PICKING UP THE RIGHT ED-TECH TOOL

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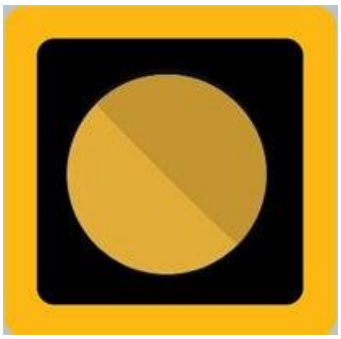
STOP LIGHT RATING SYSTEM



Red technologies are not supported by DU. DU does not accept the liability for the use of these tools. DU also does not offer technical support. Instructors using this tool need to be aware of the liability in regards to **FERPA standards** and other relevant student privacy regulations.

Red Technologies

- Discord
- Slack



Yellow technologies are not widely supported by DU. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met. DU does not directly offer technical support, but may consult on pedagogy. Please check with your department around processes for meeting relevant **student privacy regulations**.

Yellow Technologies

- Bookwidgets
- Flip
- Harmonize
- Hypothesis
- Lucid Chart
- Mentimeter
- Mural
- Namecoach
- Padlet
- Peardeck
- PollEverywhere
- Stukent
- Thing Link
- Turning Point
- Quizlet
- Quizzez
- We Video



Green technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or **FERPA regulations**. DU does not directly offer technical support, but may consult on pedagogy.

Green Technologies

- Brainscape
- Classcraft
- Flippity
- H5P
- Kahoot!
- Nearpod
- Packback
- Playfactile
- Wordwall



Blue technologies have cleared the rigorous DU technology review process, obtained a **FERPA agreement**, and DU has accepted the liability for the use of these tools. DU offers technical and pedagogical support, as well as institutional licenses for the use of these tools to staff and faculty. Tools may also offer integrations with other technologies.

Blue Technologies

- Canvas
- CIDI Labs Design Tools
- Kaltura
- Kurzweil 3000
- Microsoft Office 365
- Perusall
- Respondus
- Top Hat
- UDOIT Accessibility
- Zoom
- See additional blue technologies in the IT Software Catalog

YELLOW TECHNOLOGIES



INTRODUCTION TO BOOKWIDGETS

BookWidgets allows teachers to create interactive educational content and assessments for their students. With BookWidgets, teachers can easily create engaging and interactive content, such as quizzes, worksheets, interactive presentations, and more.

BookWidgets is designed for teachers who want to enhance their students' learning experience by incorporating interactive content into their lessons. The platform is suitable for teachers at all levels, from kindergarten to higher education.

With BookWidgets, teachers can create interactive content that appeals to different learning styles, making it easier for students to understand and retain information. Additionally, BookWidgets can help teachers to save time by automating grading and providing detailed feedback to students.

The platform also offers a wide range of interactive widgets and templates, giving teachers the flexibility to create custom content that meets their specific teaching needs. BookWidgets integrates seamlessly with popular learning management systems such as Google Classroom, Canvas, and Moodle, allowing teachers to easily incorporate their content into their existing course materials.

Website: BookWidgets

Teaching Strategies
BookWidgets includes a user-friendly interface, which makes it easy for teachers to create interactive content without any coding or technical knowledge. The technology helps to solve several learning problems by providing a more engaging and interactive learning experience for students. **Ideas for engaging students with BookWidgets.** 1. **Create interactive assessments and quizzes**: Instructors can use BookWidgets to create interactive assessments and quizzes that can be

automatically graded. This allows for immediate feedback and provides a more engaging learning experience for students.

Example: Create a quiz on BookWidgets that includes interactive elements such as drag-and-drop matching, fill-in-the-blank, and multiple choice questions.

1. I**ncorporate interactive presentations**: Instructors can use BookWidgets to create interactive presentations that include embedded videos, images, and other multimedia elements. This can help to break up the monotony of lectures and keep students engaged in the material.

Example: Create an interactive presentation on BookWidgets that includes videos, images, and interactive elements such as clickable diagrams and maps.

1. **Create interactive worksheets**: Instructors can use BookWidgets to create interactive worksheets that allow students to interact with the material in a more engaging way. This can help to reinforce concepts and provide immediate feedback.

Example: Create an interactive worksheet on BookWidgets that includes activities such as drag-and-drop labeling, sorting, and matching.

1. **Use polls to gain real-time student engagement:** Instructors can use BookWidgets to create polls that allow students to provide feedback in real-time. This can help to engage students in the material and provide opportunities for discussion.

Example: Create a poll on BookWidgets that asks students to provide their opinion on a topic related to the class discussion.

1. **Provide personalized learning experiences:** Instructors can use BookWidgets to provide personalized learning experiences that meet the needs of individual students. This can be achieved by creating custom content that caters to different learning styles.

Example: Create personalized learning paths on BookWidgets that include interactive activities and assessments based on each student's learning style and performance.

Functionality

Bookwidgets functions as an effective and practical tool that can benefit both instructors and students by providing interactive content, automating grading, and customizing the learning experience to meet the needs of individual students. Its

integration with popular LMSs and accessibility on any device make it a versatile and valuable tool for educators.

- Ability to create interactive content as quizzes, assessments, presentations, and worksheets with ease.
- Provides automated grading, which saves instructors time and provides immediate feedback to students and can help to improve student motivation and engagement in the learning process.
- Allows customization of content so instructors can customize their content to meet the unique needs of their students.
- Integrates with popular learning management systems (LMS), such as Moodle, Canvas, Google Classrooms and Schoology.
- Accessible on any device with an internet connection.

Accessibility

Bookwidgets ranks 3/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

Accessibility Review: 3 Stars
Partially Supports Text to Speech
Does not support dictation software
Supports Keyboard Navigation
Supports Magnifying
Partial Dedication to Accessibility and Content Creator Experience

Resources

How to create your own interactive digital lessons with BookWidgets

BookWidgets Explainer Video

5 easy steps to create an interactive Video Quiz for your lessons

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support
No support is available through the University of Denver. DU does not accept the liability for the use of this tool. BookWidgets Support
Research
Menon, S. A. (2019). Designing Online Materials for Blended Learning: Optimising on BookWidgets. *Online Submission*, 2(3), 166-174. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED595058.pdf Zaitun, Z., Hadi, M. S., & Lestari, D. R. (2021). Using Bookwidgets to Attract Students' Interest in Learning English. *Journal of Languages and Language Teaching*, 9(4), 504-511.



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.



INTRODUCTION TO FLIP

Formerly Flipgrid

Flip is a video discussion platform to help faculty and students engage in dynamic conversations about course content. The platform promotes social learning through the translation of text discussions to video-based discussions. It's instructional tool that allows teachers to create "grids" to facilitate video discussions. Each grid is like a message board where faculty can pose questions ("topics,") and students post video responses that appear in a tiled grid display. Each grid can hold an unlimited number of topics and each topic can hold an unlimited number of responses. Topics can be text-based or include a resource such as an image, video, emoji, or

attachment. Students can respond via the Flip app or website with any camera-enabled device or by uploading a previously recorded video. Responses can be 15 seconds to five minutes, and a maximum recording time can be set. Flip can be embedded in Canvas.

Website: Flip

Teaching Strategies

Flip has an interface that makes it fun for students to interact with each other using video. Many students are already familiar with video and can easily adapt to having video tool in the class that encourages social engagement. This type of tool gives students the space and time to respond, and it makes educational engagement possible to all students. The ability to add rich media encourages students to be creative and, potentially more expressive. By adding emoji, text, and stickers, students can engage with class content as they might interact with friends using social media platforms.

Ideas for engaging students with Flip.

- **Class discussions.** Many educators create a Flip discussion prompt just as they would normally engage their class in a discussion. Flip provides a way for learners to share their ideas and reflections at a time that works for them. It allows educators to see and hear from students who normally may not share in class.
- **Student presentations.** In Flip, you control the maximum length of your students' videos, anywhere from 15 second elevator pitches to 10-minute presentations. If you would normally devote a full class (or multiple classes) to student presentations, instead create a Flip topic prompt. If you'd like, you can turn on "Video Moderation" in the Topic settings, so that students will not see each other's videos until you make have reviewed them.
- **Conduct project overviews and reflection.** Ask learners to summarize a class project. Peers and instructors can respond to their videos with feedback and ideas.
- **Field-based learning.** When students download the free iOS or Android app, they can document their hands-on learning anytime, anywhere.
- **Hold asynchronous office hours.** Allow students to reach out with questions any time and respond with a video when it's convenient for you.

- **Practice world language skills.** Students can practice their speaking skills when learning a new language. Students can post videos to get practice with the vocabulary that they are learning. Instead of being limited to practicing with the people in their physical classroom, they can engage and build their skills with other students.
- **Accessibility.** Increase accessibility for all students with closed captioning when viewing videos, which also generates a full transcript for each video.
- **Guest Speakers.** Invite outside speakers using Guest Mode. Teachers can invite guest speakers to participate in classroom discussions. Guests can watch student videos and post their own videos. This option provides a way for experts in a field to share their knowledge asynchronously, with students posting videos of their questions for the expert to answer at a convenient time in a video response. STEM teachers, for example, could invite engineers or scientists to discuss their careers and research and to answer student questions.
- **Annotations.** Add annotations on videos with sticky notes and additional text. For students in math practicing solving problems or students in chemistry learning to balance chemical equations, this feature is a great way to show their thinking.
- **Curate video highlights.** Build a mixtape to curate videos from any topic or grid. A teacher can select any student video and add it to the mixtape, which can be shared with the entire class. Watching the mixtape as a class at the end of the quarter could help students recall what they've learned.
- **Peer feedback.** Celebrate and share completed projects using the student-to-student replies option, where everyone in the class can view and respond to each other's videos. For example, students in a history class could share a long-term project they have completed, walking through what they learned and what they created. Peers in the class compose video responses, providing positive feedback on the work completed.

Functionality

Flip functions as an interactive technology to engage students in the learning environment through video. Students are organized into groups and then given access to discussion topics, which serves as an interactive message board where teachers can pose questions and students can post video responses. Guests can also be invited to participate with a link and a password. Users can participate on Flip via the app or the website with any camera-enabled device or by uploading a previously recorded video.

- Ability to create video discussion prompts quickly and effectively.
- Instructor control over the length and parameters of the discussions.
- Students do not need to create Flip accounts.
- Students can like, star, or respond to peer posts.
- Instructors can add grading feedback and rubrics in the tool.

Accessibility

4.5 Star –



Accessibility Review: 4.5 Stars (still in progress)

To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as Dragon Naturally Speaking or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedicated Accessibility website and support

Resources

9 New Ways to Use Flipgrid in the Classroom

What is Flipgrid and How Does it Work for Teachers and Students?

Higher Education: Remote Learning with Flipgrid

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Flipgrid Support

Research

Bartlett, M. (2018). Using Flipgrid to increase students' connectedness in an online class. eLearn, 2018(12), 9. doi:10.1145/3302261.3236703

Keiper, White, A., Carlson, C. D., & Lupinek, J. M. (2021). Student perceptions on the benefits of Flipgrid in a HyFlex learning environment. Journal of Education for Business, 96(6), 343–351. https://doi.org/10.1080/08832323.2020.1832431



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.



INTRODUCTION TO HARMONIZE

Harmonize is a media-rich online discussion tool that allows students to communicate, interact, and engage with one another through the Canvas integration. Harmonize encourages frequent and thoughtful engagement with course content, collaboration with other learners, and tools to help instructors facilitate vibrant online discussions. The tool can be used for fully online courses or as supplemental opportunities in face-to-face courses.

Harmonize allows instructors and students to:

- Upload multiple files directly within posts and easily record audio and video comments.
- Annotate images and video to provide feedback.
- View a single student's responses across a post for easier grading.

Website Link

Teaching Strategies

Harmonize is a useful tool for interactive, inclusive, and organized online discussions. Explore Harmonize through the following teaching approaches:

- Facilitate fully asynchronous discussions
- Create a social space for community building
- Adopt open-ended, real-world, emotion-based prompts
- Provide students with the space to collaborate around shared research, inquiry, and knowledge building
- Encourage students to practice oral communication for language courses
- Use individual student boards as a space to prompt reflection to compile towards learning portfolios
- Set expectations and guide peer interaction by sharing community guidelines and discussion instructions
- Offer multi-modal ways to communicate (video, text, audio, images, etc.)

Functionality

Harmonize is designed to:

- Increase student engagement in online learning environments
- Create social and inclusive learning environments
- Save time for instructors with grading and providing feedback
- Detect plagiarism and AI with the ChatGPT integration
- Offer multi-media options for student's discussion posts
- Facilitate online polling

- Allow for student facilitation of online discussions
- Access qualitative and quantitative data on student posts

Explore more Harmonize features

Accessibility

5 Star –



Harmonize ranks 5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast

Has an accessibility statement, contact support personnel, and a product team that can enhance accessibility

Resources

Four Ways to Improve Online Discussions with Harmonize – Click to watch this video

4 Ways to Improve Your Canvas Discussions with Harmonize from Harmonize on Vimeo.

Harmonize Resources Blog Getting Started with Harmonize – Student Resource Guide

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- Submit a request for technical support from Harmonize directly.

Research

Andresen, M. A. (2009). Asynchronous discussion forums: success factors, outcomes, assessments, and limitations. *Journal of Educational Technology & Society*, *12*(1), 249-257. https://www.jstor.org/stable/pdf/jeductechsoci.12.1.249.pdf

Blackmon, S. J. (2012). Outcomes of chat and discussion board use in online learning: A research synthesis. *Journal of Educators Online, 9*(2), Retrieved from https://eric.ed.gov/?id=EJ985399

Green, R. A., Whitburn, L. Y., Zacharias, A., Byrne, G., Hughes, D. L. (2017). The relationship between student engagement with online content and achievement in a blended learning anatomy course. *Anatomical Sciences Education, 11*(5), 471-477. https://doi.org/10.1002/ase.1761



OTL Technology Rating

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hypothes.is

INTRODUCTION TO HYPOTHESIS

Hypothesis is an open annotation platform that allows users to highlight and leave notes and annotations directly on webpages, pdfs, news articles, and more. It can be added onto a web browser as an extension or integrated into an LMS if your school is a participant in the Hypothesis coalition. Currently, Hypothesis is available to DU

faculty as the browser extension only. Hypothesis is a social platform, based around students building community through collaboration, sharing notes and ideas, and posing and answering questions from instructors or peers.

Website: https://web.hypothes.is/

Teaching Strategies

- Use hypothesis to:
    - Run peer revisions. Separate students into groups and have them highlight and provide constructive feedback directly on the work of their peers.
    - Practice building reading comprehension. Use Hypothesis as a tool to encourage students to read texts critically by annotating as they read. Instructors can respond to annotations with questions and direct feedback, prompting students to push their thinking further as they
    - Create instructor annotations. Highlight important terms, ask questions, and provide further explanation of confusing concepts to support student learning. Additionally, videos, links, and images can be included as annotations, which instructors can use to supplement the original text.
    - Collaborative close reading and/or rhetorical analysis assignments. Students can be assigned into small groups and complete close reading assignments where they annotate, come up with questions for each other, and respond directly on the text. Additionally, students can have conversations within Hypothesis by responding to the notes and questions posed by their peers.
    - Create a crowd-sourced study guide. Upload important topics or concepts, and have students provide additional/important information as annotations. This creates a glossary of important concepts, created by students, for students.
    - Check that students have read important documents, like syllabi or big assignment guidelines. After assigning, require students to leave a question or comment directly on the syllabus or assignment instructions.

For more examples of how Hypothesis can be used in the classroom, check out this link!

Functionality

Hypothesis is a useful tool for fostering student engagement with assigned texts. It includes many different annotation features to use to support student learning.

- Active learning. By highlighting, asking questions, and leaving notes about important concepts in the margins of a text, annotation encourages students to read closely and connect with texts on a deeper level.
- Community building. Because Hypothesis is a social platform where students can interact with their instructor and peers, Hypothesis can help build connections in a virtual space.
- Formative assessments. Use Hypothesis to gain insight into student learning throughout the term by getting a direct look at where students are asking questions and struggling to understand concepts as they engage with assigned materials.
- Group work. Hypothesis has a group function that allows students to be organized into smaller groups—a great option for instructors with large class sizes.
- Upload multimedia notes for creative annotation. Annotations aren't just limited to text—videos, images, and links can also be used as annotations.

Important note for LMS users: Because of recent security issues, Hypothesis *as an LMS integration* has switched from an open proxy to only approved URLs for annotation. This means that certain webpages are unable to be used with Hypothesis. However, if the integration is not available for your school, students can use the web extension, which does not have this limitation. *At DU, Hypothesis is currently only available as the web extension.*

Accessibility

Meets or exceeds the Office of Teaching and Learning accessibility standards.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation

- Supports Screen Magnification and Color Contrast
- Has an accessibility statement, however they do not have specialized accessibility support

Resources

Introduction to Web Annotation with Hypothesis

10 Ways to Annotate with Students

Cost

"This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website."

Tech Support

- No support is available through the University of Denver. DU does not accept the liability for the use of this tool.
- Hypothesis support

Research

Brown, M. and Croft, B., 2020. "Social Annotation and an Inclusive Praxis for Open Pedagogy in the College Classroom." *Journal of Interactive Media in Education*, 2020(1), p.8. DOI: http://doi.org/10.5334/jime.561

McDaniel, S. (2021, March 3). *Social Annotation and the Pedagogy of Hypothes.is*. The University of Chicago Academic Technology Solutions. https://academictech.uchicago.edu/2021/03/03/social-annotation-and-the-pedagogy-of-hypothesis/



OTL Technology Rating

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INTRODUCTION TO LUCID CHART

Lucidchart is an online tool used to create dynamic graphic organizers such as timelines, mind maps, venn diagrams, seating charts, and more! The tool allows for collaboration within the cloud-based software, so your whole class (or team) can create together. The tool works great for group projects or individual assignments.

Website: Lucidchart

Teaching Strategies

Lucidchart is designed to help teachers engage students in their learning process. It allows students to design creative ways to demonstrate their own thinking and actively participate in their learning.

Here are a few ways you and your students can use Lucidchart in your course:

- Collaborate with other students asynchronously on group projects
- Create mind maps to better understand a difficult topic
- Build a timeline to represent relevant content over a period of time
- Add sticky notes to flag areas of confusion, pain points, or questions to come back to
- Build KWL[Q] charts to reflect on one's learning experience in the course
- Create flowcharts to represent one's thinking processes about challenging topics
- Share seating charts with students to aid in contract tracing efforts
- Build your lesson plans in the application and choose if you want to share them with students
- Build rubrics (external to Canvas) to help demonstrate how you will measure students learning

Functionality

Lucidchart markets themselves as quick to learn, easy to share, and applicable to any subject area. No matter what subject you teach, the tool has many options to choose from. Lucidchart is available on all web-based devices and integrates with DU enterprise software, like Canvas and Microsoft. See an example to learn more about getting started with Lucidchart.

Accessibility

3.5 Star –



Lucidchart ranks 3.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Developing Dedication to Accessibility and Content Creator Experience

Resources

Wildenradt, A. How to use Lucidchart for distance learning. *Lucidchart Blog*. *https://www.lucidchart.com/blog/how-to-use-lucidchart-for-distance-learning*

Explore 21st Century Learning Assignment Templates in Lucid for Education

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

- Visit resources in the Lucidchart virtual Learning Campus or find technical support in their Help Center.

Research

Cai, H., Gu, X. (2019). Supporting collaborative learning using a diagram-based visible thinking tool based on cognitive load theory. *British Journal of Educational Technology.* https://doi.org/10.1111/bjet.12818.

Hundey, B. J. (2014). A case study in collaborative mind-mapping with Lucidchart. PDF download.



OTL Technology Rating

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Mentimeter

INTRODUCTION TO MENTIMETER

Mentimeter is a presentation tool that uses quizzes, polls and word clouds engage students for in-person and virtual classrooms. Unlike a PowerPoint or Slides presentation, this tool allows instructors to interact with the students in real time, by taking a poll or presenting a quiz. This tool can be used via a web browser, smartphones, and tablets.

Website: Mentimter

Teaching Strategies

Teaching ideas for Mentimeter.

- **Brainstorm/Word Cloud.** Use the word cloud feature to brainstorm anything you're working on in class. For example, you can use random words as prompts to practice creative writing.
- **Student led**. Have students use Mentimeter to create presentations that get the class interacting. Then spin-off more presentations using the reactions of students.
- **Interactive Live Polling.** Polling your audience can be the most effective way to increase engagement and make a presentation dynamic and memorable.
- **Create interactive quizzes**.
- **Interactive presentation.** Create a series of pre-designed slide types can be customized. Combine interactive and content slides to create a complete slide deck.

Functionality

- Build interactive presentations.
- Select from different presentation themes or build your own.
- Integrated with free stock image and GIF libraries.
- Analyze data, export data in a PDF or Excel file, compare data over time with Trends.

Accessibility

5 Star –



- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Alternative Input
- Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Developing Dedication to Accessibility and Content Creator Experience
- *Speech to Text (STT) or dictation software not applicable*

Resources

Mentimeter Academy

Lecture Templates

Mentimeter FAQ's

Cost

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Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Research

Ingvar, Niklas (October 23, 2020). *Research on Mentimeter – Thought Leaders in Interactive Learning*. Mentimeter.

Mohin, Ma & Kunzwa, Leonine & Patel, Sagar. (2020). Using Mentimeter to enhance learning and teaching in a large class. 10.35542/osf.io/z628v.



OTL Technology Rating

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INTRODUCTION TO MURAL

Mural is a web tool that enhances virtual collaboration. Faculty and students can use Mural in a variety of ways, including sharing notes on digital whiteboards, creating mindmaps to brainstorm, designing presentations, and much more.

Website: Mural

Teaching Strategies

Mural allows for effective collaboration and active learning within a class or group through sharing ideas and reflection, planning projects, and tracking tasks. Ideas for engaging students with Mural:

- Brainstorm on a topic, statement, project, or idea. Use Mural for students to brainstorm and sum up activities of a specific subject and determine student knowledge before starting a new topic.
- Mindmaps, Diagramming, and Design Thinking activities. Mural allows you and your students to create various mindmaps and diagrams that can help visually solve problems and organize ideas.
- Collaborate and Organize. For in-person classes, you may have had students write ideas or facts for an activity on a sticky note and add it to a whiteboard and then moved the notes into columns. You can do the same with Mural, but your "sticky notes" can contain icons, gifs, images, article links, and anything else that might be useful.
- Questions Board: Students can access a "questions" board 24/7 and anonymously post questions.
- Group projects. Mural eliminates the need to schedule time in advance for the group members to meet face-to-face. Students can work freely on their group assignments at their own convenience while still updating group members as soon as changes are made without scheduling conflicts and the constraints produced from limiting project work to specified times.

- Presentations. Faculty and students can create visual and interactive presentations and storylines using Mural.

Functionality

The main function of Mural is to collaborate using the variety of whiteboard and bulletin board tools that they provide. It's also interactive, with the ability for faculty and students to add content at any time.

- Sticky Notes – add ideas or action items, then change the color and cluster themes. These can include text, icons, gifs, images, etc.
- Mapping and Diagramming – build quick and easy visualizations of flows, maps, processes, hierarchies, journeys, etc.
- Templates – Mural provides templates for many different types of projects, or you can create your own template and re-use it each term.
- Communication – add to the mural at any time, and use it to comment or chat with other collaborators
- Available on macOS and Windows computers, as well as iOS (iPhone, iPad), and Android devices
- Integrates with Microsoft 365 applications such as Word, Excel, and Outlook

Accessibility

3.5 Star –



Accessibility Review: 3.5 Stars
Partially supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
Partially supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
Partially supports Alternative Input Experience/Keyboard Navigation
Partially supports Screen Magnification and Color Contrast
Has an accessibility statement, contact support personnel, and a product team that can enhance accessibility

Resources

Mural for Education

Mural Ideas and Templates for Students

Mural Resource Hub

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Mural Support

Research

Cai, & Gu, X. (2019). Supporting collaborative learning using a diagram-based visible thinking tool based on cognitive load theory. *British Journal of Educational Technology.*, *50*(5), 2329–2345. https://doi.org/10.1111/bjet.12818

Liu, Lee, T.-P., & Huang, Y.-M. (2023). Exploring Students' Continuance Intention Toward Digital Visual Collaborative Learning Technology in Design Thinking. *International Journal of Human-Computer Interaction*, 1–14. https://doi.org/10.1080/10447318.2023.2172904



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.

namecoach

INTRODUCTION TO NAMECOACH

Namecoach is an audio name pronunciation tool used to help promote inclusivity between students, faculty, and staff. The tool integrates with enterprise technology, like Canvas and Outlook. You simply record your name pronunciation in one place and others can access the audio from any device the tool is integrated with. The tool would help faculty or students too pronunciations and pronouns for any class roster or student profile with flexible display options.

Link to Namecoach webpage

Teaching Strategies

Namecoach could help instructors:

- Create a welcoming environment for students to show up and learn as their whole selves
- Build a sense of belonging and community
- Strengthen relationship building
- Foster inclusion
- Support student identity development

Functionality

Namecoach allows students, faculty, and staff to build a profile across all integrated systems to provide accurate name pronunciation and pronouns. This process allows peers and instructors to learn the correct pronunciation of student's names, which can be referenced at any time during the term. Namecoach has the ability to make a huge impact on students whose names are often mispronounced as well as students who are often misgendered.

- Users can record their name pronunciation directly into the software to be accessed by their peers, teachers, and administrators
- Users can create a name badge to help people say their name correctly and learn more about their names meaning and background.
- Users can include their pronouns in their profile

- Changes can be made at any time and will update across all integrated platforms

Accessibility

3.5 Star –



Namecoach ranks 3.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- NVDA can partially access content, there are many images and design elements that do not have alternate text.
- User can navigate without the use of a mouse
- Content can be magnified, and the web portal is also has responsive design.
- A vpat is provided, however, there is no specific accessibility support or contact information.

Resources

Learn more about the Story Behind Namecoach

Priester, C. (2020). Accepting Me for Who I Am Begins with My Name. Namecoach Blog

My Name, My Identity – Click to watch this video

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Research

Han, E. H. (2020). What to learn from pandemic teaching? Our student's names. *Journal of Legal Education.* 69(3).

Kohli, R., Solorzano, D. G. (2012). Teachers, please learn our names! Racial microaggressions and the k-12 classroom. *Race, Ethnicity, and Education.* 15(4) 441-462. https://doi.org/10.1080/13613324.2012.674026

Sutton, H. (2016). Being a truly inclusive campus starts with student identity. *Wiley Online Library*. *17(9) 6-7. https://doi.org/10.1002/dap.30187*



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.



INTRODUCTION TO PADLET

Padlet is a digital bulletin board that is collaborative and interactive where you can create a single or multiple "walls" for various posts. Collaborators can simultaneously generate and organize posts of any content type, whether text, documents, images, videos, audio, or links. Students can see all the postings and comment or vote on them if the board owner allows. You can customize each Padlet by changing the background, layout, font, and color scheme. The walls can be private or public, each having separate privacy settings. Padlet works on any internet-enabled device and can be used in any modality – online, hybrid, hyflex, and in-person.

Website: Padlet

Teaching Strategies

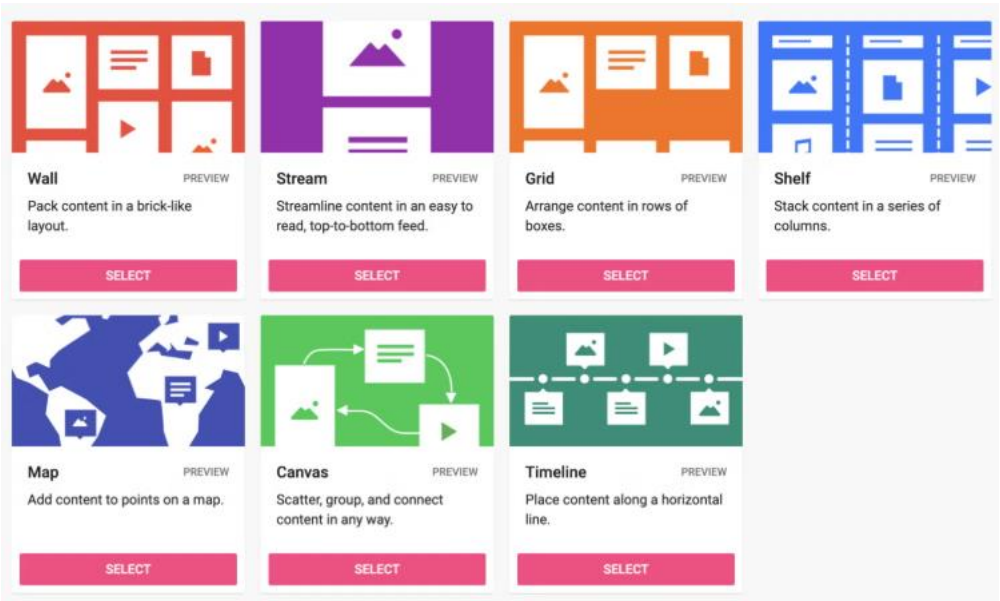
Collaboration and active learning are identified as important educational outcomes for students. Padlet offers instructors the ability to integrate learning activities in their class for students to share ideas, collaborate and practice skills.

- Ideas for engaging students with Padlet.
- Brainstorm on a topic, statement, project or idea. Use Padlet for students to brainstorm and sum up activities of a specific subject and determine student knowledge before starting a new topic.
- Parking Lot. Let your students ask questions during class and stop every so often and address the questions. This allows all students to participate and ask their questions anonymously, and it gives a voice to every student in the room.
- Questions Board: Students can access a "questions" board 24/7 and anonymously post questions.
- Collaborate and Organize. For in-person classes, you may have had students write ideas or facts for an activity on a sticky note and add it to a whiteboard and then moved the notes into columns. You can do the same with Padlet, but your "sticky notes" can contain photos, graphs, videos and audio, article links, and anything else that might be useful.
- Icebreaker activities. Ask students to share what they have in common or share an image based on a prompt you give them at the start of class. You can also use Padlet as a way for students to check in before class.
- Create a timeline. Padlet has a timeline feature built right in as one of their organizational options. Create a timeline to illustrate related events in a particular period, perhaps a war or governmental change. Create a timeline narrating the key events throughout the life of an important historical figure.
- Group projects. Padlet eliminates the need to schedule time in advance for the group members to meet face-to-face. Students can work freely on their group assignments at their own convenience while still observing every change or contribution made by group members as soon as they are made without scheduling conflicts and the constraints produced from limiting project work to specified times.

Functionality

The main function of Padlet is the easy-to-use and intuitive interface to create online bulletin boards. It helps streamline the creation of an online bulletin board that you can use to gather and exhibit data on different topics.

- Various Wall Types: (Wall, Stream, Grid, Shelf, Map, Canvas, Timeline)
- Export as PDF, CSV, Image, or Excel File
- Available on iOS (iPhone, iPad, iPod Touch), Android, and Kindle devices
- Changes are autosaved
- Link sharing allows for quick collaboration
- Available in 42 languages, with more being added
- Post images, documents, videos, music, files, and links.
- Unlimited contributors
- Universal and inclusive
- Scan QR codes
- Embed content from anywhere on the web, including YouTube, Instagram, Twitter, Vimeo, The New York Times, and 400 other apps
- Integrated in Canvas



Accessibility

2.5 Star –



Padlet ranks 2.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Partially Supports Alternative Input Experience/Keyboard Navigation
- Partially Supports Screen Magnification and Color Contrast
- Developing Dedication to Accessibility and Content Creator Experience

Resources

How do I Create a Padlet - Click here to watch this video

How to Teach with Padlet – Click here to watch this video

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Padlet Support

Research

Mehta, Miletich, I., & Detyna, M. (2021). Content-specific differences in Padlet perception for collaborative learning amongst undergraduate students. Research in Learning Technology, 29, 1–19. https://doi.org/10.25304/rlt.v29.2551.

Gill-Simmen, L. (2021). Using Padlet in instructional design to promote cognitive engagement: a case study of undergraduate marketing students,. Journal of Learning Development in Higher Education, (20). doi: 10.47408/jldhe.vi20.575.



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.



INTRODUCTION TO PEARDECK

Peardeck is a digital tool that integrates with Microsoft Office to help teachers create engaging PowerPoint content for lectures. The tool allows teachers to create or edit their presentations directly from Microsoft. Users can choose from a selection of templates or build content from scratch. By combining presentations with interactive elements, the tool helps advance inquiry-based learning and promote active learning in the classroom. It works well for face-to-face or asynchronous online courses.

Website: Peardeck

Teaching Strategies

Peardeck allows instructors to get creative with how students are engaging with their lecture material. From simple student response questions to more complex drawing and reflective responses, Peardeck functions directly within your PowerPoint slides by providing a short code for students to join from any web-based device. Whether you are teaching face-to-face or offering the lecture asynchronously online, instructors will have access to the student response data in order to make informed decisions about their instruction. Check out some additional ways to use Peardeck:

- Design, assign, and deliver lessons with interactive content
- Build new, or adapt existing, lessons with instructionally effective templates
- Choose between instructor or student-paced mode
- Use real-time formative assessments to adjust instruction and monitor student participation
- Prompt critical thinking and empathy through discussion and debate
- Drive metacognition with real-time feedback
- Use the new audio feature to guide pronunciation of challenging words, for courses such as medical terminology.
- Check out more *Cool Things You Can Do* from Peardeck

Functionality

Peardeck's design is driven by instructional strategies proven to positively impact student learning. Many of these strategies stem from peer-reviewed research within learning sciences.

- Active Learning. Engage students in the learning process by offering interactive prompts between sharing content. Using the anonymous response system, instructors can share the responses to facilitate rich discussions with students.
- Formative Assessment. When responses are shared, students receive real-time feedback into their learning, which allows ample time for processing. It can also prompt the instructor to make quick adaptations to their instruction to meet the needs of students in the moment. This will allow the instructor to see aggregate responses to get a pulse of where students are at as well as manage student responses post class-session to see who needs additional support.
- Retrieval Practice. There are four question types available for instructors including agree/disagree, free response with short or long text, multiple choice with true or false, or drawing questions/responses in a free space. By integrating Peardeck into a PowerPoint presentation, it allows students to retrieve information and recall what they are learning in the moment. Retrieval practice is related to active learning in that students are prompted to actively think about and process information they have previously learned in a low-stakes environment.

- Deeper Learning. The premade templates from Peardeck prompt instructors to offer opportunities during their class session to develop critical thinking and complex problem-solving skills. The interactive response types built into Peardeck make it easy for teachers to change how students are prompted to answer or process their thoughts.

Accessibility

2.5 Star –



Peardeck ranks 2.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Partially Supports Alternative Input Experience/Keyboard Navigation
- Partially Supports Screen Magnification and Color Contrast
- Developing Dedication to Accessibility and Content Creator Experience

Resources

Getting Started with Peardeck for Microsoft – Click here to watch this video

Learn more about Peardeck for Microsoft

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- For technical support from Peardeck, check out their Support Webpage.

Research

Javed, Y., Odhabi, H. (2018). Active learning in classrooms using online tools: evaluating Peardeck for students' engagement. *Fifth HCT Information Technology Trends (ITT).* pp. 126-131, https://doi.org/10.1109/CTIT.2018.8649515.

Mache, J., Tan, N., Shoemaker, G., Weiss, R. (2017). Pear deck: an interactive classroom response system to encourage student engagement. *Journal of Computing Sciences in Colleges.* 33, 1 (156–158).

To learn more about the Peardeck Logic Model, view their web-based PDF here.



OTL Technology Rating

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Poll Everywhere

INTRODUCTION TO POLLEVERYWHERE

Poll Everywhere is a student-response tool that offers class participation and assessment through teacher-designed surveys, polls, and discussion boards. Teachers create and project surveys; students use specific survey codes to text or submit responses from laptops, computers, or cell phones. Poll Everywhere adds live audience interaction and students respond with the devices they have on hand, changing the presentation screen instantly as live results roll in.

Website: Poll Everywhere

Teaching Strategies

Ideas for engaging students with Poll Everywhere.

- Use multiple-choice questions to kickstart classroom debates.

- Quickly crowdsource possible solutions from a myriad of options.
- Create polls for pre-existing knowledge to get a sense of what students already know and think about a topic.
- Transform any image into an interactive exercise.
- Collect open-ended response data and put it into a word cloud for students to review and analyze.
- Use polls as a discussion starter.
- Use surveys to engage students after class is finished for lingering questions.
- Divided the class in groups for team competition and games.
- Use Poll Everywhere for students to vote. Instructors can use then results to change how they manage class in response to students' learning needs.
- Turn multiple choice questions and agree/disagree statements into a poll.
- Help students distill complex topics into single words.
- Adjust your lecture on the fly using live feedback

Functionality

The main function of Poll Everywhere is for polling. Using a variety of activity types, instructors can break the ice, take the pulse of the room, assess learning, build consensus, or facilitate honest discussions with groups of any size.

- Desktop and Mobile
- App
- Open-ended questions, multiple choice, and word clouds.
- Clickable images, graphs, maps, photos
- Incorporate into Powerpoint, Keynote, and Google Slides

Accessibility

4.5 Star –



Poll Everywhere ranks 4.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as DragonSpeaks or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedication to Accessibility and Content Creator Experience

Resources

Poll Everywhere Webinars

Poll Everywhere Videos

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Poll Everywhere support

Research

Kappers, W. M., & Cutler, S. (2014). Poll Everywhere! Even in the Classroom: An investigation into the impact of using PollEverywhere in a large-lecture classroom. In 2014 ASEE Annual Conference.

Shon, H., & Smith, L. (2011). A review of Poll Everywhere audience response system. Journal of Technology in Human Services, 29(3), 236-245.



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.

INTRODUCTION TO STUKENT

Stukent is a platform designed to create real-world simulations for students primarily studying in the fields of finance, communications, business, and marketing. These simulations (known "Simternships") are fully built out by Stukent, and offer opportunities for students to gain hands-on experience in areas like creating online marketing campaigns, analyzing and allocating budgets, and creating strategies to engage with customers for their simulated businesses and/or clients, and many more. The purpose of this technology is to allows students to get some direct experience working in the professional roles they may encounter in their future careers and to develop skills that will be beneficial to them after entering the work force.

Link to Stukent Website

Teaching Strategies

Using simulations is an active learning strategy that helps promote the use of critical thinking, prepares students for real-world scenarios, and allows them to apply abstract concepts through hands-on experiences. Stukent offers simulation-based learning that can help students in business, finance, marketing, and communications fields learn and practice industry-specific skills.

Use Stukent to walk students through simulations like:

- Developing advertising and social media campaigns for clients
- Allocating and balancing budgets

- Communicating with clients and customers
- Conducting market research
- Writing business plans

And much more! For details about the types of simulations Stukent offers and how they might align with your teaching practice, check out their list of available "Simternships" here.

Functionality

Stukent is a tool primarily geared towards faculty in the fields of marketing, communications, finance, and business. It is useful for creating hands-on simulations, in which students apply concepts through simulated, hands-on activities. Stukent simulations provide materials that:

- Actively engage students in hands-on learning simulations geared towards industry-specific topics
- Support faculty through courseware that include supplemental lesson plans, readings, slide decks, assignments, and more
- Are auto graded, taking the pressure off instructors to review and grade student work completed in a simulation
- Follow storylines for each simulation to help engage students in the simulation
- Provide free instructor access to each "Simternship"

Accessibility

3 Star –



Stukent ranks 3.5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Strong Dedication to Accessibility
- Enhanced Accessibility Features are Partially Possible
- Partially Supports Keyboard Navigation

- Partially Supports Text to Speech such as NVDA, JAWS, or VoiceOver
- Supports Screen Magnification and Color Contrast

Resources

7 Significant Reasons to Use Simulations According to 4,000 Students

Stukent FAQ's

Walkthrough: Stukent Mimic Social Simulation

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- No technical support is available through the University of Denver. DU does not accept the liability for the use of this tool.
- Find support from Stukent directly

Research

Chernikova, O., Heitzmann, N., Stadler, M., Holzberger, D., Seidel, T., & Fischer, F. (2020). Simulation-Based Learning in Higher Education: A Meta-Analysis. Review of Educational Research, 90(4), 499–541. https://doi.org/10.3102/0034654320933544

Hertel, J.P., & Millis, B. (2002). Using Simulations to Promote Learning in Higher Education: An Introduction (1st ed.). Routledge. https://doi.org/10.4324/9781003448594



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.



INTRODUCTION TO THING LINK

Thinglink is a digital annotation platform designed to turn any image into an interactive experience. It allows users to add clickable "hotspot" tags directly onto images, video, and 360 VR experiences. Students and instructors can post tags directly over the image or video, creating a collaborative space to work, learn, and create. These tags then display text, images, social media pages, video, and links, providing an information overlay that adds depth and makes connections between different types of digital information. Using tags over images allows students the opportunity to explore supplementary information and interact with different types of digital media all from one base image.

Homepage: https://www.thinglink.com/en-us/

Teaching Strategies

Thinglink uses "hotspot" tags to add supplemental information to images, videos, and 360 VR experiences. Tags can be used to add depth to images or videos by layering information, making a useful tool for both instructors and students. There are lots of ways to use Thinglink, including:

- Use Thinglink to create layered introductory posts where you upload an image of yourself and create tags linking to relevant digital information or interests
- Have students add information to an image or video, displaying their knowledge about the topic
- Take students on virtual tours or complete virtual labs by adding tags to a video or 360 image, allowing them a more immersive virtual experience
- Create simulation experiences, allowing students to virtually experience places, events, and more, giving them a chance to prepare for these experiences before experiencing them in real life
- Create a collaborative map or diagram by having students add tags to an image or map

- Create interactive infographics overviewing a topic, with tags in places where students can dive deeper into specific topics

For more ways to use Thinglink, check out these ideas!

Functionality

- Thinglink's main functionality is tagging images and videos with interactive tags that contain information
    - Tags can include links, images, audio, and video.
    - Thinglink can be integrated with other tech tools, like Google classroom, Moodle, Canva, and certain LMS'
    - Content can be uploaded directly to Thinglink and be added as a base image or as a tag. However, there are some specifications for supported file types. Additionally, images from the web can be added as a base image or tag by using the image's URL.
    - Students need to be invited by instructors to join Thinglink and must set up an account before posting.

Accessibility

5 Star –



Meets or exceeds the Office of Teaching and Learning accessibility standards.

Accessibility Review: 5 Stars

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Speech to Text (STT) such as Dragon
- NaturallySpeaking or Voice Dictation
- Supports Alternative Input
- Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Has an accessibility statement, contact support personnel, and a product team that can enhance accessibility

Resources

How to Use Thinglink video

Thinglink blog

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- Thinglink support: https://support.thinglink.com/hc/en-us

Research

Batista, Souza, M. M. P., Barros, T. D., Gupta, N., & Reis, M. J. C. S. (2022). Using the ThingLink Computer tool to Create a Meaningful Environmental Learning Scenario. EAI Endorsed Transactions on Smart Cities, 173457–. https://doi.org/10.4108/eai.21-2-2022.173457

Nakatsuka, Karalee. (2018). Making History Come to Life: ThingLink Virtual Museums. Social Studies Review Vol. 57, 47–52. https://du.idm.oclc.org/login?url=https://www-proquest-com.du.idm.oclc.org/scholarly-journals/making-history-come-life-thinglink-virtual/docview/2344260092/se-2?accountid=14608



OTL Technology Rating

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INTRODUCTION TO TURNING POINT

TurningPoint enables the instructor to capture immediate feedback and identify students' understanding with web-based and desktop polling applications. TurningPoint allows for assignments outside of the lecture period. You can turn presentations, lectures, and Zoom meetings into active sessions that allow you to capture critical feedback whether virtual or in-person. TurningPoint also works on mobile devices. You can add your own polls, quizzes, slides, images, videos to interact with your class. There are 3 polling features: PowerPoint Polling, Anywhere Polling, and Self-Paced Polling. PowerPoint Polling is the most frequently used as polling is seamlessly integrated with PowerPoint Presentations.

Website: Turning

Teaching Strategies
Live polling and gamification encourage friendly competition between classmates and small groups, building a sense of community. • Collect real-time responses from your students, you can help you evaluate your students' understanding of topics. Polls can be embedded within the PowerPoint in real time. • Facilitate two-way conversations with chat, virtual classroom, and collaborative assignments. • Instructors can message individuals or all participants at any point for collaborative engagement.
Functionality
• Participants can use any web-enabled device to view and respond to a full range of interactive question types in real time. • Track attendance, gauge student progress, and measure course-level analytics.

Accessibility

3.5 Star –



TurningPoint ranks 3.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports TTS and Alternate Format of Text
- Strongly Supports Alternative Input Experience/Keyboard Navigation
- Partially Supports Screen Magnification and Color Contrast
- Developing Dedication to Accessibility and Content Creator Experience

Resources

What is Turning Point? – Click here to watch this video

Cost

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Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Turning Support

Research

Caldwell. (2007). Clickers in the Large Classroom: Current Research and Best-Practice Tips. CBE Life Sciences Education, 6(1), 9–20. https://doi.org/10.1187/cbe.06-12-0205

Draper, & Brown, M. I. (2004). Increasing interactivity in lectures using an electronic voting system. Journal of Computer Assisted Learning, 20(2), 81–94. https://doi.org/10.1111/j.1365-2729.2004.00074.x



OTL Technology Rating

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Quizlet

INTRODUCTION TO QUIZLET

Quizlet is a web tool and a mobile app that boosts students learning through several study tools that include flashcards and game-based quizzes. You can either design your own study sets from scratch or search for pre-made sets to customize and use in your teaching. Quizlet takes information and converts it into flashcards, quizzes, and games, so that users can study the same information in a variety of forms.

Website: Quizlet

Teaching Strategies

- **Flashcards** – Flashcards are typically two-sided, with the prompt on one side and the information about the prompt on the other.
- **Quizlet Learn** – Learn puts questions and answers into multiple choice-style quizzes that can be completed to get an overall result. This applies to images, too. Students can create a study set and tell Quizlet when they need to know the material, and Quizlet Learn will show an adaptive plan that charts progress, helping students stay motivated with encouraging checkpoints with helpful study reminders.
- **Spell** – Spell will speak aloud a word and the student is then required to type out the spelling of it.
- **Test** – Test is an auto-generated mix of questions with written, multiple choice, and true-or-false answer options.

- **Match** – Match pairs up correct words or a mix of words and images.
- Gravity – Gravity is a game that has asteroids with words coming at a planet you need to protect by typing out the words before they hit.
- **Live** – Live is a game mode that allows for multiple students to work collaboratively.

Functionality

- Quizlet features study sets, each one being like a deck of flash cards. It's also interactive, with the ability to create your own study set, or clone and edit those of others.
    - Flashcards
    - Diagrams
    - Adaptive study programs
    - Reminders to focus
    - Mobile application

Accessibility

3 Star –



Quizlet ranks 3/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Supports Screen Magnification and Color Contrast
- Supports Alternative Input Experience/Keyboard Navigation

Resources

Quizlet for Teachers

Using Quizlet in Higher Education

Cost
This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.
Tech Support
The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy. Quizlet Support- Teaching
Research
Hans Platzer. (2020). The Role of Quizlet in Vocabulary Acquisition. *Electronic Journal of Foreign Language Teaching*, *17*(2), 421–. Jescintha. (2021). Vocabulary Development in College Students Using Quizlet Digital Flashcards – A Study. *Language in India*, *21*(10), 195–.



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.

QUIZIZZ

INTRODUCTION TO QUIZZEZ

Quizizz is an interactive, gamified learning platform centered on building quizzes to assess student learning. In addition to traditional, multiple choice quiz types, Quizizz also offers a wide variety of customizable options to create quiz questions tailored to the assessment level, subject matter, or desired response types. Quizizz can be used to create interactive lessons, polls, surveys, and even memes that can be embedded

into a quiz or lesson. These lessons and quizzes can be taken by students outside of class or shared live by instructors for in-class assessment. Instructors using Quizizz also have access to a large library of already made games, lessons, and quizzes across a variety of subjects and levels to use as a template for building a new quiz, or as a ready-made option. Additionally, Quizizz offers a built-in grading system for ease and generates data reports so instructors can see where students are engaging with materials, succeeding, and where they might need additional help.

Homepage: https://quizizz.com

Teaching Strategies

Quizizz is an interactive quiz building platform designed to engage students on a deeper level than traditional quizzing. Use it live for in-class lessons or quizzes or assign to students to complete on their own time outside of class. Quizzes offers much of the same functionality and use as many other quizzing platforms, with the addition of interactive and gamified options. Students can interact with Quizizz individually or in teams right on their own devices. Here are some ideas about how to use Quizizz in your class:

- Have a check in poll or prompt to get your students warmed up for class
- Run live games during class to review concepts, check student knowledge, and make learning a friendly competition
- Create "exit tickets," or quick questions students respond to before leaving class to gauge what information stuck with them from the day's lesson
- Have students create their own quizzes to share with the class
- Vary your assessment types by allowing students to respond to questions with video, audio, sketches, and more
- Run friendly study competitions in or outside of class by separating students into teams seeking the highest score while still focusing on important concepts
- Use anonymous polls and surveys to gather student feedback throughout the term

For more ideas about how to use Quizizz, check out this link!

Functionality

Quizizz's main functionality is creating quiz questions that can be engaged with in or outside of class.

- Use Quiz Editor or New Quizzes to create content within Quizizz. The New Quizzes editor offers a different user interface and allows for more types of content (like Google images and YouTube links) and question types (drag and drop, matching, etc.) to be added
- Multiple question formats are supported. For a full list of what types of questions you can create in Quizizz, check out this link.
- Live quizzes allow instructors to present a game or quiz during class, with students joining straight from their own devices using a shared code provided by the instructor. Live, updated leaderboards can be turned on or off depending on the quiz type.
- Quiz questions can be customized in many ways: timed or untimed, anonymous or not, responses limited to certain options (like drawing or video and audio responses) and more.
- Quizizz contains a library of publicly available quizzes, lessons, and games in a wide variety of subjects, levels, and question lengths. These quizzes can be used as is, or questions and slides can be taken individually to build a customized version.

Accessibility

5 Star –



- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Has an accessibility statement, contact support personnel, and a product team that can enhance accessibility

Resources

What is Quizizz? An Introduction video

Quizizz Blog

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- No support is available through the University of Denver. DU does not accept the liability for the use of this tool.
- Quizizz support: https://support.quizizz.com/hc/en-us

Research

Goksun, & Gursoy, G. (2019). Comparing success and engagement in gamified learning experiences via Kahoot and Quizizz. *Computers and Education,* 135, 15–29. https://doi.org/10.1016/j.compedu.2019.02.015

Handoko, Mizkat, E., Nasution, A., Hambali, & Eska, J. (2021). Gamification in Learning using Quizizz Application as Assessment Tools. *Journal of Physics. Conference Series, 1783*(1), 12111–. https://doi.org/10.1088/1742-6596/1783/1/012111



OTL Technology Rating

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INTRODUCTION TO WE VIDEO

WeVideo is a video creation tool that allows students to create, edit, and share video content all in one place. It's cloud-based and multiple people can collaborate on the same video from different locations. Video can be accessed from any computer or device. It includes intuitive editing and creation features such as themes, fonts, and green screen options.

The main benefits of WeVideo are its user-friendly interface that simplifies advanced video editing to enable both beginners and seasoned editors to create great videos. Users can also convert ideas into movies through multiple video editing modes. Students can mix and match over 600 formats of audio, video, and images with green screen, special effects, graphics, speed control, and more.

Website: WeVideo
DU WeVideo Login Steps and Resources

Teaching Strategies

You can assign short WeVideo projects for students to create during class time or have them form small groups to collaborate on larger projects completed over a longer time. Since everything is stored in the cloud, students can work on it anytime. If students are new to video projects, start by challenging them to learn just a couple of features of WeVideo. Those with more experience can focus on making a more professional or involved product.

Ideas for using student video projects using WeVideo.

- **Interview interesting people.** Students could be in-person interviews where both parties sit next to each other or they could be virtual interviews, where someone far away records responses to questions. These interviews can act as learning aids, as well as help students connect with people in their future careers.
- **Ask students to teach a concept via videos.** Students can make a video where they are recording themselves completing a task on their computer screen or they can make a demonstration video like a coding class.

Teachers and professors could then use these videos to help reinforce skills in your class or even flip some of your lessons.

- **Self-assessment videos.** Being able to assess oneself is an important skill that empowers students to become better learners.
- **Video presentation for a written assignment.** Instead of (or in addition to) a written assignment, ask students to create a short video on a written assignment and share their work with others.
- **Video resume.** A video resume helps highlight key skills as well as share the student's personality and attitude with employers.
- **Storytelling**. Students can share their own stories and/or interview other people. Using a tool such as WeVideo with video editing features will enhance the story.

Functionality

Depending on students' video editing skills, WeVideo has two editing modes: Storyboard and Timeline. Storyboard is best for beginners, but students can switch between modes. Timeline allows students to add extra features like custom fonts and effects. They can upload images, video clips, and audio, and put them together with voice-over or text, or choose from the million licensed media options available within WeVideo. Additional features include green screen effects, screencasting, motion effects, exporting only audio to create a podcast, audio editing, and templates. Themes let students put a stylish filter over the entire video.The WeVideo site uses JumpStart technology, which allows users to begin editing right away without waiting for their files to upload.

- Built-in stock content (images, videos, B-rolls, and themes).
- Works on P.C. Mac, laptops, tablets, smartphones, and Chromebooks
- 720p video resolution
- Motion titles
- Screencasting
- Cloud storage
- Music library
- Slow motion
- Voiceover

- Advanced text editing
- File & media manager
- Multi-track editing and storyboard

Accessibility

2 Star –



WeVideo ranks 2/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Does not support Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Does not support Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Cannot fully navigate without a mouse, though they do have a list of some keyboard shortcuts.
- Partially supports Screen Magnification and Color Contrast.
- Has a VPAT statement, contact support personnel for accessibility, and a product team that can enhance accessibility, and working with accessible360 to improve the accessibility of WeVideo for this year.

Resources

WeVideo Academy

WeVideo Teacher Resources

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

Technical support is available through the University of Denver.

Pedagogy support is available through the Office of Teaching and Learning.

Research

Grundy, Stephen L. Editor. (2017, December 14). *Creativity takes courage: Integrating video assignments into academic courses and blended programs* in Engaging Students in Life-Changing Learning: Royal Roads University's Learning and Teaching Model in Practice.

Romaniuk, S. N. (2021, May 12). *Using video in higher education*. eLearning Industry from https://elearningindustry.com/video-in-higher-education-using.



OTL Technology Rating

YELLOW technologies are not widely supported. DU may or may not have a 3rd party vendor security agreement for the use of these tools. However, some uses of this tool may be appropriate for teaching if certain conditions are met.

GREEN TECHNOLOGIES



INTRODUCTION TO BRAINSCAPE

Brainscape is a cloud based adaptive flashcards platform. The confidence-based repetition (CBR) algorithm supports learning by repeating flashcards in the right pattern for each learner, based in intelligent personalization and cognitive science research. The tool is designed for learners who must ingest a lot of knowledge into their brain over time, specifically naming its success with preparation for high-stakes exams like the Bar Exam or MCAT. Concepts in the platform are organized by classes and decks by subject, which allows instructors to build their own classes and add various pre-designed decks for students to study. In addition to the thousands of subjects to choose from, instructors, TAs, and students can create their own flashcards as well. Brainscape allows users to organize their flashcards, add images and sounds, and collaborate with multiple editors in real-time. Check out additional teaching strategies listed below.

Link to Brainscape Webpage

Teaching Strategies

Explore the following teaching strategies for low-stakes assessment:

- **Individual flashcard creation:** have students make flashcards for the 5 hardest questions they have from this week's chapter, in your shared class deck.
- **Collaborative flashcard creation:** Work in pairs to make unit flashcards. Assign one deck/chapter per student pair.
- **One-Time Study Assignment:** Study at least 30 flashcards in Brainscape's Knowledge Genome leading up to a weekly quiz/exam.
- **Ongoing Study Assignment:** Have students' study 10 minutes every day.
- **TA Created flashcards:** Have students review flashcards created by the TA's, perhaps for labs too!
- **Bookmarking:** Have students review a specific deck, and bookmark the cards they have questions about, to discuss in class tomorrow.

Functionality

- Set up a course page for students to access from any web or mobile device
- Instructors can build their own flashcards, borrow flashcards created from other educators, or have students create their own flashcards
- Manage students editing permissions, including advanced editing features
- Add images and sounds to flashcards
- Assign studying flashcards or creating flashcards as a low-stakes assignment
- Analyze students' study habits and identify areas for improvement

Accessibility

2 Star –



Brainscape ranks 2/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Speech to Text (STT) such as DragonSpeaks or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Partially Supports Screen Magnification and Color Contrast

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Research

Cohen, A. S., (2010). Brainscape's "Confidence-Based Repetition" Methodology.

Waterman, S. (2013). The effects of Brainscape's confidence-based Repetition on two adults' performance on knowledge-based quizzes. https://soar.suny.edu/handle/20.500.12648/505



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.



INTRODUCTION TO CLASSCRAFT

Classcraft is an online tool that utilizes modern gamification for students and teachers to interact and collaborate with each other in the classroom. Designed to promote student participation, this technology incorporates games for participants to level up, collaborate in teams, and earn rewards within real-world simulations. This technology allows students and teachers to engage in their lessons through a creative and modern learning adventure.

Website: https://www.classcraft.com/

Teaching Strategies

You can use Classcraft for:

Active learning. Making space for students to interact with the content and/or with one another during class-time can support active learning and help students better recall information they are learning. Classcraft's role-playing game (RPG) theme allows students to interact with course material through earning points, leveling up after epic battles, and collaborating with students in the simulation.

Student paced mastery learning. You can create online asynchronous lesson quests for students to engage, allowing for individually paced learning experiences. This aligns well with Universal Design for Learning (UDL) practices, offering students autonomy around when and how they choose to engage with the lesson.

Gamification. Keep students engaged while getting real-time insight into student understanding. You can observe student participation and award experience points for hard work and completing objectives. You can create a series of questions for student to tackle in an interactive battle lesson. Students can work individually or in teams to correctly answer the questions and beat the monster in order to advance to the next level.

Functionality

Classcraft functions as an interactive technology tool to engage students in their learning through low-stakes formative assessment opportunities. This online learning platform allows teachers to use interactive maps to create and track students' progress with curriculum and assessment. The tool may require some instructor preparation time to add interactive elements to pre-made learning materials.

Accessibility

2 Star –



Classcraft ranks 2/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Does not support Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Support for Alternative Input Experience/Keyboard Navigation is in progress
- Supports Screen Magnification and Color Contrast
- Does not have a dedicated accessibility website. They have a general support form for questions.

Resources

Meet your new favorite class tool: Classcraft!

https://youtu.be/F1ewW9hh8RM

How Classcraft Works

https://youtu.be/WxGA6wNS28Y

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Visit the Classcraft Help Center for technical support.

Research

Kiryakova, G., Angelova, N., & Yordanova, L. (2014). Gamification in education. *Proceedings of 9th International Balkan Education and Science Conference.*

Rabah, J., Cassidy, R., & Beauchemin, R. (2018, November). Gamification in education: Real benefits or edutainment. *In 17th European Conference on e-Learning, Athens, Greece* (pp. 489-497).



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.



INTRODUCTION TO FLIPPITY

Flippity is a website that offers a multitude of free games. Each game comes with instructions and a template with sample data already included that can be swapped out with course information. While users play the games on the Flippity site, the actual data is housed on a Google Drive spreadsheet in the game maker's own Google account. One of the most appealing features is that the player can switch the game type, such as from a flashcard to a matching game, and it will automatically create a different game from the same data. Thus, students can choose the game type that best works for them. Flippity is free but since it works with Google Sheets, an account will be needed with Google. (The University of Denver does not have G Suite for Education).

Website: Flippity

Teaching Strategies

The templates that are included on the Flippity website offers an easy way to get started. The technology features Flashcards, Interactive timelines, Word clouds, Certificate quizzes, Progress indicators, Memory games and more Board Game type activities.

- **Timeline to teach history**. The Flippity Timeline template is a perfect way to present history with a resource that clearly lays out an overarching picture of what has happened. It allows the teacher to edit each date and add in as many or as few events as needed.
- **Student self-assessment**. The Flippity Self-Assessment allows teachers to present questions with multiple choice answers. By selecting a combination of certain answers, the student is revealed as falling into a certain category. For example, this can be used to determine if a student prefers to work alone or in groups, enjoys one subject over another, knows more about a certain topic than another, etc.
- **Build a tournament**. Drawing out a tournament grid is one way to keep track of progress, but using a Flippity version is so much easier by allowing you to input all the names then simply click the one who wins and their name will automatically appear at the next stage.
- **Certificate of completion**. A great way to ensure students have completed a quiz task, and learned from it, is to award a certificate when they have all the answers correct. This, on Flippity, is laid out as a basic TV show quiz, but can easily be edited to suit the task being taught.

Functionality

Flippity's Google Sheets templates enable you to create interactive learning materials such as:

- Flashcards
- Quiz shows
- Interactive timelines
- Typing speed tests
- Scavenger hunts
- Word clouds
- Certificate quizzes

- Wordsearches
- Progress indicators
- Memory games
- Bingo
- MadLibs creators
- Random Name Picker
- Board Games

Accessibility

4 Star –



- Partial support of Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partial support of Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Can partially navigate with a mouse when appropriate
- Support Screen Magnification and Color Contrast
- Has an accessibility statement, contact support personnel, and a product team that can enhance accessibility

Resources

Flippity FAQ's

From Google Sheets to Amazing Activities with Flippity

Flippity Overview

Cost

Flippity is free but some features are supported by ads. This technology is not included with the University of Denver.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Research

E. Perales, E. Chorro, B. Micó-Vicent, K. Huraibat, J. Espinosa, V. Viqueira (2020) Design of a Game Based Learning Experience: Escape Room In Environmental And Occupational Optometry, ICERI2020 Proceedings, pp. 6129-6133.



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.



INTRODUCTION TO H5P

H5P, which is an abbreviation for HTML 5 Package, is a technology that gives instructors access to a large toolkit of applications to use in creating engaging, interactive instructional experiences within Canvas. H5P allows instructors to create multimedia-rich lessons, interactive videos that include quiz questions and navigation links, knowledge checking, and other content types – all of which can be embedded in a Canvas course. Once created within your Canvas course, these apps can be cloned for reuse in your other Canvas courses, without any need to recreate them. H5P content is responsive and mobile friendly.

Website: H5P

Teaching Strategies

Teaching ideas for H5P.

- **Presentation**. Instructors can present the related concepts together and insert headings, links, images, videos, audio to present the content and to

engage learners. Quiz type questions can be used for recall practice and self-checks.

- **Knowledge Checks.** Instructors can create a simple quiz that includes various question types such as multiple choice, multiple select, fill-in the blanks, and drag and drop. Question sets can be embedded directly in the content for recall practice and self-check on that topic. (Note: this does not provide assessment data, not connect to the gradebook).
- **Drag and Drop**. A drag and drop activity require learners to drag text or an image and drop it on an associated area of an image or text. A drag and drop activity can help learners to engage with the content, make associations and connections, check their understanding. (Note drag and drop may not be accessible to all learners who use keyboards shortcuts and do not use a mouse.
- **Flash Cards**. Dialog/Flash cards are a set of cards with a word, expression, or formula, or image on one side of the card and a corresponding word, expression, or image on the opposite side.
- **Timeline.** A timeline is an interactive way to present chronological content with images, text, and links.
- **Image Hotspots**. The image hotspots activity uses an image that has various points of interest on it. Students can view the entire image, see the relationships between various aspects of the image, and click on a point of interest to see in-depth information about it.

Functionality

H5P has a variety of applications to create multimedia-rich lessons. Instructors can create standalone H5P objects, such as a quiz, or integrate a series of H5P objects into a larger project.

- There are a wide variety of interactive content types that encourage active learning through quizzes and games.
- H5P content is responsive on all devices.

Considerations:

- Keep in mind that quizzes do not provide assessment data. They are, however, useful for students who want to test their knowledge. Some content types have limited customization, formatting, and accessibility options (e.g.,

the image hotspot). It is not possible to import slide presentations from PowerPoint.

- H5P must be hosted on a webserver, such as WordPress.

H5P Content Type	Description
Quiz/Knowledge Check	Combine multiple choice, drag text, or true/false.
Course presentation	Add interactions, audio, or video to slides.
Drag text	Create a fill-in-the-blank task with a list of words.
Interactive video	Add interactions to videos.
Drag and drop	Create a fill-in-the-blank task with a list of words or images.
Accordion	Organize information to make it more readable.
Flashcards	Create a memory game.
Dialog cards	Create turning cards.
Image hotspots	Add videos or text to an image.
Fill in the blanks	Create a fill-in-the-blank task.

Accessibility

2.5 Star –



H5P ranks 2.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Alternative Input Experience/Keyboard Navigation
- Partially Supports Screen Magnification and Color Contrast
- Partially Dedicated to Accessibility and Content Creator Experience

Resources

Using H5P with Canvas

H5P Examples

Cost

While this technology is included with the University of Denver, limited licenses are available, and the content must be hosted on WordPress. Contact otl@du.edu to request a license for your class.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

H5P Support

Research

Loftus, & Lowney, R. (2020). From Cloning to Self-Authoring Video Content in the Language Classroom: A Reflection on Practice. Distributed by ERIC Clearinghouse.

Mann, Parish, M. J., Kroh, M., & Bridges, M. (2021). Flipping the Classroom: Using Video to Enhance First-Year Undergraduates' Cultural Competency. In Video Pedagogy (pp. 63–81). Springer Singapore. https://doi.org/10.1007/978-981-33-4009-1_4



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.

Kahoot!

INTRODUCTION TO KAHOOT!

Kahoot! is a digital game-based student response system that allows teachers and learners to interact through competitive knowledge games using existing infrastructure. To host a live Kahoot, questions appear on a shared screen – a big screen in a room or on mobile devices. Participants join a live Kahoot by entering a unique PIN in their own browser, or the Kahoot! app, and submit their answers.

Kahoot! is a fun game that promotes active learning and supports educators in creating multiple-choice question quizzes. A variety of implementation options can be easily adapted to best meet learner needs. Whether instructors will be teaching in-person, hybrid, or online, Kahoot can serve to open opportunities for gauging baseline knowledge of learners, supporting formative assessments, and offering individual- or team-based challenges in a fun and engaging way! The games can be played anywhere, in person or virtually, using any device with an internet connection.

Website: Kahoot!

Teaching Strategies
Research indicates that the thoughtful integration of gamification tools in the classroom can serve to better facilitate formative assessment and promote student learning. Hosting a fast, fun, and engaging trivia game is a great way to put your students' content knowledge to the test, or simply to change up the pace of class and facilitate a fun group icebreaker. There are a variety of types of games that can be played synchronously or asynchronously.

- Introduce new topics – Present key points at the beginning of class to introduce new content so students have a better idea of what to expect in this lesson.
- Instruct in class and virtually – Kahoot can be used to teach interactive lessons and engage students both in class and in online or hybrid learning.
- Pre-assess knowledge – Gather insights that will help you plan your interactive lessons in the best possible way, aligned with where a class currently stands.
- Increase participation – Increase focus and motivate students to participate with interactive questions such as quiz, poll, type answer, and more.
- Instantly assess learning – With real-time reports, Kahoot! can help you instantly assess how the class feels about a topic so you can adjust your interactive lesson.
- Recap on learning content – Add a slide with key points of topics you've covered to help students remember the most important information from the lesson.
- Reinforce knowledge after lessons – Assign student-paced challenges that learners can complete to study and practice to reinforce knowledge after your lesson.
- Make lectures interactive – Combine quiz, polls, word cloud and other question types with slides to instruct in a more engaging way remotely or in class.
- Break the ice and spark discussion.
- Gauge student opinions – Use polls and word cloud questions to collect opinions and encourage reluctant students to have a say.

Functionality

Kahoot! functions as an interactive technology to engage students in the learning environment through games, interactive live and online lessons, polls and quizzes, and interactive lectures. Gamification is an increasingly common phenomenon in education to facilitate formative assessment and to promote student learning.

Accessibility

5 Star –

★★★★★

Kahoot ranks 5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Dictation in Kahoot 360 (paid account) such as Dragon NaturallySpeaking or Voice Dictation.
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedication to Accessibility and Content Creator Experience
- Knowledge Base Articles – Kahoot Alt Text, Kahoot Captioning. The videos/images embedded in the platform can be edited for captions and alt text.
- How to add alt text to Kahoot.
- How to embed a YouTube video Into a Kahoot. Remediation would need to take place to get the video to YouTube and into the Kahoot with captions.

Resources

Watch the following video to learn how to play a game of Kahoot!

Watch the following video to learn about student-paced challenges and how to use them with Kahoot!

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

Kahoot! Support

Research

Research articles on Kahoot! (2021, September 16).

Sailer, Hense, J. U., Mayr, S. K., & Mandl, H. (2017). How gamification motivates: An experimental study of the effects of specific game design elements on psychological need satisfaction. Computers in Human Behavior, 69, 371–380. https://doi.org/10.1016/j.chb.2016.12.033

Wang, A. (2020, April 17). Impact of Kahoot! in Higher Education – Research Roundup. Kahoot!



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.



INTRODUCTION TO NEARPOD

Nearpod is an online tool that allows you to add interactive elements to your PowerPoint slides and pre-recorded lecture videos. You can design gamified learning resources for students to engage with at any time. Use Nearpod as a low-stakes formative assessment tool to offer students real-time feedback into their understanding of content. The tool works great for face-to-face, online, and hybrid classrooms.

Website: Nearpod

Teaching Strategies

You can use Nearpod for:

- **Interactive slides or video.** Choose from already made interactive lessons or design your own. Nearpod allows you to customize content you already

use in your teaching by integrating formative assessment opportunities to check for student understanding.

- **Active learning.** Making space for students to interact with the content and/or with one another during class-time can support active learning and help students better recall information they are learning. Nearpod works especially well for large class sizes that may be difficult to promote active learning in the physical space by introducing the interactive technology elements.
- **Student-paced instruction.** Students can also explore your lessons asynchronously, allowing for individually paced learning experiences. This aligns well with Universal Design for Learning (UDL) practices, offering students autonomy around when and how they choose to engage with the lesson.
- **Gamification**. Keep students engaged while getting real-time insight into student understanding. You can explore activity banks for quick ways to check for student understanding during your class session. You can integrate collaboration boards for students to contribute multiple perspectives on course content. You can add polling, multiple-choice questions, and so much more!

Functionality

Nearpod functions as an interactive technology tool to engage students in their learning through low-stakes formative assessment opportunities. The tool may require some instructor preparation time to add interactive elements to premade learning materials. If you do not want to use your own materials, explore over 350 of Nearpod's premade materials designed and peer-reviewed for higher education. The tool also integrates with DU enterprise technology, such as Microsoft PowerPoint and Canvas, and works with public-facing YouTube videos. Students can interact with the tool using any web-based device, including a laptop or smartphone, and they do not have to be in the same physical space to use the tool.

Accessibility

4.5 Star –



Nearpod ranks 4.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedication to Accessibility and Content Creator Experience

Resources

What is Nearpod? – Click here to watch this video

Learn how to create a Nearpod lesson – Click here to watch this video

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- Visit the Nearpod Help Center for technical support.

Research

Burton, R. (2019). A review of Nearpod – an interactive tool for student engagement. *Journal of Applied Teaching and Learning.* https://journals.sfu.ca/jalt/index.php/jalt/article/view/151

McClean, S., Crowe, W. (2017). Making room for interactivity: using the cloud-based audience response system Nearpod to enhance engagement in lectures. *FEMS Microbiology Letters,* Volume 364, Issue 6. https://doi.org/10.1093/femsle/fnx052

The Nearpod Team. (2021). Making higher education more accessible to adult learners. *Nearpod Blog. https://nearpod.com/blog/making-higher-education-more-accessible-to-adult-learners/*

OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.

INTRODUCTION TO PACKBACK

Packback is a social learning discussion platform designed to flip the traditional, instructor-led discussion, so students ask the questions. This platform's interface is based on a social media feed, with a scrolling discussion forum, upvoting (called Sparks), and space for students to engage with their peers and their instructor. Instructors can publicly praise good posts, highlight important insights, and even send out a weekly feature emphasizing exceptional student posts or responses. For students who need more constructive feedback, there are options to provide private coaching, where more personal comments or critiques can be given. An important feature of Packback is their AI coach, which checks student posts and gives feedback on post content before students submit, allowing them time to revise as they write to meet minimum requirements. Using the AI coach can help eliminate some of the grading process for instructors, as it uses a "curiosity score" to measure items like complexity, how much students are engaging with outside events and materials, and moderates for issues like explicit language, plagiarism, and question types. This streamlines the discussion process and gives instructors the opportunity to give more meaningful feedback and connect on a deeper level with student posts.

Website: https://www.packback.co/

Teaching Strategies
Packback is an online discussion tool with an AI component that can be used to emphasize student inquiry and streamline class discussions. Here are some ways to use Packback in your course:

- Build online community by encouraging or requiring students to engage with their peers by responding to student-generated questions.
- Develop critical thinking skills by putting the onus on the student to develop good questions for their peers to respond to.
- Give feedback and push students to revise as they work by receiving instant feedback from the AI coach and direct feedback or public praise from their instructor
- Model good discussion posts by pinning posts, featuring exceptional or relevant posts, and providing "starter questions" for the class

Although not a replacement for instructor grading, the built in AI coach can be a helpful tool for instructors looking to simplify grading on discussion boards by:

- Using AI generated "curiosity" scores to measure participation
- Using AI generated feedback to ensure students are meeting minimum requirements before they post (questions type and length, use of outside sources, etc.)

Functionality

Packback's main function is as an online discussion forum for students. Packback features some of the following:

- Integrates into Canvas
- Provides alternative to traditional discussion board
- Uses AI generated feedback to score student posts as they write them
- Adjustable AI features like minimum requirements for posts (ex: word count, citing outside sources, etc.), auto-feature for top posts, inputting scores, and more
- Posts can include images, links, videos, and gifs (videos limited to YouTube, Vimeo, and Daily Motion)
- Sortable discussion feed and keyword search
- Questions can be pinned to top of discussion board
- Create sections or small groups within discussion (great for large classes)
- Feature posts with model discussion questions, insightful responses, or questions relevant to current course focus

- Provide direct feedback to student posts either publicly or privately

Accessibility

5 Star –



Accessibility Review: 5 Stars

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Supports Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Has an annual accessibility audit, a dedicated accessibility website, and form to report accessibility issues: https://www.packback.co/product/accessibility/

Packback ranks 5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

Resources

Packback Platform Overview Video

Packback's Pedagogy Blog

Cost

"This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website."

Cost is 29$ for first time users

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.

- No support is available through the University of Denver. DU does not accept the liability for the use of this tool.
- Packback support: https://help.packback.co/hc/en-us

Research

Packback (Spring 2021). *Impact of Online Discussion Platform and Pedagogy on Student Outcomes.* Packback. https://www.packback.co/resources/impact-of-online-discussion-platform-and-pedagogy-on-student-outcomes/.

Reed, Katrina Black. (2021). "Advancing Diversity During a Pandemic: Using the PackBack Platform as a Tool." *Schole: A Journal of Leisure Studies and Recreation Education*. https://doi.org/10.1080/1937156X.2021.1984857



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.

factile

INTRODUCTION TO PLAYFACTILE

Factile, also known as *Playfactile,* is an online, cloud-based, jeopardy-style quiz game. Factile works great for a multitude of subject areas and even has pre-made games to choose from for subjects like math, science, history, and English. The tool allows instructors to create their own games for face-to-face courses or send a link for students to try asynchronously on their own. If you already know the type of questions you would include in a jeopardy-style game, the tool is user-friendly and will walk you through creating a game.

Link to Factile Website

Teaching Strategies

Gamification – Factile uses game-like features to help make learning more fun. The tool can be used in face-to-face courses, synchronous courses over Zoom, or

even asynchronously online. Factile helps make learning interactive, engaging, and collaborative.

Formative Assessment – instructors can choose from pre-made games or create their own to help students study for an upcoming exam or to check their understanding throughout each unit/chapter.

Collaborative Learning – using Factile in teams can allow students to build on their teamwork skills through active collaboration. By gamifying the experience, students would have to communicate their thoughts and ideas with one another in order to succeed. In addition to learning content material, Factile helps build valuable skills transferrable outside of the classroom.

Critical Thinking and Reflection – consider adding moments of reflection throughout the game to allow students to reflect on their learning experience with the tool and with difficult content.

Functionality

Factile has a selection of feature options to explore. Check out the following options below and get started within your Factile account:

- Play with up to 100 teams!
- Integrate math equations with LaTeX formatting options
- Create individual flashcards for studying
- Search thousands of templates so you don't have to start from scratch
- Setup preset teams to use throughout the whole term
- Encourage community building by allowing students to upload their own team names and mascots
- Include music, images, and sound effects
- Buzzer Mode – allow students to buzz in via their laptops, smartphones, or tablets for synchronous class session (both on Zoom or in a face-to-face classroom).
- Self-Paced Factile Review Game – create a multiple choice or memory style review game for students to play with at any time. This also works great for practice study exam questions.

- Collaboration mode – allow other accounts to edit games together
- And so much more!

Accessibility

1 Star –



Factile ranks 1/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification

Resources

Watch the following video for a general overview of Factile

Learn how to create and edit a game with this video.

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- You are welcome to contact Factile directly at team@playfactile.com

Research

Chad, P. (2012). The use of team-based learning as an approach to increased engagement and learning for marketing students: a case study. *Journal of Marketing Education.* 34(2)128-139. DOI:10.1177/0273475312450388

Simkin, M. G. (2013). Playing jeopardy in the classroom: An empirical study. *Journal of Information Systems Education,* 24(3)



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.

Wordwall

INTRODUCTION TO WORDWALL

Wordwall is an online platform designed to help teachers create an array of interactive and engaging class activities for students in person or online. This platform provides various templates for teachers to select from. All an instructor needs to do is supply the content and Wordwall will automatically generate the materials for the class.

Choose from a variety of templates, ranging from the common multiple-choice quiz like Kahoot! or matching pairs, anagram, sorting out, or cloze questions.

Students can do these activities as interactive in-class assignments or for homework. Teachers can track their student's activity results once they are completed.

This platform can help save instructors from preparation time, create a more interactive online learning experience, reduce the use of paper worksheets, foster student paced learning, and allow teachers to track their students' progress.

Website: https://wordwall.net/

Teaching Strategies
Teachers can choose from a variety of templates to help elevate their content and instruction. Options include:

- Multiple choice quizzes
- Flip tiles
- Group sort
- Match up
- Wordsearch
- Brainstorm
- Rank order
- Crossword

This allows students to have an **active learning** experience by engaging with content at their own **pace**.

Active learning. Making space for students to interact with the content and/or with one another during class-time can support active learning and help students better recall information they are learning. Wordwall's interactive elements allow students to engage with other students during in-class or online activities.

Student paced learning. You can create online asynchronous lessons or activities for students to engage in, allowing for individually paced learning experiences. This aligns well with Universal Design for Learning (UDL) practices, offering students autonomy around when and how they choose to engage with the lesson.

Functionality

Due to the various templates available, teachers can create multiple resources in a variety of formats tailored to the classroom. Once an instructor has created an activity, it is shareable in different ways. Wordwall allows teachers to transfer content from one template to another if they decide to change the format of delivery.

Accessibility

Accessibility Review: 0 Stars
Does not support Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
Does not support Speech to Text (STT) such as Dragon NaturallySpeaking or Voice Di ctation
Cannot fully navigate without a mouse
Does not support Screen Magnification and Color Contrast

Does not have an accessibility statement, contact support personnel for accessibility, or a product team that will enhance accessibility

Wordwall ranks _0_/_5_ stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

Resources

Introduction to Wordwall

https://youtu.be/9GmTmMV87Ws

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.

Tech Support

- The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy.
- For any questions or concerns you can reach out to Wordwall directly here: https://wordwall.net/contact

Research

McBrien, J., Cheng, R. & Jones, P. (2009). Virtual Spaces: Employing a Synchronous Online Classroom to Facilitate Student Engagement in Online Learning. *International Review of Research in Open and Distributed Learning*, *10*(3). https://doi.org/10.19173/irrodl.v10i3.605

Anuthama, B. (2011). Strategies for Teaching Vocabulary. *Journal of NELTA*, *15*(1-2), 10–15. https://doi.org/10.3126/nelta.v15i1-2.4603



OTL Technology Rating

GREEN technologies are appropriate for teaching at DU. The tool does not pose a risk to student privacy or FERPA regulations.

BLUE TECHNOLOGIES

CANVAS ACCESIBILITY CHECKLIST

While Student Disability Services (SDS) approves academic and non-academic accommodations associated with a student's disability, medical and mental health condition, faculty are legally responsible for administering many accommodations within the classroom. The OTL and SDS are here to help support faculty and facilitate this process. Throughout this article, you can find our accessibility checklist for designing, building and teaching in Canvas, DU's primary Learning Management System. The content described in this article is applicable to all teaching modalities, not strictly teaching online. All courses moving forward should have a Canvas presence. Please follow this checklist, or download our accessible PDF here.

✓ Syllabus Checklist

- It includes contact information to the Student Disability Services (SDS), as well as the institutional DU Accommodation Statement.
- It includes contact information for the instructor, as well as any teaching, graduate or classroom assistants.
- It includes contact information for Canvas, Zoom and/or technical assistance.
- Syllabus is posted on Canvas Syllabus navigational area within Canvas, and it is accessible to students.
- If any component of the class requires a physical campus presence such as Labs, a COVID-19 statement has been included.
- Include an accessible and downloadable syllabus that also match any syllabus information on Canvas, this can be in an accessible PDF or Word format.

✓ Navigation and Organization Checklist

- Canvas Modules are labeled accordingly and follow a linear or cohesive naming convention.
- Assignments are nested in their appropriate Module, and match the syllabus.

- The Navigational bar contains relevant links & applications, any unused areas are disabled in the settings and not viewable by students.
- All Modules, Assignments and relevant instructional materials are published and accessible to all students. You can also verify this by using the “Student View” option.

✓ Headings, Texts, and Links Checklist

- Canvas content was created with either a CidiLabs template or the Rich Content Editor in Canvas.
- Use different heading levels (Heading 1, 2, 3, etc.) to clearly mark sections of your course and indicate how content is ordered and related.
- Labels are provided for linked text, and are not posted as long url links. Avoid using language such as “Click this link”, and instead use screen tips.
- All links work as intended after testing, and they open in a new tab.
- Colors on text and background are high contrast.
- All bullets and numbered lists were created using the Canvas Rich Content Editor. The built-in lists provide a navigational structure for those students using screen readers.
- The Rich Content Text Editor was used to create formulas, equations and other scientific notations. Math content in Word, PDF, applications, platforms or other formats also need to be accessible (MathType, MathML, LaTeX, Desmos, etc.).
- Use the heading labels in Modules to mark distinct sections.

✓ Tables Checklist

- Tables in Canvas were created using the Rich Content text Editor or using a CidiLabs template.
- Tables include appropriate Headings, and headings appear in a single row.
- Tables include Captions or an Alternative Description.

✓ Images Checklist

- All images in your course are high-resolution with good color contrast.
- All images, charts, diagrams and illustrations have the appropriate alternative text (decorative, informational, etc.).

- Any text-based images include the same as the text in the image. However, we encourage adding any text content using the Rich Text Editor.

✓ Videos Checklist

- Enable Zoom automatic closed captioning during live lectures.
- Zoom lecture videos are uploaded to Canvas for later viewing, whether automatically via cloud recording or manually.
- Verbally describe any images or graphs in your slides to help low vision, blind, or students with learning disabilities. Verbal description will also be converted into closed captions.
- Captions and transcripts have been reviewed for accuracy.
- Review and edit auto-generated closed captions for Kaltura videos for accuracy.

✓ Audio Checklist

- All audio files (audio recordings, podcasts, etc.) have transcripts. Kaltura is able to provide a transcript for podcasts & audio recordings.
- All transcripts have been manually reviewed for accuracy.

✓ Files Checklist

- For materials that I uploaded in an Acrobat PDF format, I used the built-in accessibility checker to review errors, if any. All DU faculty & staff have access to Adobe Creative Cloud at no cost (please email IT support to activate).
- For materials that I uploaded in a Microsoft Office format (Word, PowerPoint, Excel, etc.) I used the built-in accessibility checker to review errors, if any. All DU faculty & staff have access to Microsoft Office 365 at no cost.
- Excel documents contain no empty cells and are used strictly for organizing data.

✓ Assessments and Discussions Checklist

- Extended times on timed assessments for students with approved accommodations have been provided & setting options have been reviewed.

- Students have been provided with the option to use a variety of modalities (text, audio, video, etc) with any discussion in Canvas to promote an inclusive environment.

✓ Third Party Applications and Books Checklist

- Third party platforms that are used as part of instruction (assignments, exams, readings, etc) are accessible to all students. You can review this by requesting a Voluntary Product Accessibility Template (VPAT) from the the publisher or vendor, and reviewing it with your IT department.
- Your course book(s) are accessible to your students in different modalities, and compatible with assistive technology (PDF, ePub, audio books, etc).
- Please contact the publisher of your book(s), or your department head to check for accessibility.

✓ Quality Assurance Checklist

- I used the built in CidiLabs Accessibility checker to review errors, if any.
- I used the accessibility checker for document files (Word, PowerPoint, etc.) in the corresponding program.
- If I have any students with medical accommodations, I have contacted Disability Services Program to make sure my course & materials are accessible.
- I made the suggested changes to my course and/or I have consulted with an Instructional Designer from OTL to make sure my course is accessible.

Need additional assistance? Please contact the Office of Teaching and Learning at OTL@du.edu.



OTL Technology Rating

BLUE technologies have cleared the rigorous DU technology review process, obtained a FERPA agreement, and DU has accepted the liability for the use of these tools.

KALTURA – ADD INTERACTIVE CHAPTERS AND SLIDES

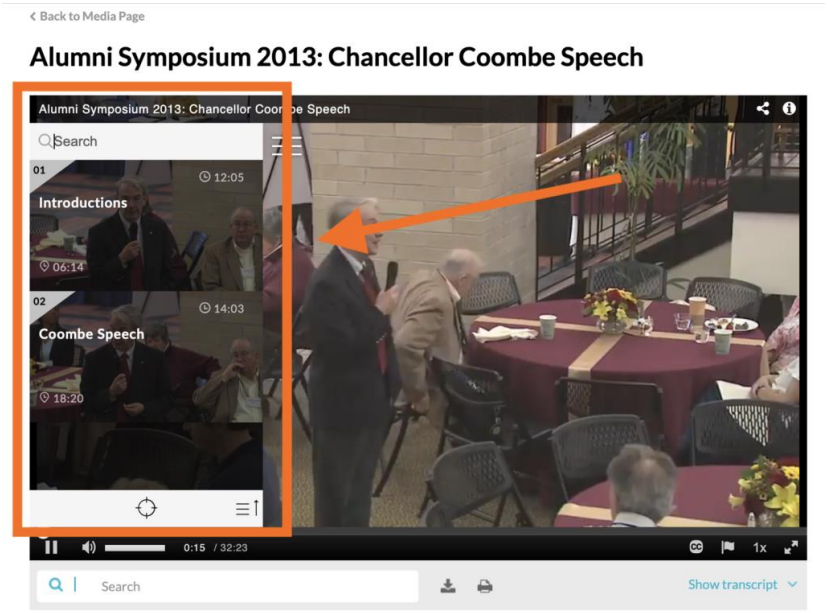
This article covers:

- What can I do with interactive Chapters and Slides?
- Adding and Deleting Chapters.
- Adding and Deleting Slides.

What can I do with Interactive Chapters and Slides?:

Interactive Chapters and Slides allow you to easily navigate videos in Kaltura Players. Chapters act like bookmarks. Use them to mark important parts of the video or easily navigate through a long video. Slides are automatically created when a presentation is recorded using the Kaltura Capture Desktop Recorder or can be uploaded from your computer.

To learn more about recording presentations using the Kaltura Capture Desktop Recorder, see the Kaltura Capture – User Manual.



Chapters appear on the left side of the player and can expand or collapse. Click on chapters to jump to marked parts of the video.

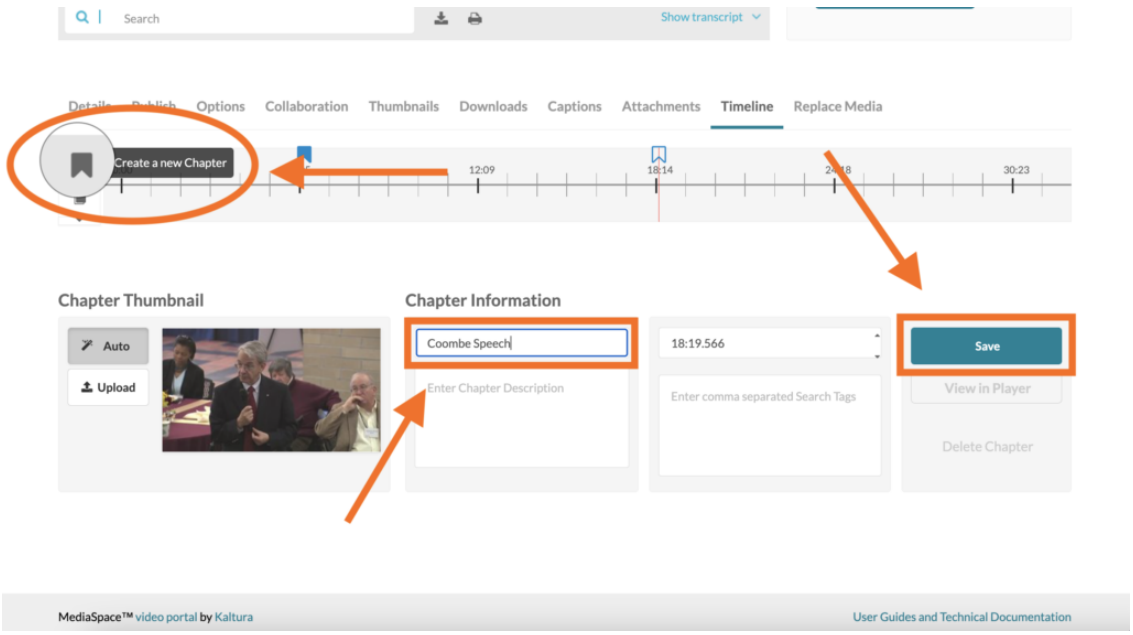
Adding and deleting chapters in Kaltura videos:

You can add, edit, and delete chapters when editing videos through the Kaltura media **Timeline**.

Add a New Chapter:

1. Log in to DU MediaSpace and go to **My Media**.

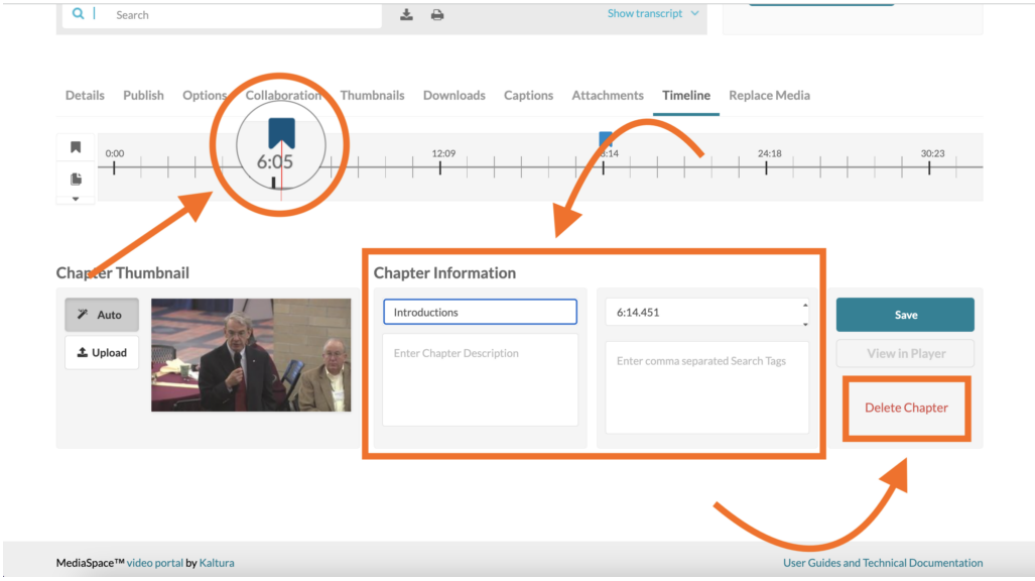
2. Click on the entry you want to edit.
3. Click **Actions** and select **Edit**.
4. Select the **Timeline** tab. Here you can view all the chapters and slides in the video.
    1. Click the point on the timeline where you want to add a new chapter.
    2. Click the **Bookmark icon**, Create a new Chapter, and the chapter will appear on the timeline.
    3. Add a **Title** and click **Save**.



Chapters appear on the **Timeline** as **Bookmark icons** so you can easily keep track of where Chapters are in your video.

Options for Editing or Deleting Existing Chapters:

1. Select the Chapter you want to Edit or Delete.
2. Click and drag **Bookmark icon** to adjust Chapter start time.
3. Change thumbnail by uploading an image.
4. Edit description and add searchable tags.
5. **View in Player** to preview your changes. **Save** to confirm changes.
6. Click **Delete** only to remove selected Chapter completely.

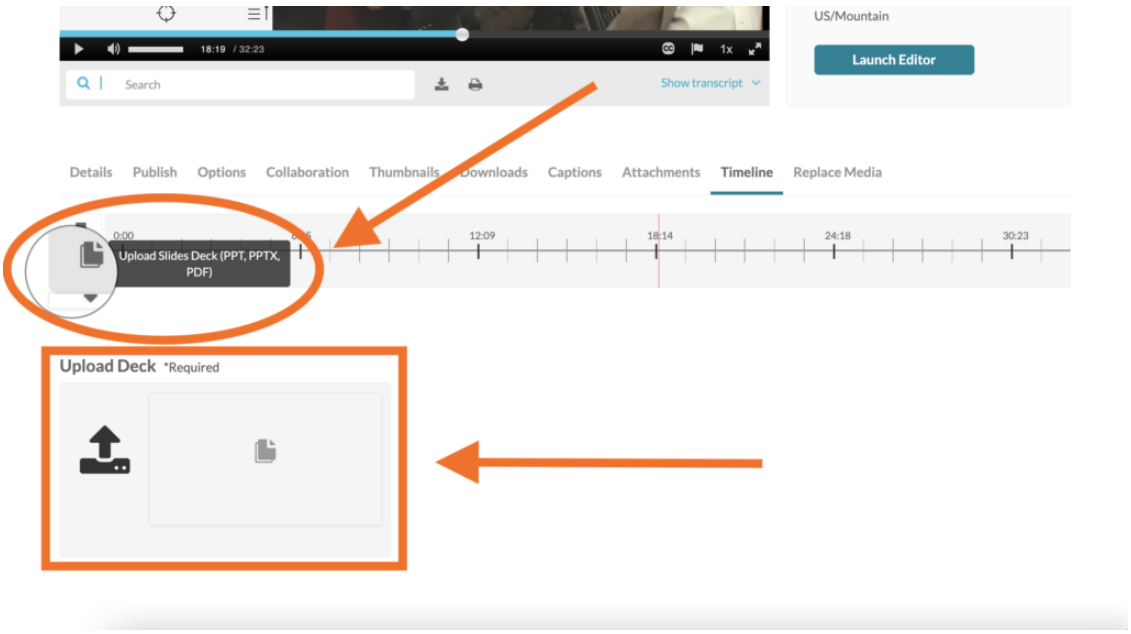


Enhance your Chapters by adding Search Tags, Descriptions, and Custom Thumbnails.

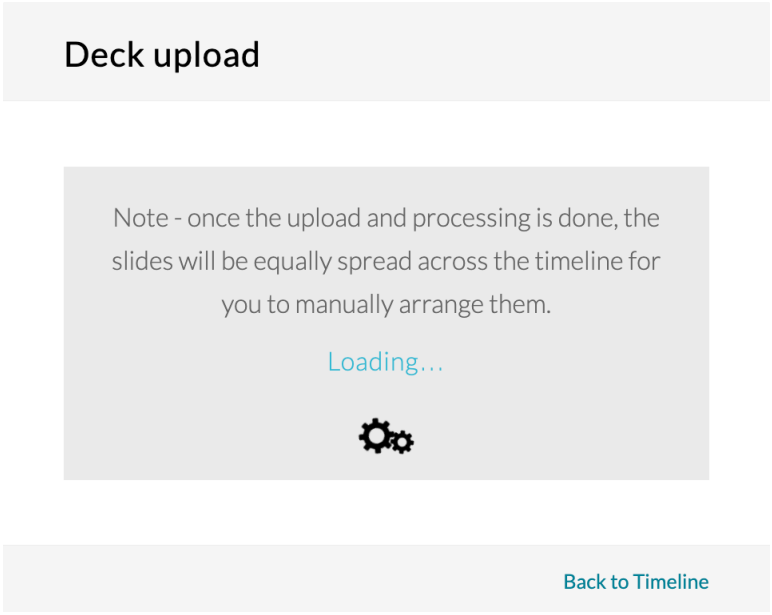
Adding and deleting slides in Kaltura videos:

Adding Slides:

1. Log in to DU MediaSpace and go to **My Media**.
2. Click on the entry you want to edit.
3. Click **Actions**, select **Edit**, and select the **Timeline** tab.
4. Click the **File icon** on the left of the timeline, click **Upload Deck**, and then choose the file from your computer you wish to upload.
5. Add a **Slide Title** and **Save**.

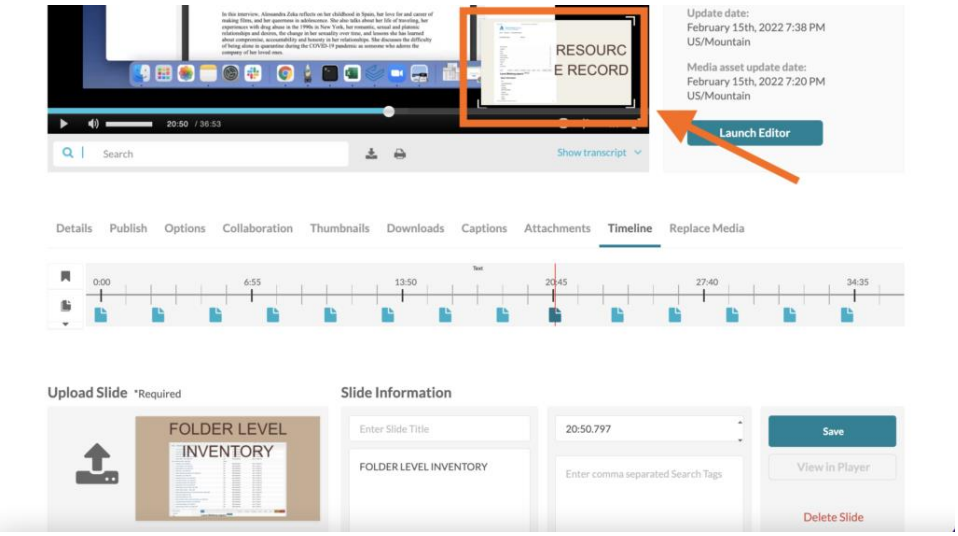


If you did not record your video with the Kaltura Capture Desktop Recorder upload a PowerPoint or PDF slide deck to your video.



Uploading your slide deck may take a few minutes. You can go bak to the timeline to make additional edits while you wait.

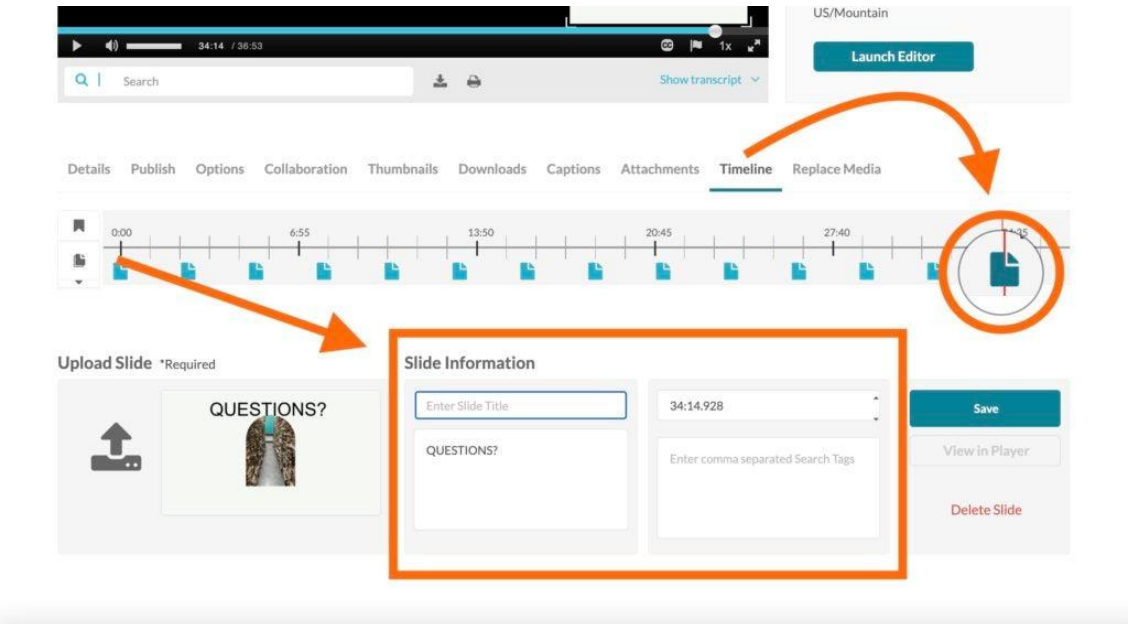
Slides will now appear in the Kaltura player in the bottom right corner, enhancing your video. Slides are indicated by **File icons** on your **Timeline**. You can Click and drag the icons to the appropriate spot on the **Timeline** to sync with corresponding parts of your video.



Once uploaded, slides appear in the bottom right corner of the Kaltura player. Slides appear on the **Timeline** as **File icons** so you can easily track Slide positions.

Options for Editing and Deleting Slides:

1. Select the Slide you want to Edit or Delete.
2. Click and drag **File icon** to adjust the position of the Slide on the **Timeline**.
3. Edit description and add searchable tags.
4. **View in Player** to preview your changes. **Save** to confirm changes.
5. Click **Delete** only to remove selected Slide completely.



Enhance Slides by adding Search Tags and Descriptions.

To learn more about using Chapters and Slides check out the Kaltura Knowledge Center: Editing Chapters and Slides.

OTL Technology Rating

BLUE technologies have cleared the rigorous DU technology review process, obtained a FERPA agreement, and DU has accepted the liability for the use of these tools.

INTRODUCTION TO KURZWEIL 3000

Kurzweil 3000 is a comprehensive reading, writing, and learning software solution to assist individuals with learning differences, phonological processing, awareness, vocabulary development, reading fluency, and reading comprehension. Kurzweil supports all areas of reading, fluency, word attack, vocabulary development, and comprehension while allowing the student to choose the text. It allows users to read the web, PDFs, e-books, and their own writing. Users can set the speed, how the program will track words or phrases as it reads, and a wide variety of languages, voices and accents to choose from. As the program reads, users can access dictionaries to explain words or provide a picture of a word. The annotation tools allow the user to highlight and color-code, write sticky notes, and circle text. These notes can be pulled out and organized to help review for a test or write an essay.

Login Website: Kurzweil
All DU students, staff and faculty should use the "Sign in with Microsoft" option.



Teaching Strategies
Kurzweil is available to all students, staff, and faculty at the University of Denver. One of the benefits for instructors is testing accessibility with a screen reader with Kurzweil. The support offered for students by Kurzweil can make a significant

difference in the academic outcomes of students with disabilities at the postsecondary level. Reading, vocabulary and writing skills are all prerequisite skills for success at the college level and are directly supported by Kurzweil. Kurzweil helps learners to actively engage in the learning process and take ownership of the higher education experience. For a full list of features, go to the Kurzweil website.

- Kurzweil 3000 allows struggling postsecondary readers to focus on understanding the text and further facilitate comprehension.
- Students can take notes in the margin to restate an idea or to insert additional information.
- Students can create outlines or flashcards from highlighted text and locate specific text sections.
- Students can use text or sticky notes to jot down information while reading and highlight critical information to turn into an outline for further study.
- Students can use voice notes to express more complex ideas in their own words.
- Using the spelling tool, dictionary, or word prediction tool as needed • Auditory reading of written text so students can proofread for content and spelling.

Functionality

Kurzweil offers many functions for web-based and computer reading and comprehension assistance. For a full list of features, go to the features list on the Kurzweil website.

- 31 Natural Text-to-Speech voices in over 18 languages and dialects.
- Customizable reading rate and presentation.
- Magnify text for learners with visual impairments.
- Keyboard shortcuts.
- Read text in Word, PDF, EPUB, RTF, Daisy, and on the Web.
- Read locked text in PDFs and images, exactly as they appear.
- Create MP3 files and add to iTunes Playlist.
- Read aloud basic math with talking calculator.

Accessibility

4.5 Star –



Kurzweil ranks 4.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as DragonSpeaks or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Strong Dedication to Accessibility and Content Creator Experience

Resources

Kurzweil FAQ's

As a faculty member, please reach out to the Office of Teaching and Learning (OTL) for the direct faculty link. If you would like to share with your students, please have them email otl@du.edu.

To learn more about Kurzweil3000, visit the Kurzweil3000 Academy or schedule a meeting with the OTL Accessibility Technologist.

Cost

This technology is included with the University of Denver and there is no cost for DU students, faculty, and staff.

Tech Support

Technical support is available through the University of Denver.

Pedagogy support is available through the Office of Teaching and Learning.

Research

Kurzweil Education supports learners at all stages of literacy, from English Language Learners and students with diverse learning styles to students with

learning differences, learning disabilities, or visual impairments. Research studies show the impact on student learning.



OTL Technology Rating

BLUE technologies have cleared the rigorous DU technology review process, obtained a FERPA agreement, and DU has accepted the liability for the use of these tools.

Perusall

INTRODUCTION TO PERUSALL

Perusall is a social annotation tool that integrates with Canvas to increase participation, allowing students and instructors to annotate readings, asynchronously responding to each other's comments and questions. Students can write full comments, "like" comments, use hashtags, link URLs to their comments and use emojis.

Perusall proactively engages students with automated personalized guidance, ensuring continual motivation. Students help each other learn by collectively annotating readings in threads, responding to each other's comments, and interacting. Large courses are automatically segmented into smaller groups to ensure productive discussion.

Website: Perusall

Teaching Strategies

Perusall is used to engage students in active learning to increase engagement by responding and interacting with the readings and other instructional materials. Graded activities can be imported to the grade book and integrates with Canvas through the external tool function.

Ideas for engaging students with Perusall.

- **Annotation of text**, **video, images, PowerPoint slides, or podcasts**. Both instructors and students can write comments on materials uploaded to Perusall.
- **Teach annotation** – This may be a new skill for many students. Provide students some guidance up front regarding how to make annotations. You might suggest students highlight an important point in a reading and comment on why the point was important. Or how they might draw a connection between the reading and other content in the course.
- **Peer Review** – Ask students to read and respond to each other's writing to help them think about their own writing.
- **Annotate lecture transcripts**. Ask students to listen to pre-recorded lectures or annotate lecture notes questions to the instructor.
- **Annotate the syllabus** – students can ask questions about course goals and activities. This could help better understand your students and their interests in the course.
- **Jigsaw method** – a teaching strategy that organizes student group work so that everyone has something unique to contribute to their group's outcome. Students could run their own Perusall discussions on readings of their choosing, thus engaging directly, together, on a relevant text.

Functionality

The main function of Perusall is for annotation. There is an engagement scoring method built into the app that provides metrics for: the number of times students open an assignment; how much of the document they read; how much time they spend actively engaging with content (reading, viewing, commenting); how many responses their posts garner from other students; how many upvotes their comments receive from peers.

- Encourage students to raise questions and have discussions around the reading assignment.
- Emojis may increase social engagement.
- Encourage learning through questions.
- Group and peer learning.
- Asynchronous preparation for in-class discussions.
- Asynchronous discussions for online courses.

- Gauge students' level of understanding.
- Students complete reading assignments prior to class.
- Evaluate the effectiveness of certain reading material.

Accessibility

4 Star –



Perusall ranks 4/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Partially Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedication to Accessibility and Content Creator Experience

Resources

What is Perusall?

Perusall – Getting Started

Cost

This technology is included with the University of Denver and there is no cost for DU students, faculty, and staff.

Tech Support

Technical support is available through the University of Denver.

Pedagogy support is available through the Office of Teaching and Learning.

Research

Adams, B. & Wilson, N. S. (2020). Building Community in Asynchronous Online Higher Education Courses Through Collaborative Annotation. Journal of Educational Technology Systems 49(2).

d'Entremont, A. G. & Eyking, A. (2021). Student and instructor experience using collaborative annotation via Perusall in upper year and graduate courses. 2021: Proceedings of the Canadian Engineering Education Association (CEEA-ACEG) Conference.

Publications about the Perusall Platform



OTL Technology Rating

BLUE technologies have cleared the rigorous DU technology review process, obtained a FERPA agreement, and DU has accepted the liability for the use of these tools.

RESPONDUS & DATA PRIVACY

According to Respondus:

LockDown Browser is a client-based application that "locks down" a computer or device during an online exam delivered on a third-party assessment platform, such as a Learning Management System (LMS), in DU's case, Canvas.

LockDown Browser doesn't require users (e.g. instructors, students) to create an account, and in most situations, personal information isn't gathered or processed by Respondus.

However, there are two cases where LockDown Browser may process personal information. The first is if the user chooses to use "Help Center" to troubleshoot a technical issue with LockDown Browser, such as internet connectivity.

A second situation where LockDown Browser may process personal information is when the "early exit" feature is used by a student to terminate an assessment before it is completed. The student is prompted to give a reason for terminating the session early, which is then available to the instructor for review. Respondus stores the username (obtained via an API from the LMS) and the reason provided by the user for early termination. Respondus makes no other use of this personal information.

Respondus Monitor is a companion product for LockDown Browser that enables students to record themselves with a webcam and microphone during an online

exam. The recordings and other data from the exam session are processed automatically; summary information is provided to the instructor, such as if the student left the video frame during the exam session.

A variety of data are automatically processed during an exam session that uses Respondus Monitor. The webcam recording itself goes through an automated "post-processing" step that utilizes facial detection and facial recognition technology to determine: whether the student remained in the video frame, if multiple people appear in the video frame, if the person in the video frame differs from the person who started the exam, and the position of the user's face relative to the webcam recording device.

Respondus Monitor processes other data from the exam session, such as: the date and time the user starts and completes an exam session; the time that each exam question is answered; how much time is spent on each exam question; if/when an answer to an exam question is changed; the quality of the user's internet connection during the exam session (including the time and duration of any internet disconnections); mouse, keyboard and screen activity; the quality of the video recording (in terms of lighting, contrast, movement); and the quality of the audio recording, among other data.

Additional Respondus Privacy Resources

Respondus Monitor privacy information: https://web.respondus.com/privacy/privacy-additional-monitor/

Respondus Institutional Terms of Use-Respondus Monitor: https://web.respondus.com/tou-monitor-admin/

Respondus Student Terms of Use-Respondus Monitor: https://web.respondus.com/tou-monitor-student/

Respondus LockDown Browser privacy information: https://web.respondus.com/privacy/privacy-additional-lockdown-browser/

Respondus Terms of Use-LockDown Browser: https://web.respondus.com/tou-ldb/

For additional information on Respondus products and data privacy, please visit: https://web.respondus.com/privacy/

For Respondus' specific Privacy Policy, please visit: https://web.respondus.com/privacy-policy/

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TOP HAT

INTRODUCTION TO TOP HAT

Top Hat is a comprehensive active learning platform that allows instructors to engage students for remote or in-class instruction in synchronous and asynchronous formats. The platform provides the ability for instructors to incorporate interactive content, create interactive slides, graded questions, videos, discussions, polls, and more.

This complete end-to-end tool is compatible with the devices your students already use, such as cell phones and laptops—no need for extra hardware. Top Hat's platform goes beyond Clickers, allowing you to:

- Upload your slides, add annotations and interactive questions
- Take attendance quickly and accurately
- Launch discussions and get real-time feedback and reports
- Export student grades to Canvas

Top Hat is a student engagement tool, useful in polling students or setting up assessments prior to class. Students use their own web-enabled devices (smartphones, tablets, laptops, phones) to participate in active learning activities.

How does it work?

1. Professors ask questions.
2. Students submit responses via WiFi or SMS using their own devices (phones, laptops, tablets, etc.)
3. Results are shown in real-time.

Active learning pedagogies that emphasize discussion and collaboration can make the virtual classroom a more inviting place, and live discussions with peers allow students to build connections with one another to create learning environments that extend beyond the traditional classroom. Flipping the classroom is an evidenced-based instructional method that involves leveraging digital tools to drive active learning and increased student engagement.

Link to Top Hat Website

Teaching Strategies

Ways to use TopHat:

Interactive Polling

- No clickers required. Students use their own devices including phones, laptops, or tablets to participate in polls.
- Multiple choice, matching, sorting, numeric, click-on-target, and word answer questions allow you to assess student comprehension in a variety of ways.
- Students can participate for grades or remain anonymous based on instructor settings.
- When used, grades are kept in real-time and can be synced into Canvas (a single grade column) or exported to Excel for multiple grade columns
- Assign questions for homework to assess student understanding and guide your in-class instruction.
- Designate questions for review to help your students prepare for upcoming assessments.

Discussions

- Promote interaction through live discussion that gives every student a voice.
- Students can help answer peer questions or vote for questions to be addressed by the instructor.
- Because Top Hat is web-based, discussions can continue after class promoting student engagement.

Creative ways to integrate TopHat into your course:

- Use images
- Exit tickets

Functionality

Top Hat functions as an interactive technology to engage students in the learning environment. It can be used to track comprehension and engagement and can be used synchronously and asynchronously to foster a sense of community with your students. Features include: attendance, polls and quizzes, in-class discussions, digital textbook, tests and quizzes, learning insights and labs.

Accessibility

4.5 Star –



Top Hat ranks 4.5/5 stars for accessibility. To learn more about the accessibility review, contact otl@du.edu.

- Supports Text to Speech (TTS) such as NVDA, Jaws, or Voiceover
- Partially Supports Speech to Text (STT) such as DragonSpeaks or Voice Dictation
- Supports Alternative Input Experience/Keyboard Navigation
- Supports Screen Magnification and Color Contrast
- Dedication to Accessibility and Content Creator Experience

Resources

This video shows how the Top Hat teaching platform builds, motivates, engages, and connects with students. Getting Started: TopHat for Instructors
Getting Started: Top Hat for Students

Cost

This technology is not included with the University of Denver. Faculty, staff, and students may need to purchase a subscription. The technology may offer

educational pricing with an ".edu" email address. Free trials or free accounts may also be available through the technology website.
Tech Support
The University of Denver does not directly provide technical support. The Office of Teaching and Learning may consult on pedagogy. Top Hat Support
Research
Spencer, R., et al. (2020). "Exploring Top Hat's Impact on Undergraduate Students' Belongingness, Engagement, and Self-Confidence: A Mixed Methods Study." *Research on Technology in Education*. 52:2, 197-215, DOI: 10.1080/15391523.2020.1722977 Top hat research report. Top Hat. (2020, December 18).



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WHAT IS UDOIT ACCESIBILITY?

UDOIT Accessibility is a course-wide accessibility checker integrated with Canvas from CIDI Labs. This exciting tool scans your Canvas course, generates a report of accessibility issues that could impact students ability to learn, and provides resources and suggestions for addressing the issues.

UDOIT Accessibility Resources

- To access UDOIT Accessibility, you need to access the tool in your Canvas Course.
- To run the UDOIT Accessibility Checker Course Wide:
    - Open UDOIT Accessibility from your course navigation menu

    - Select the content you want to scan
    - Click the “run scanner” button
    - NOTE: UDOIT Accessibility has updated the files and scans your course content for digital accessibility.
- To manage the results, address the errors with the listed suggestion and mark each completion with the “U FIX IT” button.
- Learn more about accessibility at DU lead by our ADA Coordinator.

Support

There are several ways to reach out for support:

- Submit a technical support ticket to CIDI Labs Support
- Attend an OTL workshop or webinar
- Contact otl@du.edu with any additional questions



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ZOOM ACCESSIBILITY CHECKLIST

Our ZOOM enterprise license at the University of Denver now provides computer generated real-time closed captions and transcripts. This improves the accessibility and user experience for all ZOOM meeting/webinar participants. Here are a few tips for the various people participating in ZOOM events.

As the ZOOM host

Here are a few tips:

- Turn on ZOOM Live Transcript for everyone in the meeting/webinar.

- Inform the audience that Closed Captions & Live Transcript have been turned on but they are not 100% accurate.
- Inform the audience that live captions currently do not work within breakout rooms. Only the main ZOOM room supports closed captions.
- Closed captions are available on ZOOM iPhone and Android phones but live transcript is not.

If a human captioner is needed, contact The Office of Equal Opportunity and Title IX

As the ZOOM presenter

Here are a few tips:

- Always present with the assumption that a person in the audience has low vision, blindness, a learning disability (dyslexia, etc), hard of hearing, deaf or experience comorbidity (multiple disabilities).
- Make your presentation files available to your audience ahead of time so those with screen readers have a chance to review them prior to your presentation.
- Run Microsoft Word and PowerPoint accessibility checker before sending our your presentation slides.
- If the event has multiple speakers, each speaker should introduce themselves to help people with low vision or blindness identify speakers.
- Avoid talking over people, wait two seconds before each speaker, this will improve the transcript.
- Use a good quality microphone to improve caption quality.
- Describe your slides and read your text out loud. Reading your text will ensure that captions will be produced.
- If your slides include a lot of information, zoom-in to improve visibility. Consider converting your PowerPoint slides into a PDF in order to zoom-in.
- If you are showing a video, please have your video captioned in advance. If that's not possible, make sure that "share computer sound" is turned on so that ZOOM live closed captions can work with the video narration.
- Avoid the use of the color red to convey messages. For those who are color blind, that may not be visible to them.

- Use strong contrasting colors with your slides.
- If there are images in your PowerPoint presentation and your sharing your slides with the audience later, please add “alt text” to each image.
- If you are using PowerPoint or Apple Keynote, show slides in a window and not full screen.
- Use the ZOOM annotation tools to point, circle or draw on your screen to improve attention and visibility of important content.
- Avoid describing a location in a Powerpoint slide by saying “over there”, “right here”, and instead say “at the top right” “the bottom left” etc.

As the ZOOM participant

Here are a few tips:

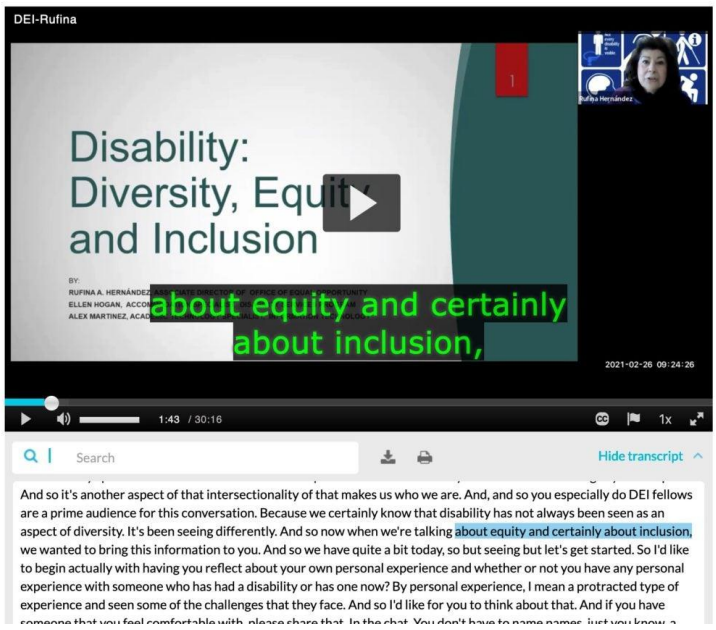
- Ask the Zoom host to send the presentation slides before the start of the meeting.
- Ask the ZOOM host to please turn on ZOOM closed captions.
- ZOOM closed captions font can be enlarged by selecting Video Settings -> Accessibility.
- ZOOM closed captions box can be moved around the screen to improve visibility.
- Under the CC button in ZOOM, click on Full Live Transcript to be able to review the full transcript.

As the video editor and publisher

Here are a few tips:

- If you are editing the recorded video, zoom-in to increase the slide visibility if the slide is difficult to view.
- Add additional large text or graphics to improve visibility and understanding.
- Improve audio quality if possible.
- Post your video to be shared on ZOOM, Kaltura DU MediaSpace or YouTube, all these players support accessibility keyboard controls.
- ZOOM, DU MediaSpace and YouTube support an interactive transcript. This feature allows users to scroll and search for text in the transcript.

- Remediate auto closed captions quality, make any corrections using the closed caption editor tools built with ZOOM, Kaltura DU MediaSpace or YouTube. Accuracy with captions should be 98+% or better.
- Add in speaker names and descriptive captions to help the audience know who is talking and what is happening.
- If you use a professional closed caption service, upload the .SRT or .VTT files to YouTube or Kaltura DU MediaSpace along with the video.
- Avoid Open Captions "burning-in" captions if your video is intended to be played on YouTube or Kaltura. Open Captions prevent user from controlling the size, color and font. It also prevent future caption editing.
- Open Captions is suggested if the video will be posted on a platform that does not support closed captions.
- After publishing, test the video on desktop and mobile devices.
- NOTE: The built-in Canvas video feature does not support auto closed captions but you can upload a .SRT or .VTT file.



YouTube and DU MediaSpace support closed-caption customization and interactive transcript. A viewer can increase the size and font style.

Additional Resources

- How do I add captions to new or uploaded videos in the Rich Content Editor in Canvas as an instructor?
- ZOOM @ DU Closed captioning and live transcription

- ZOOM Support: Closed captioning and live transcription
- Kaltura @ DU Editing Closed Captions
- How Do You Make Video Accessible?
- W3C – Captions/Subtitles



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