

Executive Briefs
On Selected Educational Technologies

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White Paper

Bible Works 8

Description

Bible Works 8 is an original biblical language computer program intended to assist students, pastors, and teachers with exegesis and research. It is designed to bring all the resources for doing exegesis, morphological analysis, or even preparing for a sermon into one database or collection. *Bible Works 8* contains over 190 Bible translations in almost 40 different languages, 30 lexical-grammatical references, and countless analysis and morphological tools.

There are countless modules users can utilize or purchase through *BibleWorks 8*. Students can now search through the Church Fathers, Pseudepigrapha, Apocrypha, Targums, Josephus, Philo, and many others in English. There are several lexicons, grammatical helps, and analytical tools. One can also see colored detailed maps of places through the Bible. There are diagrams and picture models of the Temple.

Locating or Acquiring This Resource

BibleWorks 8 while somewhat expensive at \$300 plus, is one-fifth the cost of *Logos*. Those who are interested in purchasing *BibleWorks 8* for the first time ought to go to www.bibleworks.com. *BibleWorks 8* is intended to be run on PC computers. A special conversion program must be purchased in addition to use with Mac computers. Those who already own a past version of *BibleWorks* only need to pay half the cost for the upgrade CD/DVD disc.

BibleWorks 8 is easy to use and contains numerous tutorials to help first time users. The search function is similar to a search engine of *Strong's Concordance* on steroids and is much easier than flipping through a fifteen pound book. The Word Analysis function reveals the parsing and lexical data for each word the user places the cursor over. *BibleWorks 8* gives the user the definition and parsing of any word chosen in the original languages of Greek and Hebrew.

Using This Resource in Academic Teaching

- Visual aids for teachers teaching Greek or Hebrew (e.g., paradigms, grammatical analysis, vocabulary help, discourse analysis, etc.).
- Speed up classroom instruction by eliminating time students take to sift through countless pages of hard copy lexicons and dictionaries.
- Show students the correct parsing of a word with one click of the mouse.
- Type in exegetical notes next to the text the students translate.
- Show videos and give map demonstrations of different locations around the Middle East.
- Put two Biblical texts next to each other for comparison.
- Show students all the different passages a particular word occurs.

White Paper

Blackboard

Description

Blackboard is an internet-based software tool that allows the classroom experience to extend beyond the traditional classroom. Blackboard is widely used in both distributed learning (online, synchronous, asynchronous) contexts as well as in classical educational models (on-campus). There are ways for students to collaborate on projects, as well as for teachers to deliver content, on a regular basis using technologically-oriented resources. An interface is created that can host content delivery, student interaction and collaboration, and student evaluation. This tool capitalizes on the tech savvy demographic that is in school and allows them to tailor their educational experience according to their own needs and preferences. It also provides solutions for schools that are facing budget constraints since learning can take place without the need of a large room, supplies for the room, electricity to light the room, maintenance on a room, and janitorial services. Other services provided by Blackboard include a system that unifies commerce and security, as well as a mass notification system. In addition, there are modules that can be added to Blackboard's basic system (e.g., systems that check for student plagiarism, etc.). This white paper will focus on Blackboard Learn since it most directly applies to the classroom.

Locating or Acquiring This Resource

Blackboard Learn, 9.1 was released April 12, 2010. This product must be purchased institutionally. There is no way to buy this product over the internet. According to the Blackboard website, the purchaser must work through a sales consultant. Once the product is purchased, access to it is restricted to those people who have a username and password. It seems as if Blackboard hosts their product for each institution and proper usernames and passwords grant access to that school's respective account.

Using This Resource in Academic Teaching

- Host an online course.
- Individual teachers cannot use this product alone. They must be a part of a school that belongs to the network.
- In many ways, this product seems like the more professional version of Moodle, so many of the uses will overlap. Moodle, however, is an open source product and some institutions' technology platform is not as adaptable to the use of that product.
- There appears to be more benefit for institutions to use this product. They can gather data more easily since this is an institutional system. Moodle, on the other hand, would be great for a teacher who wants to incorporate the benefits of an online forum, but who does not work at an institution that is a part of the Blackboard network.
- Supplement lecture with further, more detailed lectures.
- Replace lecture in the classroom altogether. Class time can be used for student interaction and feedback on homework since the lectures are delivered via Blackboard.
- Host a threaded discussion.

- Students can collaborate on a project together on Blackboard, creating a wiki page on a certain topic or simply “meet” and work together on this medium.
- Allows the teacher to stay connected with students even when there is no class meeting.
- Ideal for classes that meet weekly or less frequently since it can provide some accountability for staying on topic during the lull in classroom interaction.
- The professor can create evaluative projects and share them with the class via Blackboard.
- Blackboard can enhance student learning by encouraging students to interact with topics at regular intervals.
- More interactive content allows students who learn more by interacting to engage better.
- Quieter students will have a safe forum to express their ideas and viewpoints.
- Students who operate better at times when the class is not offered (e.g., a “night owl” who has to take a morning class, or a “morning person” who must take an evening class) can maximize their contribution by offering insight when they are at their best.
- If someone has a question, but they are unable to ask it during class, they can ask it on Blackboard.
- If a question develops during a time when the class is not meeting, the student does not have to remember the question. They can simply ask it via Blackboard.
- Questions about homework can be asked before the actual due date of the work.
- Professors can have a better indication about what the class is and is not learning by observing Blackboard.
- Blackboard allows students who do not live close to campus to pursue education at a certain institution via the internet.
- Students who are working or are unable to attend classes (illness, recovery, etc.) can mold their educational experience to their circumstances.

White Paper

Blogs

Description

The word “blog” is derived from the expression “web log.” Blogs had their origin in online diaries, and gained popularity with the rise of the Internet. Many blogs specialize in certain subject-matters, such as news, politics, or technology. Many corporations also use the blog form for marketing, product updates, or public relations purposes.

The format of a typical blog is a website that provides the tools for the user to create new postings on a regular basis. Entries are usually time stamped and displayed in reverse-chronological order, so that the home page displays only the most recent entries. The contents of the blog include the main text, photos, and links to other websites. Each entry also has its own page where the public is allowed to interact with the contents in the “comments” section, where the author of the blog also serves as the moderator. Older entries remain available on the site through a detailed “archives” link to the approximate date of the original posting. Blogs are usually seen as a form of record, and bloggers are not usually expected to change the contents of their entries once they are posted. If they do they normally would mark the item as “updated” to alert the reader to the changes. Many bloggers and readers take advantage of the RSS technology to monitor and aggregate the updates posted on the blogs they follow.

Locating or Acquiring This Resource

Blogger is a blog service maintained by Google, available for free at www.blogger.com. The blogs themselves are hosted at Blogspot.com. It has customization templates, and allows for the submission of entries via email. Each user can create an unlimited number of blogs. WordPress (wordpress.com) provides a free blog hosting service; it has a simple interface, is free of advertising, and has great tools for users to monitor their site stats. A variety of plug-ins are available to increase functionality. Other free blogging sites include TypePad, AOL Journals, LiveJournal, and Open Diary. Paid sites include TypePad and Squarespace.

Using This Resource in Academic Teaching

- A teacher could set up a blog and assign every student in the class writing privileges or have each student maintain his or her own blog.
- A private blog can be used as a communication tool between teacher and students, especially for announcements concerning class-related events.
- A public blog can serve as a venue for a teacher to publish one’s thoughts in one’s area of research interest or subject-matter. This may help students to get acquainted with the professor’s area of expertise and interests.
- A teacher can use the blog to expand on topics touched upon, but not fully developed in class. The blog could serve as a supplementary material for students interested in a deeper understanding in that particular topic, or a pointer to additional readings.

- Teachers could post an open-ended entry after each class session to allow students to post questions, comments and discussions they might have from that session.
- As part of class assignment, students could be required to post blog entries concerning class-related topics, developing their thoughts or arguments in favor or against, and defending their views.
- Book summaries or reviews could also be posted by each student in blog format to be accessible to the rest of the class. The timestamps associated with the posting can also be used as a verification of the timeliness of the completion of the assignment.
- The comment section of the blog could be used by the rest of the class to respond to a student's or the professor's posting on a topic singled out for discussion. Since users can combine text, image, photo, and video, it is effective to share information about their academic interests between them.

White Paper

Electronic Libraries

Description

Electronic libraries are bibliographical collections in which the material is presented in electronic format. Users access the collection by making queries into the system, and the search results are returned to the user in electronic form. Four important services are the WorldCat, ERIC, ATLA, and FirstSearch.

WorldCat is a combined library catalog describing the collection of 72,000 member libraries that take part in the OCLC (Online Computer Library Center). The total of holdings represented in WorldCat is 1.57 billion volumes and 183 million bibliographic records worldwide.

ERIC (“Education Resources Information Center”) is an online digital library specialized in educational literature and research. Its collection includes over 1.3 million bibliographical records indexed from 1966 to the present.

ATLA stands for “American Theological Library Association,” the organization that publishes the *ATLA Religion Database (ATLA RDB)*. The Database contains over 1.7 million records including 570,000+ journal articles, 237,700+ essays, 525,400+ book reviews, and 1,677 journal titles. ATLAS (ATLA Serials) is an online collection of 150 major journals in religion and theology going back as early as 1908, and containing 285,300+ articles and book reviews combined.

FirstSearch is OCLC’s search tool to access online databases. In March 2010, the licensing rights for part of its databases (including *ATLA RDB* and ATLAS) were sold to EBSCO. FirstSearch, however, continues to maintain access to databases such as OCLC ArticleFirst, OCLC Electronic Books, and WorldCat Dissertations and Theses.

Locating or Acquiring This Resource

WorldCat searches are freely available on the World Wide Web at www.worldcat.org. Users may create a free account to create and view lists and bibliographies, but they are not required to do it. *ATLA RDB* and ATLAS are available only by subscription. Currently, the two aggregators (vendors) for the online versions are EBSCO (www.ebscohost.com) and Ovid (www.ovid.com). Users who currently have access to *ATLA RDB* via OCLC FirstSearch will eventually be transitioned to the EBSCOhost platform. Subscription is normally sold to institutions. For individuals, the easiest form of access to these databases is through membership in subscribing libraries. ERIC searches are freely available at www.eric.ed.gov. Registration is not required unless the user desires personalizing features on ERIC’s website. Access to full text results may be restricted if the source has placed restrictions to its dissemination. Some sources may require payment of a fee for access. FirstSearch databases are also available by subscription to participant libraries.

Using This Resource in Academic Teaching

- By using the search tool on any electronic library, students and teachers can access the resources that they want. Electronic libraries also provide users with the interlibrary loan

service, Through ILL, users can borrow books or receive photocopies of documents which are owned by another library.

- WorldCat has the advantage of being very comprehensive due to the immense collection it represents. With 72,000 libraries represented in 171 countries, almost every relevant book (except for the rarest ones or foreign language books) is likely to be represented. Although WorldCat is not a physical library, it provides very useful information on locating particular items. WorldCat can reveal not only which participant libraries hold a particular book, but the distance of those libraries from the user's current location. This information can be used for requesting interlibrary loans, or, if warranted, a personal visit to the relevant libraries.
- The usefulness of online libraries in academic setting is primarily in the area of research. Students should be encouraged to use these resources in an intelligent manner. They should learn to master how to craft search queries in order to attain the most relevant results for their search.
- The most important database in the area of biblical and theological studies is *ATLA RDB*, but it is not comprehensive. Students should have a notion of the coverage of the databases at their disposition in order to get the most benefit.
- For access to journal articles, students are mostly limited to the list of databases their school subscribes to, since most databases are available only by subscription. If warranted, students should be encouraged to maintain concurrent membership in other libraries in their geographical area (including public libraries) to increase the number of electronic databases available to them.

White Paper

Elmo TT-02RX Document Camera

Description

The next generation in overhead technology, the Elmo TT-02RX does everything the traditional overhead does and more. No more need for transparencies, because Elmo's 1.4 megapixel camera captures the document in real time. With the help of video projector, Elmo projects the document, image, or object under the lens. The camera boasts a 5.2x optical zoom and an 8x digital zoom. Elmo is accompanied by a remote that allows for versatile presentation. The remote controls the zoom, brightness, and automated focus; also, the remote can highlight particular section of the document, as well as blackout sections (the same effect as the sliding cover paper on the old overhead). The image from Elmo can be frozen and place next to new documents for comparison with the use of the picture-on-picture function.

Acquiring the Elmo TT-02RX

The Elmo document camera can be found at the major online retailers for \$760. Elmo requires a connection to a monitor or video projector by simply connecting the VGA cable.

Using Elmo in Academic Teaching

- A notepad of paper can serve as a white board. There is no need to erase. The projected image should be large enough for everyone to see clearly. The instructor does not block the view while writing. The instructor can continue to face the classroom while writing. While speaking about the content at hand the instructor can more easily speak to the class without turning away to look at the board. The instructor can return to previous pages of writing, such as group discussions, brainstorming, diagrams, etc. With a white board the writing is gone once erased.
- Creative overheads can be produced on a regular printer.
- Color overheads.
- The same personal attention and clarity that is achieved by looking at a textbook shoulder-to-shoulder with a student can be achieved by placing the textbook under Elmo. The students can see the instructor point at the textbook in real time.
- Use picture-in-picture to display two different biblical language texts. Divide the class into groups to compete for accuracy in translation.
- Photocopy pages from Greek or Hebrew Bible. Work through translation with the class, making notes. Able to write and illustrate points for the whole class, as if working one-on-one.
- Diagrams from textbooks can be zoomed-in and used as overhead material.

White Paper

Facebook

Description

Facebook is the most popular social networking site in the world. At www.facebook.com, the user can create a profile, complete with login and password, specifying the level of security with which they feel most comfortable. Once a member, the user can create a page and “friend” people they know, which allows them to view their friends’ pages. Profiles can be created for individuals or for groups, but in order to create a group page, the administrator must be an individual member. One advance that Facebook made in the social networking media was to give the user control over who is able to view their page. The user can specify that their page is private, making it necessary for the administrator of the page to accept as a friend anyone who would want to view the page.

Facebook offers a plethora of features to the user. Some of the most popular features include a user’ Wall, which can be posted on and viewed by anyone, photos, which can be posted and tagged to connect them with other users, and status updates. More recently, Facebook has partnered with other popular websites and social networking sites like CNN and Twitter so that users can use their “tweets” as status updates and view articles that their friends have viewed or recommended. In addition, users can access to the Facebook through a Smartphone. Users can install a free application of the Facebook on their Smartphone, and can use the functions of the Facebook on the phone.

Locating or Acquiring This Resource

Facebook is open to anyone thirteen years old and above who has a functioning email address. The site can be accessed at www.facebook.com, and there is no cost to use it. If you would like to join *Facebook*, you only need to enter your name, email address, a password, whether you are male or female and your birth date. Once you have an account, the *Facebook* interface will assist you in setting up your account. From here you are left to your imagination and personal preferences as to how you would like your info and homepage on *Facebook* to appear.

Using This Resource in Academic Teaching

- Group pages would work best for classroom situations since everyone in the group would be directed to the same page. The instructor can post a topic for discussion and students can also initiate their own topics and respond to other posts. In the group there is also the freedom to post links and documents that contribute to the group topic.
- Threaded discussions can be maintained on group pages.
- Announcements could be made via Facebook.
- Questions could be asked when class is not in session.
- It would provide a forum for students to interact with one another while not in class together.
- In a larger class, students could ask the professor questions via Facebook instead of having to raise their hands and speak out loud.

- Surveys could be conducted in the class on Facebook.
- Photos are easily shared, so if the class incorporates photography, Facebook may be a good way to disseminate work.
- Videos can also be posted on the site. This would, once again, be a good way to disseminate work.
- The professor could post short clips of lecture on Facebook.
- Events, like tests and project due dates, could be communicated.
- The professor and students could post links to other websites that are related to the course content.
- The professor could post a recommended book list.
- Students also could share books that they have found helpful.
- The professor could “drip” content by posting relevant status updates or “tweets,” thus keeping the class engaged.
- Facebook could also provide an easy way to inform students of last minute changes to class schedule, emergencies, reminders, upcoming class lectures and discussions, etc.

White Paper

GoToTraining

Description

GoToTraining is a web-based software program that provides a platform for the interactive instruction of up to 200 people. The software allows one to easily organize meetings with students or colleagues in their own home or office anywhere in the world. The students see what is on the instructor's screen and everything she does. With GoToTraining the subscriber/instructor can send automated reminder emails and follow-up emails, take polls, monitor class participation, customize registration question, provide testing and study materials, and record sessions. Polls can be impromptu or prepared ahead of time. All participants have audio options of connecting via phone or the Internet. Students can virtually raise their hands for questions or enter typed questions. The instructor has the capability to draw and write on the screen with the mouse. The instructor can also give control of the mouse and keyboard to any attendee.

Locating and Acquiring This Resource

To subscribe to GoToTraining and download the software, go to www.gotomeeting.com. Thirty-day free trials are available, but the monthly price is \$149/month for up to twenty-five participants, or \$349/month for up to 200 participants. Once you subscribe, the meeting times are scheduled and GoToTraining will automatically notify and invite the entered participants. An email will be sent providing a link to each scheduled meeting. Attendees will be prompted to fill out a registration form customized by the instructor. While GoToTraining allows for larger class numbers and a more organized interaction (with a raise hand button, attendee participation, test and material management/analysis), there is a cheaper, simpler plan available that provides many of the same options.

GoToMeeting will support up to fifteen participants and cost a third of the price at \$49/month. This plan still allows the instructor to share control of the mouse and keyboard, and record sessions. With GoToMeeting sessions can be scheduled or spontaneous, however the instructor is not provided a means to distribute and track tests and other material, nor can the instructor monitor class participation.

Using This Resource in Academic Teaching

- Tutor sessions with GoToMeeting. For language courses, this would be ideal for discussing the textbook (available in Logos and visible to students), assignments, and translations. This removes the limitations of transportation and relieves many scheduling difficulties.
- Schedule group discussions among students. Assign topics for discussion. The student can meet and attendance to meetings can be recorded, as well as participation.
- In the case that the instructor is out of town for an academic function/conference, class may be conducted through GoToMeeting or GoToTraining.

White Paper

Groove

Description

Groove is an application that allows people who work in different network environments to collaborate on documents. The other major feature of this application is that it allows people to collaborate on documents offline. That is to say, the primary functionality of this application is that it synchronizes all the work produced by a team of collaborators.

Collaboration happens around a “workspace.” Once created, anyone who also collaborates through Groove may be invited to the workspace. And of course, documents requiring collaboration are added to the workspace, as well. A set of collaboration services are provided which may be added to the workspace on an as-needed basis, including file sharing, a calendar, chat, discussion, an outline, etc.

Each member in a workspace has a local copy of the workspace, and only invited members have access to that workspace. All the work that a given member generates is stored locally. A workspace is synchronized either peer-to-peer or through a Groove server. Peer-to-peer synchronization happens when workspace members are connected to the internet and enter the workspace. Synchronization through a Groove server happens when members login to the server. A conflict occurs when a single document is updated by multiple users requiring synchronization. Such conflicts require intervening decisions.

Locating and Acquiring This Resource

Groove is available wherever Microsoft Office products are sold, or from the Microsoft site, office.microsoft.com/en-us/groove/FX100487641033.aspx for about \$230, however it is considerably cheaper on eBay and other online retailers. System requirements are available at Microsoft as well. Groove 2007 is a 32-bit version, but it will run on Windows 7. Also, Microsoft has communicated plans to repackage Groove as SharePoint Workspace to provide more robust document workflow capabilities.

Using This Resource in Academic Teaching

- Teachers or teaching assistants can collaborate to provide content for a class with multiple sections. This would be especially valuable for training teaching assistants under the supervision of a professor.
- Obviously also, student teams can collaborate on class projects together, even when they are geographically far removed. Of course, this makes it useful for purely online courses, where students in a team would be able to collaborate in real time or in an offline, distributed fashion.
- The Calendar tool has multiple uses. If there is one workspace for an entire class section, the class schedule with quiz and exam dates and assignment due dates may be posted and adjusted as necessary. For team workspaces, project deadlines or assignment distributions may be posted for all the team to see. Of course, any internet calendaring tool can do the

same, but this has the benefit of being integrated with all of a project's tools and files. Meeting times can also be noted on the calendar.

- The Meeting tool may be used to schedule meetings, invite attendees, establish an agenda, record the minutes, and assigning action items. This might be useful for recording these elements for each lesson; however, it would be more useful for project workspaces.
- The Files tool obviously becomes the repository for all the documents that are relevant to class or team projects, including exams, papers, presentations, etc.
- The Discussion tool may be used to initiate discussion threads on learning topics for the students, where all or many students are expected to reply.
- The Message tool may be used for more ad hoc text communications that are generally one-to-one or one-to-many, where only limited replies are expected. Messages may be sent to anyone in a given workspace. This would be useful for teacher communications to particular assistants or students, or for official notifications relevant to a class. Assignments, exams, and quizzes may also be distributed to students.
- The Chat tool allows text or audio chatting. Text chatting may be used for ad hoc communications involving open-ended dialogue. Text chat transcripts may be saved and printed. Audio chatting would be useful for a class lecture, but the lack of simultaneous visual support might make this limiting. Audio chatting might be more useful for audio meetings for projects and assignment collaboration. Also, conferencing with the instructor may be done with either text or audio chatting.
- The Sketchpad tool allows workspace members to draw together on a sketchpad. This might be useful for brainstorming or whiteboarding for projects. It might also be useful for in-class exercises where all the students collaboratively construct some diagram or picture related to the learning content.

White Paper

iTunesU

Description

iTunesU distributes information to students and faculty or to lifelong learners all over the world. You can download iTunes U audio and video offerings one at a time or subscribe to entire courses and have new items download automatically as soon as they become available.

Your institution creates its own iTunes U site that leverages the familiar interface of the iTunes Store, so it's easy to build and even easier to use. Once your site is live, faculty members can start posting content right away — lectures, lab demonstrations, historical footage, and whatever else they choose to help bring their subjects to life.

It downloads directly to iPhone and iPod touch. iTunes U is directly accessible over both cellular and Wi-Fi networks through the iTunes Store. Students can use the iTunes app to access iTunes U and search for content, then download and play it without ever having to access a computer.

With an iTunes U site, your institution has a single home for all the digital content created or curated by educators, which can then be easily downloaded and viewed on any Mac, PC, iPod, or iPhone. Apple provides your institution with a free iTunes U site, complete with templates you can customize with your own branding. Administrative access is integrated with Apple ID, so it's simple to set up and manage your site. And you can use RSS to easily add and remove content. Your institution can choose whether to make its site's content available only to enrolled students (internal access) or to the world at large via the iTunes Store (public access), or both.

Locating or Acquiring This Resource

iTunes U is a free service available to qualifying two- and four-year accredited, degree-granting, public or private colleges and universities in the United States. Because administrative access is integrated with Apple ID, it's easy to set up and manage and add more Apple ID accounts to share site management responsibilities.

Using This Resource in Ministry

- With an open iTunes U presence, your school can gain recognition — not to mention a competitive edge — as you reach out and share your knowledge.
- There are over 600 universities with active iTunes U sites. About half of these institutions — including Stanford, Yale, MIT, Oxford, and UC Berkeley — distribute their content publicly on the iTunes Store.
- In the Beyond Campus section of iTunes U, students and faculty can access a wealth of content from distinguished entities such as MoMA, the New York Public Library, Public Radio International, and PBS stations.
- iTunes U is ideal for accessing and replaying lectures, so it can be used for church to provide past sermons and other contents.
- Accessible to everyone: iTunes U can be a powerful and accessible learning tool for people with disabilities. For the vision-impaired, iTunes U works with VoiceOver, the built-in screen reader on the Mac, as well as with compatible screen readers on PCs.

- iTunes U allows for learning with iPod and iPhone, which offer features to help vision-impaired students find the information they need (using VoiceOver on iPhone and iPod touch, and spoken feedback on iPod nano and iPod shuffle).
- If church members with physical or motor-skills needs, iTunes U can bring the Bible study classroom to them, so they can learn at their own pace and in a more comfortable environment.

White Paper

LOGOS Bible Software

Description

LOGOS Bible Software is a suite of resources that include commentaries, atlases, dictionaries, multiple English translations, and a host of original language resources like Hebrew, Greek, Aramaic, Latin, and Syriac texts along with the corresponding lexicons, grammars, and morphological aids. Essentially it is a Bible study tool, but it can be used for academic research, counseling questions, and church development. The interface allows the user to scan multiple translations at once or to sync a biblical passage with relevant commentaries and Bible study aids. Word searches can be performed instantly, and it is becoming easier to do more involved grammatical and syntactical searches. One of the most helpful aspects of this software is that it allows the user to carry a library of material on their laptop. Thus, preparing sermons, lessons, or projects can be done on an airplane, in a car, or at a coffee shop.

Locating or Acquiring This Resource

LOGOS Bible Software 4 was released November 2, 2009 and can be purchased over the phone or on the internet at www.logos.com. There are different packages ranging from \$150 to \$4,290. The interface is the same for all of the packages, with the main difference being the amount of resources included in the package. LOGOS can be purchased for both the Mac and the PC, but it should be noted that LOGOS for Macs lacks the quality and sophistication of the PC version, a problem that the company promises to address. At this time, however, Mac users should beware that the product they are purchasing is not on par with the version for the PC.

Using This Resource in Academic Teaching

- Allows the teacher to interact with a large section of Scripture.
- Provides the student and the teacher with instant access to a library of resources. Thus when a question arises, it can more be answered easily and more quickly.
- Allows for student collaboration with the professor while analyzing a text.
- The professor does not have to cart in copious amounts of burdensome books in order to be able to guide the students in their research.
- Logos is effective and efficient in being able to compare multiple versions of the same Bible verse using the Text Comparison feature. Selecting this feature will bring up the “active” Bible verse in a user-defined set of Bible versions.
- There are ways of diagramming on Logos that can be useful. The diagram would be neater and cleaner than if it were done on a board.
- Textual criticism can be demonstrated from a single screen of multiple versions.
- Class could be held in a coffee shop or an outdoor setting since all of the tools for Logos are on the computer.
- Students may find research easier because all of the tools are in one place.

- Maps can be accessed quickly and projected onto a screen.
- With the Reading Plan tool, a student can have Logos map out a reading schedule for any resource in the library. The student simply identifies the resource and the parameters for when to finish reading the resource and Logos will break out the pages that need to be read on a calendar, which is exportable to Outlook Calendar, if the student prefers to see the reading schedule in Outlook. From within the calendar schedule that Logos generates, the student may select one of the reading segments that were broken out, and Logos will automatically open the resource for reading.
- With the Original Languages Library (LE), Logos automatically “locates,” that is, describes the morphology of, each and every word in an original language text. Options may be set to show this morphology with hover text, so that as the cursor moves over a word, the morphology is displayed. This morphology may also be displayed in an Information window, along with the definition of the word provided in one of the lexicons that come with the library.
- Students may take notes on any given resource and then save them for future reference. A note can be linked to any part of a text so that the note is immediately accessible from the text and vice versa. Notes for a particular part of the text may also be taken with what are called clippings. The difference between notes and clippings is that no navigational link is established between a clipping and the text it is related to. Furthermore, a clipping must be related to a particular excerpt from the text, whereas notes may be taken generally without being linked to a particular part of the text.
- The exegetical tools within Logos are powerful, and there is a multitude of ways to go about it. The most direct way is through the Exegetical Guide tool. By entering a passage, Logos automatically pulls up text-critical apparatuses, grammars, visual syntax analyses, and also an in-depth word study analysis of every word in the passage.
- Instructors (or students) can compose handouts related to specific Bible passages on the fly. If a particular passage generates some discussion, the instructor may use the handout feature which will automatically pull up a number of resources which elaborate on the passage under discussion. The instructor may then select one of the resources and annotate it as desired, then print it out for the class in a pre-formatted handout.

White Paper

LOGOS Scholar's Library

Description

The Scholar's Library is a large computer-based Bible software that provides easy access to a wide range of resources beneficial to advanced biblical studies and instruction. The Scholar's Library is available in four levels: Scholars Library, Scholars Library: Silver, Gold, and Platinum. All four options come with an immense wealth of resources.

The titles cover a wide range of material from Bible study helps, pastoral helps, to dictionaries, encyclopedias, commentaries, theologies, sermon helps, Greek and Hebrew texts and grammars. One person would find it difficult to exhaust the vastness of this resource; nevertheless, there are many options available to increase the digital library with additional commentaries, journals, and other technical sources. There are some resources not available for Mac that aren't included for PC versions, but this will be addressed in the new forthcoming release of Logos for Mac.

Locating and Acquiring This Resource

The software is available for order directly from the Logos website www.logos.com. The software may be downloaded to your desktop or laptop directly over the Internet or from a DVD by mail. Upon installation, your time will be well spent watching the available instructional videos. These will make your Logos experience more effective, efficient, and stress free. The videos will instruct the user on how to customize the search platform, which is essential to utilizing the software to its greatest potential. Customizing will make search results faster and more relevant. Also, Logos for Mac is not simply a PC program fit to a Mac platform; the search machine has been built for Mac from the ground up, which makes the function and feel much faster. The search engine for biblical languages provides options for morphological searches that are sensitive to all levels of knowledge.

The Scholar's Library is priced from \$629.95 for the standard addition to \$1689.95 for the Platinum addition. This is a difficult number to swallow, especially for the many students and pastors who desire to make use of the software. Fortunately, Logos provides several discount and payment programs. Also, the portability and extent of the resources available are unmatched. Yet, one must evaluate whether the resources included are resources that would have otherwise been tapped, for better or worse.

Using This Resource in Academic Teaching

- Display Logos with the use of a video projector.
- Display parallel translations of biblical text to demonstrate divergent interpretations.
- Display Greek or Hebrew text in language courses for grammatical and syntactical illustrations.
- Display a passage of Hebrew or Greek text. Divide students into groups and have them work together to translate the passage. First group wins extra credit.

- Use the map module for visual aids while lecturing on specific areas in and around the Holy Land.
- Display the Greek/Hebrew textbook module while lecturing in the respective course. Here the textbook could be used as a PowerPoint-like tool.
- Choose particular student to sight-read an unfamiliar passage. Allow a set number of helps (i.e. drag cursor over unfamiliar word for lexicon help). The student can come to the front and use the program while translating. This will challenge the student, as well as provide practice for everyone on using Bible software.

White Paper

MindManager

Description

MindManager, a commercial mind mapping software application, organizes information during a brainstorming session and manages projects of all sizes from start-up to completion. The interface allows for planning at all levels to take place on a computer. MindManager is essentially an idea map, beginning with the big idea and then branching out into contributing ideas or tasks. Ideas can be arranged and then rearranged with ease, thus providing the user with an attractive and interactive image of what they have been thinking.

Locating or Acquiring This Resource

MindManager 8 was released for Windows on November 11, 2008. The cost for the program is \$349. There is also a Mac version that is \$249. Since it is a computer program, there is no log-in necessary. It is simply installed onto the hard drive of a computer. MindManager can be purchased from the website at www.mindjet.com/products/mindmanager-8-win/overview.

Using This Resource in Academic Teaching

- Helps students stay organized during big projects.
- Allows the teacher to see that the students have been working on the designated project.
- Can help visual learners see the progression of an idea.
- Puts thoughts in writing so they can be retained.
- Could even be used as an outlining tool for papers.
- A teacher could use this product while teaching to demonstrate the logical progression of an idea or a topic.
- Can help students communicate a strategy for a project.
- Trains students how to make presentations in the business world or in an academic setting.
- Encourages innovation since new ideas and solutions can be pursued.
- MindManager is a collaboration tool, so any project that would require collaboration could be enhanced with this product.
- Enhances collaboration among students.
- Enhances collaboration between teacher and students.

White Paper

Moodle

Description

Moodle is a course management system (CMS), also called a learning management system (LMS), or virtual learning environment (VLE). A CMS is a software platform that manages a wide range of academic functions, including course activities, teaching materials, calendars, student enrollment and financial information, quizzes and exams, grading, assessment, communication support systems, user rights management, and allocation of facilities. It can act as a host for an online course or it can supplement more traditional courses by creating forums for discussion and collaborative wikis. The word Moodle itself is an acronym for “modular object oriented dynamic learning environment.”

Moodle allows the professor to variegate modes of instruction, interaction, and evaluation, thus contributing to an educational experience that incorporates insights from recent developments in educational theory.

Locating or Acquiring This Resource

Moodle is a free resource that can be downloaded on the internet at moodle.org/downloads. There are a variety of products, from standard and stable builds to more developmental, unstable versions. Modules and plug-ins, themes, and language packs may also be downloaded separately. Modules and plug-ins add extra functionality, and many of them are contributed by other users, but need to be approved by Moodle. Registration is voluntary, but registering allows Moodle to better understand who is using the product, thus they can tailor it to the specific needs of their clientele.

Along with downloading the product, the user must also find a host, but there are a number of recommended hosts listed at www.moodle.com/hosting.

Using This Resource in Academic Teaching

- Host an online course.
- Supplement lecture with further, more detailed lectures.
- Replace lecture in the classroom altogether. Class time can be used for student interaction and feedback on homework since the lectures are delivered via Moodle.
- Host a threaded discussion.
- Students can collaborate on a project together on Moodle, creating a wiki page on a certain topic or simply “meet” and work together on this medium.
- Allows the teacher to stay connected with students even when there is no class meeting.
- Ideal for classes that meet weekly or less frequently since it can provide some accountability for staying on topic during the lull in classroom interaction.
- The professor can create evaluative projects and share them with the class via Moodle.

- Moodle can enhance student learning by encouraging students to interact with topics at regular intervals. More interactive content allows students who learn more by interacting to engage better. Quieter students will have a safe forum to express their ideas and viewpoints.
- Students who operate better at times when the class is not offered (e.g., a “night owl” who has to take a morning class, or a “morning person” who must take an evening class) can maximize their contribution by offering insight when they are at their best.
- If someone has a question, but they are unable to ask it during class, they can ask it on Moodle. If a question develops during a time when the class is not meeting, the student does not have to remember the question. They can simply ask it via Moodle. Questions about homework can be asked before the actual due date of the work.
- Professors can have a better indication about what the class is and is not learning by observing Moodle.
- Moodle allows students who do not live close to campus to pursue education at a certain institution via the internet.
- Students who are working or are unable to attend classes (illness, recovery, etc.) can mold their educational experience to their circumstances.
- Teachers can keep a grade book on Moodle and use Moodle to assist him or her for grade calculations, and see reports on the class’s averages. Individual students also may log in to check their own progress.
- Students can submit their work by uploading their assignments through Moodle and instructors can review their work and provide feedback through this centralized system. Instructors may also choose to interact with the student at the draft stage before the student submits the final version.
- Instructors may use Moodle to create online quizzes. Certain quizzes may offer the option of being scored automatically or manually. Surveys and assessments can also be performed through Moodle.
- Instructors may create “lesson” modules, a series of interactive and branching HTML pages in which the progress to the next page may be determined by the student’s right or wrong response.

White Paper

OneNote

Description

OneNote is a generic workspace management tool for collecting and organizing all types of electronic information. The user organizes the workspace around “notebooks” and then tabs within the notebooks. OneNote is designed to integrate tightly with Microsoft Outlook and other Office products. The electronic format also allows access to massive amounts of information with just a mouse click. The basic idea offers the user a blank canvas in which the user can enter various kinds of information, such as text, lists, scribbles, drawings, or tables, without much concern for the format. The user has the freedom to enter the pieces of information anywhere in the page and rearrange later on at will.

The interface to all types of files is rather seamless, particularly with Microsoft file types. Material is collected in “pages” of variable size, and pages are collected into tabbed “sections” that form a OneNote file (called a “notebook”). Every page is labeled and becomes a main page of a group if subpages are added to it. A shortcut to a file may be placed anywhere in a notebook, and double-clicking it launches the file, whether text, audio, or image. Content from Microsoft documents may also be imported with relative ease. Hypertext links and web-page images are also easily copied into a notebook. Content may be added directly to OneNote, as well, anywhere in a notebook and moved around to wherever it is needed. And of course, content can be cut and pasted into other applications.

Locating and Acquiring This Resource

OneNote 2007 is available from any authorized reseller or directly from Microsoft at <http://office.microsoft.com/en-us/onenote>. The cost from Microsoft is about \$100 (\$80 for upgrade). Of course, it is most powerfully integrated with the Microsoft Office Suite, but OneNote is only included with the Home and Student configuration (\$150), which only includes Word, Excel, and PowerPoint, or the Ultimate configuration (\$700), which adds Outlook, Publisher, Access, Groove, and InfoPath. A 60-day trial version is available for free.

Using This Resource in Academic Teaching

- The teacher and each student can create a notebook for a particular course, as well as for a particular course project.
- The instructor (or student) may keep contact information as well as relationship management information for each student, including images of the students.
- A visual representation of a course calendar may be maintained in OneNote.
- OneNote accepts files of any type on a computer, and either a pointer to the file or the contents of the file may be inserted into a notebook. The facility in dragging and dropping images and texts from a source into OneNote is especially helpful when research materials are available in electronic format.
- The instructor may design the lesson plans in a notebook and use the course notebook as a “launch pad” for each classroom lesson. It can also be used to collect scattered pieces of

information, quick memos and reminders, flashes of insights, serving as a repository for electronic “post-it notes.” A teacher can use it to log class events, by adding notes with timestamps, or also create to-do lists and prioritize them.

- The instructor may use a shared notebook to start a discussion thread on one or more learning topics.
- Students may use OneNote to jot and organize class and reading notes, as well as notes for any assignment. OneNote allows for quick hand-written notes and drawings to supplement typed notes.
- Audio and video recordings may also be used to supplement note-taking. Recordings can be easily associated with its related written note.
- Shared notebooks may be created so that multiple students may collaborate together on a project. All students would have access to the notebook simultaneously.
- Shared notebooks may be used as a repository for student work. Instructor and student feedback may be given in a seminar format. OneNote allows for distributing notes to other users in different formats: via email, published as a blog, or sent as OneNote files, Word documents, or web page files.
- Notebooks are particularly suitable for managing research projects, where the plan and the information may be managed together. Pieces of information can be quickly collected, and categorized, as individual notes may be tagged, sorted, and moved around quite easily. OneNote has great tools to locate, group, and sort out notes and pages of material.
- Each student could share a notebook with the instructor so that the instructor could have direct access to the student’s work and provide ongoing feedback to the student.
- Annotation of any bit of information is easy and flexible to enhance or elaborate lesson content, or to provide feedback for improved lesson content or flow.
- OneNote can be used as a whiteboard for brainstorming ideas in a collaborative work, as it allows multiple users to access the same shared set of notes at the same time. A shared live session allows all participants to edit and see the changes in real time.
- Collaborative work can continue even if users are not all online at the same time. Each user keeps an offline copy of the file and any changes are synchronized and merged when the participants get online. This feature allows each user to work on the same project without conflicts.
- Multi-user capability: offline editing, later synchronization, merging at the paragraph level. These make it a tool for workgroups that collaborate on research. OneNote is designed as a collaborative tool and allows more than one person to work on the same page at the same time, making it a shared whiteboard tool as well.
- It has been a companion to Tablet PCs supporting for pen interfaces. It can be widely used in education by both students and teachers in church ministry.

White Paper

Presentation Programs

Description

Presentation programs are computer software applications used to present information in the form of a slide show. The most common presentation program used today is Microsoft's PowerPoint, but there are many alternatives that do the same job (e.g. Keynote, by Apple Inc.).

A presentation program typically presents two distinct views. The editing view provides the tools to assemble the elements of the presentation together, as well as the inspection and edition of these elements. One can choose from a large selection of pre-formatted and adjustable tables, diagrams, and graphics. A good selection of pre-formatted themes/backgrounds is available to quickly give any presentation a polished and lively appearance. Various formatting layouts are available to make the insertion of different media easier to organize. PowerPoint can be presented through a laptop, PDA, or thumb drive.

The presentation view shows the presentation as a final product, in which the slides occupy the whole screen space available, and the slides are displayed in sequence. The timing for displaying each slide may be either controlled manually by the speaker or played in an automatic mode with a pre-set number of seconds for each slide.

Locating and Acquiring this Resource

Microsoft PowerPoint is part of Microsoft Office suite, but is also available as a standalone product. Microsoft PowerPoint 2010 (Home & Student version) costs about \$120.00 retail. Microsoft Office 2010 (Home & Student version) costs about \$150.00 retail and includes PowerPoint, Word, Excel, and OneNote.

Keynote is the presentation software part of Apple's iWork productivity suite, designed for Mac OS X systems. iWorks costs \$79.00 and contains Keynote '09, Pages '09 and Numbers '09. iWorks Family Pack costs \$99.00 for installation in up to 5 computers.

Impress is the presentation program from OpenOffice.org application suite, which is based on the non-proprietary Open Document Format (ODF) standard. OpenOffice.org 3.2.0 is distributed free of charge at www.openoffice.org, and works in Windows, Mac OS, and Linux.

IBM Lotus Symphony Presentations is distributed as freeware. IBM Lotus Symphony 1.3 (symphony.lotus.com) includes Documents and Spreadsheets and is also based on the ODF standard. It works on Windows, Mac OS X and Linux.

Using this Resource in Academic Teaching

- Systematically work through verb paradigms by sequentially bringing them to the screen. This could be a good visual way to organize class recitation and pronunciation.
- Insert questions to allow for interaction and feedback.
- To present the outline of a lecture, so that the class can follow its main points. Sometimes the outline of a lecture may not be very obvious, but if the students can follow it in writing, it may facilitate retention and learning.

- As a visual aid in a lecture, to illustrate some key points in a lecture, presenting extended quotations, pictures, photos, maps, or videos related to specific points of a lecture.
- The presentation may be distributed to students after the lecture as a study tool.
- It can be used in online or at-distance learning programs, in which a lecture is taped in audio, and embedded into a presentation file. The automatic timed display of individual slides may be synchronized with the progression of the lecture without need for user input. An entire course could be produced in PowerPoint format, one file per session.
- Students may also present their individual or joint projects and papers in a presentation format.

White Paper

Rosetta Stone

Description

Rosetta Stone is a proprietary language-learning software program. The title and logo refers to the *Rosetta Stone*, which was an artifact inscribed to decipher Egyptian hieroglyphics. *Rosetta Stone* uses, what they called the “Dynamic Immersion Method,” which is a system of learning a language by using images, text, and sound to teach users the various vocabulary words and grammar, rather than by rote memorization and translation. The purpose behind this method of learning is to teach languages to users as they themselves first learned their own language.

The latest version of *Rosetta Stone* is 3.4.5. Each language contains four units per language level. Units are broken up into four core lessons. Core lessons are then broken up into several sub-lessons, which cover pronunciation, writing, vocabulary, grammar, listening, reading, speaking, and review. Each language contains three to five levels of difficulty. Level one focuses on foundational vocabulary and grammar. In level two more intermediate-level grammar is covered. Level three builds on levels one and two by helping users connect what they have learned so far with the outside world via icons, videos, and scenarios. Level four and five are more complex. In level four users will learn harder sentence structures, vocabulary, and even irregular verbs.

Locating or Acquiring This Resource

Each level of language is approximately \$200. Discounts are available for purchasing multiple levels in a bundle. For example, if one purchases level one German, he or she will pay \$206. If one purchases all five levels, he or she will save over \$400 and only pay \$600. *Rosetta Stone* language programs can be purchased at their website (www.rosettastone.com) or at participating retail stores.

Using This Resource in Academic Teaching

- Can be used in conjunction with class lecture and discussion to help students learn vocabulary quicker.
- Play pronunciation modules to help student see and hear how to pronounce vocabulary.
- Set up computer labs with access to *Rosetta Stone* language program, so that students can practice and apply what they learned that day in the classroom.

White Paper

Skype

Description

Skype, a web-based software application, allows users to converse over the internet textually, audibly, or visually by creating a communications link. Calls made between two Skype users are free, and Skype offers packages for making calls to landlines or mobiles (of non-Skype users) as well. Users can use Skype on a computer, a mobile phone, and TV. Other features which make Skype popular are file transfer and video conferencing.

Skype has also changed the way interpersonal conferences are held. No longer is it necessary for the conferees to be in the same physical location since they can connect at the same cyber-location. The user can create a list of contacts consisting of other Skype users, making it quick and easy to connect with them. The user is not limited to communicating with their contacts, however, differentiating this application from ooVoo, where you can only communicate with those users who have accepted you as their friend.

Not all bandwidths support video, so there is the option of using only voice communications. Also, Skype includes the option for instant messaging. A new feature of Skype is the ability to share a view of your desktop screen with other participants.

Locating or Acquiring This Resource

Skype can be accessed at www.skype.com. The user must create a profile with a login and password. At that point, the user is free to converse with anyone else who has a Skype profile. If the user has a webcam, then the call can be supported with video. If the user desires to make calls to people who do not have a Skype profile, they can either purchase a monthly plan for \$1.09 a month or pay the minute rate of 2.1 cents a minute. One drawback to Skype is that the conversations can only be one-on-one.

Using This Resource in Academic Teaching

- Chats can be organized with international scholars.
- Traveling costs would be greatly reduced for guest lecturers and speakers by having them “visit” via Skype
- Text messages can be sent to class members and professors.
- Students who may not be able to attend a class due to an illness can still “attend” the class through Skype.
- Reading partners can meet on Skype to read assigned texts without having to drive across town or across the country.
- Tutor individually when necessary. In the case office hours do not work, meetings can be held over Skype. For textbook, assignment, and translation issues desktops can be shared either way. Thus, the instructor can demonstrate or direct from his screen the student can also share his screen to ask questions, show work, etc.

White Paper

SMART Board Interactive Whiteboard

Description

The SMART Board interactive whiteboard connects to your computer to provide a large visual field and a touch-screen (touch-board) interface. The interactive whiteboard is connected to a computer and projector. A projector is used to display the computer's output on the whiteboard as images show on the computer's screen. The whiteboard acts as a touch screen. Using a finger, users can control computer applications and write notes. If one touches a computer application on whiteboard, the program plays as one use mouse on computer. With four digital pens, users can write something on the SMART board as on a real whiteboard and erase with a digital eraser. SMART Technologies, the maker of the board and software, also hosts an online community called SMART Exchange where peer-reviewed content and solutions may be shared.

Locating and Acquiring This Resource

The company website is <http://www.smarttech.com/us>. They have three kinds of Smart Board interactive whiteboards for education; 685ix, 600i, and 600 Series. SMART Technologies sell products through global network of fully trained authorized resellers. If you input your area on website, you can find resellers who are near your area. YouTube contains several demonstrations of how to set up and orient the SMART Board.

Using This Resource in Academic Teaching

- SMART Notebook may be used to design course lessons, which may be edited during a lesson and reused. Course lessons may include any type of file, including web sites.
- Each board may be saved as a page, so that all interactions with the board may be recalled.
- All hand-written words may be saved as text, which may be integrated into notes using word processing software.
- Teachers and students may engage with interactive websites and software at the board.
- Files may be edited and saved directly from the board. Document, and especially pictures, may be manipulated interactively to highlight specific aspects. Videos and music may be controlled from the board.
- SMART Board may be integrated with remote controls given to each student to take spot quizzes to check understanding and provide immediate feedback to the students.
- Projects may be constructed interactively by all the students or by groups of students and saved.
- Visual templates may be premade and reused for students to fill in. Students may be broken into groups and group responses may be saved and compared for future reference.
- Every bit of content may be integrated with the SMART Board and controlled from there to reduce delays between different formats, like computer to DVD to audio, etc.

White Paper

Twitter

Description

Twitter is a micro-blogging and social networking service that allows the user to post short updates to his or her account. The distinctive characteristic of Twitter is that it limits these posts (called *tweets*) to 140 characters. This limit was chosen so that the service would be compatible with SMS messages. These constraints represent a strength of Twitter, showing a spontaneity and instantaneity that is not easily achieved with blogs and regular web pages. *Twitter* can also be accessed by smart phones, such as, iPhones, from anywhere within the network of the phone.

Users create their own network by following friends and by having followers. Users may block unwanted followers or report them for spam. Each user has a timeline that displays that user's tweets. Tweets are displayed on the webpage in reverse chronological order (newer first), in multiples of 20 messages. Sending private messages between users is only possible if sent from a follower to a friend. Private messages do not appear in one's regular timeline.

An account's default setting is "public," in which all tweets can be seen by anyone. Users also may set their accounts to "private," in which case the tweets can only be seen only by one's followers, and can accept or reject requests of other users to be their followers. Users can also customize their profile picture and background.

Locating or Acquiring This Resource

Twitter is a free service available at www.twitter.com. The user is required to provide an active email address and choose a unique username and password to use the service. The user is encouraged, but not required to provide his or her real name, location, website, and a one-line short bio, which are associated with the account. Users are allowed to create multiple accounts for multiple uses, provided that each account is associated with a different email address, and the accounts do not violate the terms of service. Multiple accounts may be useful for users who wish to keep, for instance, their professional, personal, or school accounts separate. Users may also provide their cellular phone numbers if they wish to send out tweets and receive select updates via SMS.

Using This Resource in Academic Teaching

- Used as an IM (instant messaging) hotline between the class and the teacher.
- Used as a tool for collaborative work in joint projects.
- Used as a venue for a discussion forum.
- Tracking progression and completion of assignments. Students could tweet steps accomplished in their assignments.
- Students could tweet digests of their reading assignments as part of the requirements for the course.

- Each participant could create a new account for the use in that specific class (so that there would be no interference from tweets unrelated to the class). Then each participant should follow one another, so that all the tweets in that class will appear in their timelines.
- Users could use their own preexisting accounts for use in the class. The teacher could select a unique hash tag for the use in class tweets. Hash tags are searchable strings of text preceded by a “pound” sign
- The teacher could create a “list” including all the students in the class and request that all students also follow that list. The lists feature allows one to create alternative timelines comprised only of tweets of specific users as defined in specific lists.
- Professors could send quick reminders to students of upcoming due dates for assignments.
- Twitter could be used as a method to keep in touch with students and get to know them better.
- It provides an easy way to inform students of last minute changes to class schedule, emergencies, reminders, upcoming class lectures and discussions, etc.

White Paper

Video Projector

Description

A video projector displays high quality images onto a screen or wall. The video projector is a necessary complement to several presentation technologies. Many projectors are capable of projecting an image as large as 25'. Video projectors can be mounted on the ceiling or placed on a table. Setting options adjust for the location and angle of the projector to ensure the best possible picture. Some models are so versatile that, when projecting on a wall, adjustments can be made for the color of the wall. Because of this superiority of visual effect, projectors are widely used both in educational institutions and business organization. The strength of this device is its ability to provide images to multitude of people if a big screen is prepared. There are many kinds of projectors (CRT projector, LCD projector, DLP projector, LCOS projector, and LED) which are classified by technologies used.

Locating or Acquiring This Resource

Any major electronics store will carry video projectors. Today, many college classrooms are equipped with a video projector and an easily accessible video connection for a laptop or other device. One of the classifying specifications of projectors is the number of potential Lumens or brightness. For the purpose of classroom use, no less than 2300 lumens are required and 3000 lumens or greater is preferred. Projectors of this brightness typically sell for \$450+, reaching well over a thousand dollars. Some of the quality brands are Optima, Epson, and InFocus. Newer models have multiple connectivity options that will match most technologies. The most common connections are VGA, composite, and HDMI.

Using This Resource in Academic Teaching

- The large size of the projected image is easily visible to most students.
- The video projector is essential to implement a vast majority of educational technologies.
- Students can display projects or presentations from their computers.
- Projectors enable teachers to teach students who live in different places (different countries or cities). Due to Internet technology, teachers can give lectures to many students who live far away through projectors.
- Showing visual materials related to the class: various visual materials works effectively as an introduction for any subject.
- Online academic conference: Scholars, who live different places, can meet and discuss through this device. They can show various images through video projectors.
- Through internet resources and phone technology such as ooVoo, teachers can show students live video broadcasts of lectures or conferences from all over the world.

White Paper

Vimeo

Description

Vimeo is a website that hosts videos for both public and private viewing, otherwise known as a video-centric social networking site. It is much like YouTube, but there are some significant differences. For one, whereas YouTube clips tend to be short, Vimeo supports long videos with large files, thus making it a favorite of churches who want to broadcast their sermons and of more professional videographers who want to publish their creative work. The site was created by and for filmmakers and video creators for the purpose of sharing their work. Second, unlike YouTube, Vimeo does not have recommended videos that are pornographic or obscene. Overall, it is a much safer environment in which to watch videos. Third, the quality of videos on Vimeo tends to be much better, most likely because the clientele attracted to Vimeo are more intentional about their product.

Locating or Acquiring This Resource

Vimeo can be accessed at www.vimeo.com. In order to upload a video, the user must join Vimeo. Non-members can view public videos without joining. There are two different types of memberships: basic and plus. The basic membership is free and allows the user to upload up to 500MB of high quality video a week with no limit on bandwidth. The plus membership, which costs \$59.95 a year or \$9.95 a month, expands these privileges, providing the user the ability to upload high-definition (HD) videos. The user can upload up to 5GB a week, receive advanced statistics, and create as many albums, groups, and channels as desired. An added bonus is that the user never has to see advertisements.

Using This Resource in Academic Teaching

- Vimeo would be especially helpful for classes that produce videos, like a class on editing or directing.
- Art classes may be attracted to Vimeo because of the artistic nature of many of the videos.
- A professor could upload a lecture onto Vimeo. This would be especially helpful if the institution did not have BlackBoard.
- Online classes that require a presentation could use Vimeo to share presentations among the students in the class.
- With plus membership, a forum could be created so that only the class would have access to the videos and the threaded discussion.
- Whole classes could be hosted on Vimeo, with the professor posting lectures on a password protected channel and the class responding to those lectures and interacting with one another in the thread.
- A professor could use an interesting video or shorter clip as an attention-getter during the lecture.

White Paper

Wikis

Description

Wikis are websites set with the purpose of facilitating creation and edition of user content. While typical webpages are designed for static, read-only content, wikis provide tools for users to freely create new pages, as well as to edit the content of existing pages. Another characteristic of a wiki is the easy interlinking of all pages within a wiki site through the use of simplified markup language applied to certain key words, which then serve as portals to jump from one page to another within the site.

The great strength of wikis is the facility in editing and adding content, and as such it is well-suited for collaborative works, in which several people could be working on one project from different locations at different times and everyone can continually refine the collective work in one place. Its strength is also its great weakness, by which one person could destroy in one stroke the work accumulated during a long period of time. This issue is more critical in wiki that allow open access. For this reason many wikis also maintain a history of all the changes made into each page, so that if any mistake is made, the page could be easily be reverted to any earlier stage. The page history is also useful for tracking contributions by individual users, for determining authorial attribution of specific parts of the present version of the text, or for checking the date stamp of individual pieces of information.

In order to foster easy collaboration, most wikis employ a simplified markup language, which the user can apply to the text instead of using the full HTML language (the underlying software would automatically make the conversion from the wikitext input to the standard web language). Other wikis use the WYSIWYG (what you see is what you get) approach.

Locating or Acquiring This Resource

Install your own wiki: Wiki software is available in many shapes and forms. Some are proprietary and require a paid license, but there are others that are free of charge. Among these, MediaWiki is a good choice, for several reasons: it powers the well-known Wikipedia, so it already has a large user base, and also it is likely that many of your users may already have some familiarity with it. MediaWiki is produced by the Wikimedia Foundation and available at www.mediawiki.org/wiki/Download. Wikimedia does not provide customer service for MediaWiki, but there are complete installation instructions available on the site. It could be installed and customized in an institution's website, an individual's personal website, or one's personal computer for personal use.

You can also create your own website in wiki form using one of many platforms. PBworks (www.pbworks.com) has academic packages including a free Basic Edition, a Classroom Edition, and a Campus Edition. Wikispaces (www.wikispaces.com) allows for free wiki hosting, but private wikis are paid. Google Sites (sites.google.com) is available for free for individuals with a Google account. Google Apps has a free Education Edition available for accredited institutions. Wetpaint (www.wetpaint.com) allows for creation of free private wiki sites, but it may be supported by advertisement.

Using This Resource in Academic Teaching

- As a home page for a class where the instructor may post copies of class materials and handouts to the class and update them as needed. Students would have easy access to the material and be alerted if any changes, updates, or new additions are made.
- As a workspace for student's collaborative work. Each student would have an account in the wiki and can log in and contribute his or her part.
- As a forum for class discussions of select topics. With the ease in editing the content of a page, several pages could be designated as discussion forums.
- As a personal space for students to do their work and showcase or share it with fellow students. Each student may create and control pages in his or her own space within the wiki site.
- As a common space where faculty members can contribute and share their resources.

White Paper

Wondershare

Description

Wondershare is a software development company, based in Shenzhen near Hong Kong that provides an assortment of computing applications related to multimedia, presentation software, document handling and conversion, mobile technology, and PC utilities. The company packages a group of products into their Rapid E-Learning Suite, which includes PPT2Flash Professional, QuizCreator, DemoCreator, and WebVideo Author.

PPT2Flash converts PowerPoint presentations into high-impact Flash presentations, incorporating narrations, animations, quizzes, and simulations. Presentations may be published on the web or as SCORM-compliant LMS packs. QuizCreator allows you to create electronic quizzes and exams with nine types of questions, including true/false, fill in the blank, multiple choice, matching, short essay, etc. Quizzes may be published on a Quiz Management System, on the web, on a CD, as a paper exam, or as a SCORM-compliant package for integration into an LMS. DemoCreator lets you capture and edit an active computer training session or presentation, which can then be published in various formats, including a SCORM-compliant package. WebVideo Author lets you convert various video formats into a Flash format, which can then be published in various formats, including a SCORM-compliant package for integration with an LMS.

Locating and Acquiring This Resource

Wondershare products are available from their website at www.wondershare.com. The Rapid E-Learning Suite is available in three configurations. The cheapest comes with PPT2Flash Pro and QuizCreator for about \$280. Adding DemoCreator brings the price to \$350, and adding WebVideo Author on top of that brings it to about \$400. Each product is also available individually. PPT2Flash Pro is about \$200; QuizCreator, \$130; DemoCreator, \$100; and WebVideo Author, \$60. The website assures compatibility with Windows 7, but no other requirements are given.

Using This Resource in Academic Teaching

- PPT2Flash may be used design and deliver entire course lesson plans. The instructor may choose to use the Flash presentation in class to deliver the lesson and then make the presentations available on a course website to reinforce the in-class component.
- PPT2Flash presentations may be deployed on a course website to deliver lessons to remote students with internet access. Entire courses may be published in this way for on-demand access by students.
- PPT2Flash, DemoCreator, or WebVideo Author may be used to introduce or present specific learning content to students, either in class or online. The instructor may present the content in class, but then publish the presentation with an audio track as well as enhanced visualizations on a website for out-of-class, on-demand access.
- DemoCreator would be useful for instructing students on how to perform computer related tasks, such as interacting with a course or campus website or how to get started with some software that is required for a course. For example, DemoCreator could be used to show

students how to use any of the Wondershare products. It could be used for instructional presentations, like how to get access to a class website and participate in threaded discussions, etc. The instructor can use the visual portion of the presentation in class, but then publish the presentation with audio to a website for on-demand, future reference.

- WebVideo Author would be useful for integrating multiple videos (even in different formats) into one Flash presentation, so that the instructor is not forced to break between videos to find the file and launch it. In a preaching class, for example, all the students' recorded sermons could be composed together to provide useful instruction for the entire class.
- With PPT2Flash, DemoCreator, or WebVideo Author, a Flash portfolio may be created for student projects, either as a future reference for the student or as a submission to potential schools or employers for consideration.
- QuizCreator is obviously usefully for creating and deploying online quizzes and exams or surveys. QuizCreator provides useful features, such as a time limit, security authorization, randomization of question, and instant feedback to the student of passing or failing.
- Any product of the suite may be used to develop learning content and then published into a SCORM-compatible package. This could then be integrated into a SCORM-compatible LMS, such as one developed in Moodle.

White Paper

YouTube

Description

YouTube is a free and public website where users are able to view, upload, and share videos. The website offers suggestions of videos to watch, including “Videos Being Watched Now” and “Most Popular Videos,” but the user may also look for videos using a keywords search. When a video is selected, the video is launched into a player within the internet browser. Users are able to provide feedback as to whether they like or dislike the video. Registered users may also post their own videos, blogs, reviews, and can comment on a video. Furthermore, registered users may post a video response to any video in YouTube, creating a video discussion thread.

Locating and Acquiring This Resource

The Adobe Flash Player plug-in is required to use YouTube. This plug-in will most likely be included with the installation of any internet browser. The plug-in is also available online at www.adobe.com/products/flashplayer. Beyond that, the user needs only to have access to the internet through an internet service provider at home.

Anyone with internet access is allowed to view videos on YouTube. Only registered members are allowed to provide feedback or comments on a video. You must also register in order to upload videos for sharing. Only a username and your birth date will be needed to create the account. Once the account is created you will have full access to reviewing and uploading videos. There are no restrictions on the number of videos, although each video can be no more than ten minutes long and two gigabytes in size. Videos longer than ten minutes will have to be broken up and named with a sequence.

Using This Resource in Academic Teaching

- Most directly, lessons may be recorded on video and then uploaded to YouTube. There are no restrictions on who has access to the video, however. These videos may be used for clarification or as a review of lesson content, as well as for students who missed the original lesson. Of course, entire lessons may be provided in a free, online learning environment. Limited feedback and questions may be provided through the comments, which may be used just to initiate discussion. However, the ability to upload a video response to a lesson provides another option for students to interact with instructors and other students. Students would be able to record responses directly into YouTube or pre-record responses and then upload them. A whole network of video response threads may be built in this way. Inherently, though, no control is possible in terms of who responds.
- Specific learning content may be uploaded. Such content may be supplemental to a classroom lecture or a part of a classroom lecture. Students may then provide comments to initiate thinking and discussion, or provide video responses, as mentioned earlier. There is an abundance of instrumental lessons on YouTube already. Tools like those produced by Wondershare may be used to “annotate” hands-on instruction with more theoretical

instruction to provide a more rounded and formal music lesson, which can then be uploaded to YouTube.

- YouTube is also well-suited for training in video production and performance. The instructor could have students upload their final projects onto YouTube for critique and evaluation. The lack of control over who gets to see and respond to any video may be a positive factor in this kind of training. Part of this instruction must deal with the quality of video production.
- YouTube may also be a good venue for marketing training. The instructor might give the students a particular product to sell or a particular campaign to promote, using only YouTube as a marketing medium. At the end of the course, the instructor might require the students to submit a reflection on the nature of marketing on YouTube.
- YouTube would also be a good resource for social-scientific analysis. For example, a student may want to study how evangelism is done on YouTube, or how churches are promoted on YouTube.
- YouTube is also a library of virtually unlimited resources on almost anything that can be discussed. Instructors who have a clear idea of the kind of content they are looking for will certainly be able to find it on YouTube.