

# 2017 LVAIC DIGITAL TOOLS CONFERENCE **AND** WORKSHOP



**TECHNOLOGY COOKBOOK**

**#LVAICDigitalTools**

## Welcome!

The Lehigh Valley Association for Independent Colleges is a unique consortium that consists of the six member colleges and universities in the Lehigh Valley, as well as six associate member institutions in the eastern Pennsylvania region. Through innovation in collaboration and community, LVAIC aims to provide academic and business support to each member. LVAIC is a community of strong, independent colleges and universities in eastern Pennsylvania growing stronger through collaboration that optimizes opportunities and resources for students, faculty, and staff.

This cookbook is a compilation of the applications and tools that will be discussed at the 2017 LVAIC Digital Tools Workshop to be held on **May 24, 2017 at Lehigh University**. These “recipes” are to be used as guidelines to get you started exploring the technology. Each recipe includes the title of the corresponding presentation, the digital tool that will be used, a short description of the tool or tools involved, key terms associated with the tool, directions for downloading and/or beginning to use the tool, and useful links to help get you started.

### **Please use #LVAICDigitalTools throughout the conference to connect on Twitter!**

Don't have a Twitter account? Click [here](#) to sign up for one (please note Twitter will be used throughout the workshop on Wednesday, so it is highly recommended you have one ahead of time). You can also download the Twitter app [here](#).

Further your conference experience by scanning the quick response (QR) codes located around the conference facility to **learn more about each presenter or presentation**. The Guidebook app offers a free QR code reader.

# Table of Contents

Click a title or tool to jump to that section of the cookbook.

## By Lightning Round Title

<b>BUILDING DIGITAL PRESENCE WITH <i>DOMAIN OF ONE'S OWN</i></b> .....	<b>6</b>
LORA TAUB-PERVIZPOUR, MUHLENBERG COLLEGE .....	6
<b>THE POWER OF THE PODCAST: TEACHING STUDENTS TO SPEAK, CREATE, AND LISTEN</b> .....	<b>7</b>
CORY FISCHER-HOFFMAN, LEHIGH UNIVERSITY .....	7
<b>SOCIAL COLLABORATIVE ANNOTATION TOOLS: HYPOTHES.IS</b> .....	<b>8</b>
TIM CLARKE, MUHLENBERG COLLEGE .....	8
<b>SOCIAL COLLABORATIVE ANNOTATION TOOLS: PERUSALL</b> .....	<b>9</b>
RICK VINCI, LEHIGH UNIVERSITY .....	9
<b>SHARED SHELF: BRINGING DIGITAL IMAGES INTO THE CLASSROOM</b> .....	<b>10</b>
SUSAN FALCIANI, MUHLENBERG COLLEGE .....	10
<b>EXTENDING LEARNING WITH LIVESCRIBE</b> .....	<b>11</b>
GRETA BRUBAKER, LAFAYETTE COLLEGE .....	11
<b>MAPPING EARLY MODERN ENGLAND</b> .....	<b>12</b>
JOHN BLACK, MORAVIAN COLLEGE .....	12
<b>DIGITAL SCHOLARSHIP THROUGH COLLABORATIVE ASSIGNMENTS USING SCALAR</b> .....	<b>13</b>
AMARDEEP SINGH, LEHIGH UNIVERSITY .....	13
<b>NEW APPROACHES TO ENGAGING FACULTY: THE DIGITAL BREW</b> .....	<b>14</b>
THOMAS SCIARRINO, MUHLENBERG COLLEGE .....	14
<b>NEW APPROACHES TO ENGAGING FACULTY: THE WINTER WORKSHOP</b> .....	<b>15</b>
ILENA KEY, LEHIGH UNIVERSITY .....	15

## By Production Workshop Title

<b>PLANNING FOR STUDENT-CREATED DIGITAL TEXTS: SCALAR</b> .....	<b>17</b>
AMARDEEP SINGH, LEHIGH UNIVERSITY .....	17
JASON SLIPP, LEHIGH UNIVERSITY .....	17
<b>USING MAPS FOR LEARNING: ARCGIS</b> .....	<b>17</b>
SCOTT RUTZMOSE, LEHIGH UNIVERSITY .....	17
<b>SOCIAL COLLABORATIVE ANNOTATION TOOLS: HYPOTHES.IS AND PERUSALL</b> .....	<b>17</b>
TIM CLARKE, MUHLENBERG COLLEGE .....	17
RICK VINCI, LEHIGH UNIVERSITY .....	17
<b>ESSENTIALS OF AUDIO RECORDING: CREATING PODCASTS AND MORE</b> .....	<b>17</b>
JARRET BROWN, LEHIGH UNIVERSITY .....	17

## By Drop-In Session Title

LIVESCRIBE – COMPUTER-ENHANCED NOTE-TAKING.....	19
DESIGN THINKING – SOLUTION-FOCUSED THINKING.....	19
JUXTA EDITIONS – TRANSCRIPTION TOOL.....	19
ARC GEOGRAPHIC INFORMATION SYSTEMS (GIS) – MAPPING TOOL.....	19
SPARK BOARD – PRESENTATION, COLLABORATION, CONFERENCING.....	20
LIGHTBOARD/ONE-BUTTON STUDIO – VIDEO RECORDING.....	20
HTC VIVE – VIRTUAL REALITY.....	20

## By Digital Tool or Activity

ARCGIS.....	17,20
AUDACITY.....	7
DOMAIN OF ONE’S OWN.....	6
GOOGLE MAPS.....	12
HTC VIVE.....	20
HYPOTHESIS.....	8,17
JUXTA EDITIONS.....	19
DESIGN THINKING.....	19
LIGHTBOARD/ONE-BUTTON STUDIO.....	15,20
LIVESCRIBE.....	11,19
PERUSALL.....	9,17
SCALAR.....	13,17
SHARED SHELF.....	10
SPARK BOARD.....	20

# **LIGHTNING ROUNDS**

**#LVAICDigitalTools**

# Building Digital Presence with *Domain of One's Own*

Lora Taub-Pervizpour, Muhlenberg College

## Abstract:

In Fall 2016, the Digital Learning Team at Muhlenberg College launched a *Domain of One's Own*, an initiative that allows Muhlenberg students, faculty, and staff to register their own domain name and associate it with a hosted web space (<http://dooo.flc.bergbuilds.domains/>). With their Domain and corresponding web space, members of the Muhlenberg community have the opportunity and support to construct a meaningful and vibrant digital presence. In this presentation, we will briefly provide an overview of the Faculty Learning Community model in which we introduced our campus to *Domain of One's Own* (DoOO). Through examples from faculty FLC participants and from students enrolled in DoOO linked courses, we will discuss the digital pedagogies and digital scholarship practices that DoOO has empowered. After this overview, we will lend our experiences collaborating to implement DoOO at Muhlenberg to the task of imagining how other campuses might initiate their own DoOO project. Some of the questions we want to consider include: How might Domains foster consortial collaboration? How does a *Domain of One's Own* empower students as digital learners and support the literacies that are critical for digital citizenship? How can faculty leverage Domains to build and share digital scholarship and to construct a digital scholarly presence?

## Tools:

### *Web Development Tools*

The DoOO project allows students, faculty, and staff to register their own domain name and associate it with a hosted web space.

## Keyword/Tags:

Domain Names; Web Development; Digital Presence

## Directions:

1. Find out if your campus has a similar project.
2. Explore options using open source systems, such as [WordPress](#) or [Square Space](#).

## Resources:

- Visit Muhlenberg's Site: <http://diglearn.blogs.muhlenberg.edu/2017/04/24/domain-of-ones-own/>
- Getting Started with Claiming Domains: <https://reclaimhosting.com/domain-of-ones-own/>

# The Power of the Podcast: Teaching Students to Speak, Create, and Listen

Cory Fischer-Hoffman, Lehigh University

## Abstract:

In our complex and technologically savvy world, simple audio production has taken center stage as the incredible boom in podcasts bring media, information, comedy, music, knowledge, and sound into our multi-tasking lives. In this presentation, we will explore the power of audio, radio storytelling, and the pedagogical purpose of using podcasts as class assignments. I will share my experiences of producing audio and assigning podcasts as final projects in undergraduate courses. I will also review how I integrated technological training and listening exercises into the course design. In this session, we will discuss the power of voice and touch on the politics of representation. This presentation is great for educators of all disciplines but has special resonance with those teaching journalism, ethnography, history (especially 1950s-present), and oral history. I argue that podcast production can support students in developing skills in writing, speaking, creating, and listening. Participants will leave with resources on equipment for audio recording, software for audio editing, information on audio archives, and suggested further reading. This presentation will demonstrate the incredible potential of the audio form.

## Tools:

### *Audacity*

Audacity is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. The interface is translated into many languages. It can be used to:

1. Record live audio;
2. Record computer playback on any Windows Vista or later machine;
3. Convert tapes and records into digital recordings or CDs;
4. Edit sound files;
5. Cut, copy, splice, or mix sounds together; and
6. Add numerous effects including change the speed or pitch of a recording.

## Keywords/Tags:

Podcast; Audio Recording; Student-Centered Learning

## Directions:

1. Visit the [Audacity website](http://www.audacityteam.org) to determine the best-suited Mac or PC version.
2. Download the [Audacity software](http://www.audacityteam.org/help/documentation/) to your device.
3. Follow the instructions to install the software.

## Resources:

- Getting Started with Audacity: <http://www.audacityteam.org>
- Audacity Tutorials: <http://www.audacityteam.org/help/documentation/>
- Audacity Wiki: [http://wiki.audacityteam.org/wiki/Audacity\\_Wiki\\_Home\\_Page](http://wiki.audacityteam.org/wiki/Audacity_Wiki_Home_Page)

# Social Collaborative Annotation Tools: Hypothes.is

Tim Clarke, Muhlenberg College

## Abstract:

Over the past year, members of the Digital Learning Team at Muhlenberg College have incorporated the Hypothes.is web-based, shared annotation tool into several learning contexts. This lightning talk intends to demonstrate several of the tool's capabilities and affordances. Additionally, this talk hopes to highlight pedagogical advantages of shared annotation within particular liberal arts learning scenarios. Specifically, this presentation will discuss experiences using Hypothes.is within an Intergroup Dialogue (IGD) course, two faculty learning communities, and a digital peer learning training program. Finally, this presentation will share tested techniques that have succeeded in engaging learners ranging from first-year undergraduates to faculty.

Hypothes.is empowers collaborative and active learning through shared annotation atop course texts. In the short time allotted, the aim is to push beyond some more obvious classroom applications for shared annotation, and rather spotlight integrative pedagogic scenarios. Specific attention will be paid to the use of Hypothes.is as a means to work beyond the silos of the Learning Management System, and especially across learning contexts that pose temporal (e.g., "cluster" courses), geographic (e.g., service learning, study abroad), or similar challenges to the liberal arts classroom.

## Tool:

*Hypothes.is*

Hypothes.is is a free, open-source tool that allows individuals and groups to annotate any website either publicly or privately. Students can highlight or write comments for themselves or collaboratively in closed groups. Such uses include: highlighting unfamiliar words, character analysis to questioning evidence, analyzing rhetorical appeals, and online peer revision.

## Keywords/Tags:

Shared Annotation; Collaboration; Learner Engagement

## Directions:

1. Visit the [Hypothes.is website](https://hypothes.is) and fill in your information.
2. You will also have to [get the Chrome extension](#) as well.
3. Follow directions in the [Quick Start Guide](#) to begin annotation.

## Resources:

- Getting Started: <https://hypothes.is/teacher-resource-guide/>
- Users Guide: <https://hypothes.is/quick-start-guide/>

# Social Collaborative Annotation Tools: Perusall

Rick Vinci, Lehigh University

## Abstract:

We are piloting the use of the Perusall digital textbook and social media platform. It enables students to annotate a shared digital version of the textbook, asking questions and making comments that can be addressed by others in the class. The goal is to encourage the students to read critically prior to arrival in class, thereby permitting deeper discussion and active learning during the class than would otherwise be possible.

## Tool:

*Perusall*

Students can purchase and access textbooks in Perusall from many publishers and annotate them directly on a digital platform. This allows students and instructors to:

- Annotate the readings and asynchronously respond to each other's comments and questions about the readings in context;
- Turn solitary reading assignments into engaging collective activities; and
- Start class by discussing information in an automatically generated "student confusion report" – a one-page summary of concepts and passages your students had trouble with or most engaged them, along with selected examples of the best annotations you can praise.

## Keywords/Tags:

Collaboration; Annotation; Digital Texts

## Directions:

1. Visit the [Perusall website](http://perusall.com/) and register for an account. Select the "I am an Instructor" option.
2. Verify your course information, choose a start date, and search the publication list. Select the text for your course.
3. Follow the validation instructions to confirm your role at your institution.

## Resources:

- List of Publishers: <http://perusall.com/>
- Demonstration Webinar: <http://perusall.com/webinar>

# Shared Shelf: Bringing Digital Images into the Classroom

Susan Falciani, Muhlenberg College

## Abstract:

The libraries at Moravian and Muhlenberg are using Artstor's Shared Shelf digital repository to house their digitized special collections materials as members of CIC's Consortium on Digital Resources for Teaching and Research. The Consortium places particular emphasis on exploring the pedagogical possibilities of using digital images in the classroom, and the two institutions will showcase different approaches to this end.

Moravian's Pam Johnson, Research Instruction and Digital Resources Librarian, worked with psychology professor, Dr. Stacey Zaremba, in her course "The Psychology of Women," to have students critically examine specific images from the Moravian Seminary and College for Women digital collection using Mattson's image analysis strategy "Inside the frame, outside the frame". Students used the Shared Shelf tool as a means to access, search, and download images for their own digital collection assignment.

Muhlenberg's Special Collections and Archives Librarian, Susan Falciani, partnered with Professor Sharon Albert in her first-year seminar "The Power of Maps" to have students provide metadata for items in the Brennen Map Collection that had been uploaded into Shared Shelf. With a cataloging screen customized for student entry, this exercise allowed students to increase their digital literacy, as they became part of the process of adding to the institution's digital collections.

## Tool:

### *Shared Shelf*

Artstor's Shared Shelf is an enterprise-wide media management solution that enables institutions to upload, catalog, and share their digital collections. Users can easily manage a library's special collection, a retiring faculty member's lifelong work, student project videos, and more. Collections are discoverable alongside the Digital Library's content throughout your institution, and may be shared with other institutions or published to the Open Web via [Shared Shelf Commons](#), [the Digital Public Library of America \(DPLA\)](#), or your own [Omeka site](#).

## Keywords/Tags:

Digital Images in the Classroom; Student-Centered Learning

## Directions:

1. Visit the [Shared Shelf website](#) to see if your institution has a subscription.
2. If your campus does not have a subscription, contact your library or digital resources department.

## Resources:

- To Learn More: <http://artstor.org/content/teaching-resources-overview>
- Quick Start Guide: <http://support.sharedshelf.org/getting-started>
- Shared Shelf Webinars: <http://artstor.org/webinars?view=ADL>

# Extending Learning with Livescribe

Greta Brubaker, Lafayette College

## Abstract:

The Academic Tutoring and Training Information Center and I would like to present on the Livescribe pen and its uses in and out of the classroom by both faculty and students. A growing number of students on our campus use the Livescribe pen to capture lectures while taking notes in which the text and audio are synced and organized digitally. The pen allows for a deeper level of learning during class as students do not need to worry about missing parts of the lecture, they can simply select parts or all of the lecture to listen to again while following along in their notes giving them the ability to enhance or expand their notes. Outside of the classroom, students are able to create organized notebooks that incorporate the audio and text, generate study guides and export the content to other software, such as Evernote and OneNote. Made for use with a smart phone or iPad, the Livescribe pen enhances listening and learning in any context. Many of our students with disabilities find this to be an invaluable tool in giving them the capability to compete on an even playing field with their peers. Students have talked anecdotally about how listening back to lectures gives them a visceral sense of being back in the classroom during the time of the lecture, which has led to higher retention of the information as well as the ability to reflect in a more meaningful way on the content.

## Tool:

### *Livescribe*

Livescribe is a leader in the design and manufacturing of smartpens, enabling customers to capture, search, and share handwritten notes on the digital devices they use every day. Livescribe smartpens synchronize handwritten notes with recorded audio, convert notes and audio into a digital format, changing the way notes are accessed and shared. Livescribe smartpens have an embedded infrared camera that detects pen strokes on special Livescribe paper, allowing notes to be recorded digitally in real time.

## Keywords/Tags:

Note-taking; Disability Services; Student-Centered Learning

## Directions:

1. Purchase the Livescribe pen and paper at the [Livescribe website](#).
2. Download the [Livescribe+ app](#) to organize all of your handwritten notes on your device.
3. Follow the instructions to install the software.

## Resources:

- Users Guide: <https://www.livescribe.com/en-us/support/manuals.html>
- YouTube Tutorials: [https://www.youtube.com/playlist?list=PLUNu839Lf6L6cgquajzN2yi6oUMJE\\_hVc](https://www.youtube.com/playlist?list=PLUNu839Lf6L6cgquajzN2yi6oUMJE_hVc)
- Community Support: <https://livescribe.zendesk.com/hc/en-us/categories/204172907-Livescribe-3-Smartpen>

# Mapping Early Modern England

John Black, Moravian College

## Abstract:

In Spring 2016, supported by Digital Pedagogy Course Development stipend funded through the grant from The Andrew W. Mellon Foundation, I designed a collaborative digital mapping assignment entitled, "Mapping Early Modern England," for my British Renaissance and Neoclassicism course (ENGL 351). In the project, students:

- Identified important locations referenced in the literary works and in our contextual readings on Britain in the 16th, 17th, and 18th centuries;
- Researched the significance (literary, cultural, and historical) of the places;
- Plotted the places on a "stripped" Google map;
- Annotated the tagged locations with their findings, using text, image, video, and audio;
- Produced an essay summarizing their work, assessing their contributions to the project, and reflecting on the relationship between the work and course outcomes; and
- Made a brief oral presentation on their 5 polished contributions to the project.

Building the map helped us explore the construction of "place" and connections between place and literature. Undertaking this exploration from the platform of digital humanities provided us with opportunities to foreground the visual, to enhance the elements of creativity and production, and to incorporate reflection and critical thinking about the use of technology in learning.

## Tool:

*Google Maps*

Create custom maps to share and publish online with Google Maps. You can make maps that show different kinds of information.

## Keywords/Tags:

Geospatial Tools; Student-Centered Learning; Digital Humanities

## Directions:

1. Visit the [Google Maps website](https://www.google.com/maps).
2. Click the link to create a new map.
3. Sign in with your Google account to save your map.

## Resources:

- Getting Started with Google Maps: <https://www.google.com/maps/d/u/0/home>
- Maps Users Guide: <https://support.google.com/mymaps/answer/3024396?hl=en>

# Digital Scholarship through Collaborative Assignments Using Scalar

Amardeep Singh, Lehigh University

## Abstract:

This presentation introduces participants to the basics of the Scalar platform, with an emphasis on how the platform might be used as a digital teaching tool. I will focus on 1) why people might want to use Scalar for teaching and research, 2) the basics of using Scalar, including Paths, Tags, in-built visualizations, and metadata, and 3) look at some examples of interesting Scalar projects that might work as teaching tools.

I will draw on my own experience with a couple of Scalar projects, including "Claude McKay's Early Poetry" and "The Kiplings and India". The McKay project started as collaborative class assignment in WordPress (Fall 2015), and evolved into a stand-alone project that I re-built in Scalar; part of what I can discuss is the relative benefits of Scalar and WordPress. I have also been using the Kiplings project in a class I have been teaching this spring on literature of the British Empire in India.

The McKay project can be found here: <https://scalar.lehigh.edu/mckay/>

## Tool:

*Scalar*

Scalar is a free, open source authoring and publishing platform that's designed to make it easy for authors to write long-form, born-digital scholarship online. Scalar enables users to assemble media from multiple sources and juxtapose them with their own writing in a variety of ways, with minimal technical expertise required. Scalar also gives authors tools to structure essay- and book-length works in ways that take advantage of the unique capabilities of digital writing, including nested, recursive, and non-linear formats. The platform supports collaborative authoring and reader commentary.

## Keywords/Tags:

Instructional Publishing Platform; Student-Centered Learning; Digital Humanities

## Directions:

1. Visit the [Scalar website](#) to register a new account.
2. Click the [Dashboard link](#) to begin creating your book.
3. Click on [My Account](#) to start building.

## Resources:

- Getting Started: <http://scalar.usc.edu/scalar/features/>
- Users Guide: <http://scalar.usc.edu/works/guide/index>
- Community Forum: <http://scalar.usc.edu/scalar/forums/>

# New Approaches to Engaging Faculty: The Digital Brew

Thomas Sciarrino, Muhlenberg College

## Abstract:

In November 2016, the Digital Learning Team (DLT) and the Faculty Center for Teaching (FCT) held their first Digital Brew. This event was a result of the DLT looking for new ways to showcase their work and the work of faculty, to the college community, in a low-pressure casual environment. Through this desire to engage the community in something new and truly different way, the Digital Brew was born. The Digital Brew was designed so that participants had an opportunity to gain hands-on experience with some of the digital technologies in use on campus. Faculty from a variety of disciplines, along with digital learning collaborators were on hand to demonstrate how available technologies are and can be integrated into Muhlenberg courses. Faculty and staff members talked at multiple stations about technology and demonstrated how to integrate these technologies into courses, daily tasks, and student-faculty research collaborations. Each station featured a demonstration or tool for hands on exploration.

The DLT created an event that paired craft brewed beer, wine, and sodas with digital technologies. The technology and collaboration was the focus and the "Brew" was the hook. It often helps to have a hook to get folks to come. We had a great turn out with over 50 faculty and staff members participating in the event. It wasn't just the turnout, but the folks that came. A great deal of the people that came to the event hadn't participated in our training session in the past.

## Tools:

*Craft Beer, Digital Tools, and Good Conversation*

## Keywords/Tags:

Faculty Engagement; Digital Learning

## Directions:

- Find out how what your campus is currently doing to offer faculty training in digital learning.

## Resources:

- Visit Muhlenberg's Site: <http://diglearn.blogs.muhenberg.edu/2016/11/29/digital-brew/>

# New Approaches to Engaging Faculty: The Winter Workshop

Ilena Key, Lehigh University

## Abstract:

Over winter session Lehigh's Center for Innovation in Teaching and Learning (CITL) offered a winter workshop for faculty. This was a full day event that featured a workshop on pedagogical topics, such as inclusive teaching, presentations, and writing assignments. Additionally, faculty members were able to visit drop-in sessions that featured testing and HTC VIVE, advanced gradebook features in Moodle, visiting the Lightboard/One-Button studio and learning about WordPress as an educational publishing platform.

## Tools:

*Pedagogy, Digital Tools, and Good Conversation*

## Keywords/Tags:

Faculty Engagement; Digital Learning

## Directions:

- Find out how what your campus is currently doing to offer faculty training in digital learning.

## Resources:

- Visit Lehigh's Site: <https://citl.lehigh.edu/>

# PRODUCTION WORKSHOPS

[#LVAICDigitalTools](#)

## Planning for Student-Created Digital Texts: Scalar

Amardeep Singh, Lehigh University  
Jason Slipp, Lehigh University

### Description:

This hands-on production workshop detailing how to use Scalar follows Amardeep Singh's presentation.

### Resources:

Getting Started: <http://scalar.usc.edu/scalar/features/>

## Using Maps for Learning: ArcGIS

Scott Rutzmoser, Lehigh University

### Description:

This hands-on production workshop detailing how to use ArcGIS precedes Scott Rutzmoser's drop-in session.

### Resources:

Getting Started: <http://www.arcgis.com/features/index.html>

## Social Collaborative Annotation Tools: Hypothes.is and Perusall

Tim Clarke, Muhlenberg College  
Rick Vinci, Lehigh University

### Description:

This hands-on production workshop detailing how to use Hypothes.is and Perusall follows Tim Clarke's and Rick Vinci's presentations.

### Resources:

Getting Started with Hypothes.is: <https://hypothes.is/teacher-resource-guide/>

Getting Started with Perusall: <https://app.perusall.com/register>

## Essentials of Audio Recording: Creating Podcasts and More

Jarret Brown, Lehigh University

### Description:

This hands-on production workshop details how to create podcasts and audio recordings.

### Resources:

Getting Started: <http://www.arcgis.com/features/index.html>

# **DROP-IN SESSIONS**

**#LVAICDigitalTools**

## Livescribe

### Description:

Livescribe enables customers to capture, search, and share handwritten notes on the digital devices they use every day. Livescribe smartpens synchronize handwritten notes with recorded audio, convert notes and audio into a digital format, changing the way notes are accessed and shared. Livescribe smartpens have an embedded infrared camera that detects pen strokes on special Livescribe paper, allowing notes to be recorded digitally in real time.

### Resources:

Visit the Livescribe page: <https://www.livescribe.com/en-us/>

## Design Thinking

### Description:

Design thinking is the confidence that everyone can be part of creating a more desirable future, and a process to take action when faced with a difficult challenge. That kind of optimism is well needed in education. There is a toolkit for design thinking in schools. This drop-in session helps participants understand the design thinking process and how it could be applied to teaching and learning.

### Resources:

Visit this site for more information: <https://designthinkingforeducators.com/design-thinking/>

## Juxta Editions

### Description:

Juxta Editions is a transcription tool that allows students hands-on opportunities to create digital scholarly texts. The tool provides assistance during the entire process of preparing a digital edition, from transcribing texts to editing and annotating them, to publishing online. Users can upload images and Juxta Editions will display them in a deep zoom window. Generate diplomatic transcriptions of manuscripts, mark names and dates, and structural features. Use Optical Character Recognition (OCR) to automatically transcribe printed text, and then publish the work digitally.

### Resources:

Visit the site for more information: <http://www.juxtaeditions.com/>

## ArcGIS

### Description:

This drop-in session will show participants how to get started using ArcGIS. This session will discuss creating maps, using layers, and sharing/embedding maps into other applications.

### Resources:

Visit the website for more information: <http://www.arcgis.com/features/index.html>

## Spark Boards

### Description:

Lehigh University is in the process of testing Cisco's new [Spark Boards](#) in collaboration spaces. With the Cisco Spark Board, you can wirelessly present, use a whiteboard, and participate in video or audio conferences – everything you need for team collaboration. Connect to your virtual teams outside the physical room, through the devices of your choice. During this drop-in session, participants will be able to test the Spark Boards.

### Resources:

Please download the Spark app: <https://www.ciscospark.com/downloads.html>

## Lightboard/One-Button Studio

### Description:

Lehigh University's CITL has developed a One-Button Studio. The One-Button Studio is a video recording space where faculty, staff, and students can create high-quality video recordings by simply bringing a USB flash drive and pressing a button to start/stop recording. The studio does not require users to have prior video, audio, or lighting knowledge, as all of those components have been automated for ease-of-use. In addition, there is also a Lightboard, which is a glass "chalkboard" pumped full of light. It is available for creating forward-facing presentations with the ability to write on the glass in front of you. The writing appears to "glow" to the viewer. It can be used to create lecture content, presentations for assignments, concept explanations, and more.

### Resources:

See an example of a Lightboard: <http://lightboard.info/>

## HTC VIVE

### Description:

Lehigh's CITL maintains two HTC VIVE systems for virtual reality, or VR, exploration. The VIVE is designed to utilize room-scale technology to turn a room into a 3D "virtual world" space. The VR headset allows the user to navigate naturally, with the ability to walk around and use motion tracked handheld controllers to vividly manipulate objects, interact with precision, communicate and experience immersive environments. Faculty interested in utilizing the VIVE within a course for teaching or research purposes should contact their Instructional Technologist.

### Resources:

Visit VIVE's website: <https://www.vive.com/us/>