4%
Not applicable 61 63.5%

Learning outcomes [Curating Content: (ie Diigo, Bundlr)]

Lower Value 12 12.5%
Moderate Value 13 13.5%
Higher Value 10 10.4%
Not applicable 61 63.5%

Cost / Value [Curating Content: (ie Diigo, Bundlr)]

Lower Value 10 10.4%
Moderate Value 13 13.5%
Higher Value 13 13.5%
Not applicable 60 62.5%

Ease of use and support [Curating Content: (ie Diigo, Bundlr)]

Lower Value 12 12.4%
Moderate Value 14 14.4%
Higher Value 11 11.3%
Not applicable 60 61.9%

Student engagement [Social Media Tools: (ie Twitter, Facebook)]

https://docs.google.com/a/fitnyc.edu/forms/d/18PnxrXvMvdnJ_wGMIzaaM65DBaUhAMghMEw4iBbgM/viewanalytics
Lower Value 12 11.5%
Moderate Value 29 27.9%
Higher Value 31 29.8%
Not applicable 32 30.8%

Learning outcomes [Social Media Tools: (ie Twitter, Facebook)]

Lower Value 20 19.2%
Moderate Value 31 29.8%
Higher Value 21 20.2%
Not applicable 32 30.8%

Cost / Value [Social Media Tools: (ie Twitter, Facebook)]

Lower Value 12 11.7%
Moderate Value 18 17.5%
Higher Value 39 37.9%
Not applicable 34 33%

Ease of use and support [Social Media Tools: (ie Twitter, Facebook)]

Lower Value 10 10.5%
Moderate Value 20 17.5%
Higher Value 30 25%
Not applicable 30 25%
5. Would your campus be interested in participating in a SUNY-wide purchasing initiative?

- Yes: 38 (30.4%)
- No: 6 (4.8%)
- Not sure: 81 (64.8%)

6. How do you solicit student feedback when incorporating new interactive tools?

- Survey: 53 (44.9%)
- Q & A: 48 (40.7%)
- Course evaluation feedback: 65 (55.1%)
- Compare student performance with prior strategies: 42 (35.6%)
- Classroom discussion: 67 (56.8%)
- Student reflection: 53 (44.9%)
- Other: 4 (3.4%)

7. What new product or product category would you recommend as especially interesting and worth including in our research process?

PollEverywhere

I'm getting a demo of Swivl and I think that might be a nice product.

Gaming. (e.g., Twine as method to create interactive stories)

the tools I am using are very math specific, but I would love to see info gathered about the three I listed above: mystatlab (or mymathlab) vs. webassign sharelatex vs overleaf tablet apps - instructor: whiteboard apps for flexible/natural lecture presentations and classroom discussions; recording features in whiteboard apps provide low-cost and simple lecture capture

Using micro-instances from Amazon Web Services to create virtual environments for student to learn and explore.
Not sure at the moment.
Assessment tools are needed
Qualitative research programs like NVIVO I use blogging in my research
SmartKAPP has some interesting possibilities.
NA
Timeline tools
Virtual Simulators Games
Lecture capture
Publisher-linked online tools.
Zoom, Adobe Connect, Slack
Custom mobile app-making like AppMakr or AppShed
Discussion forums
n/a
Evernote
Some tools are very good but they start to charge after becoming popular. It would, for example, voice thread. But there is no support for purchasing good tools for classroom instructions.
not sure
Moodle formatting and copy/paste capabilities for students who do not have word processing programs and need to compose within the textboxes. More flexibility with using purchased app or software for student use directly within the course. For example, a place to download the software or program with specific instructions about how to use it within the course.
I mentioned whiteboard apps above.
Tools for service based learning (internships) and job searching.
Common Craft. Great for digital storytelling.
Google docs for collaboration is so easy and simple. I noticed students using them for group projects and group work. In Moodle it's an administrator's nightmare to do the same. Google docs is so simple and straight forward
Video creation and/or collaborative meetings -- but there are MANY free tools or meetings.
Go to Meeting Movie Maker iMovie
Games that could be adapted to class material, e.g. Jeopardy Competitive group games on specific topics or groups of topics would be excellent. Skype conferencing would be great if it was within the context of the course.
the university should "standardize" on one classroom responder system (clickers). This would ensure that all faculty use the same system, students do not have to purchase multiple "clickers" and the university would only have to focus providing support on one system. The companies who offer these systems will often provide benefits/discounts to the university in return for standardizing
Turnitin.com
Easy to use video creation, archiving, and delivery of traditional lectures
Smartphones/tablets
Wider adoption "and support" for Google tools.
Tools that promote interaction and critical thinking, Popplet is excellent, or brainshark.
Lesson creation tools such as TEDEd
Zaption
I would like to go back to Angel and so do the students. Blackboard is not user friendly.
unsure
Very interested in using Collaborate if it was not so cost-prohibitive
VoiceThread, Zoom
content creation - for students and teachers
Group, real time video discussion tools

Additional comments are welcome here

It was hard to measure the tools for cost / value since some in the category have high costs and others in the same category were free. Ease of use was also confusing since some tools are very easy to use but have minimal if "no" campus-based support. There should be more blended learning and more use of Blackboard as a curriculum framework and delivery system.

$$ is an issue. Morale is a bigger issue. Both stand in the way of implementing new tools. I have been excited about mindmeister for 10 years; faculty have not. I love Tiki-toki, a timeline tool. Faculty, not so much (costs $$ which we do not have.) Can't use lynda.com because it costs too much $$ ..... Need more support SUNY wide in using technology.

i.e. = that is e.g. = for example

Not applicable could also mean that I don't know the answer. For example, I don't know the costs to implement Collaborate.

n/a

I will not be at CIT but would be really interested in your findings. We do not have a formal system, would be open to adoption procedure processes. Also am not familiar with bundlr, Mindmeister, Candor would love to see a webinar talking about these tools, learning outcomes and student engagement.

The wording of Question 04 was confusing. "Value" as compared to what?

I want to know more about standardized evaluation software. Pearson or other large publishers of academic books have developed content for standardized tests. I want to know how to use these question banking systems.

I think it always bears remembering that technology should support pedagogy. I often try out new tools in my classes - students welcome some, but ignore others. If you are going to use an ed tech tool, make sure it is fairly easy for students to use and supports educational objectives.

I understand that many classes are online and that even face-to-face courses can benefit from online technology. But professors shouldn't feel hounded to incorporate an endless parade of new tools into their classrooms, nor should they feel obligated to be available to and interacting with students 24 hours a day, 7 days a week. There's more to our jobs that the classes we teach - a growing part of our time is spent filling out paperwork and surveys, assessing everything around us, and fighting to keep quality and content in our courses. Moreover, we shouldn't undervalue interacting with students one-to-one and face-to-face. All of this software increases the number of interactions but seems to decrease the quality of each interaction at the personal level. People do not interact as thoughtfully online as they do face-to-face; it's easier to separate oneself from the consequences of one's actions and words when there aren't faces belonging to the names with whom we interact.

So much of our instruction is one-shots that we don't go beyond the basics of face to face instruction.

Need more support in implementing such tools.

With an exception or two, I've no idea what the things listed in 3 are
You have done a good job.
Would you like to participate in further discussions with our task group?

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no
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Number of daily responses