To me, the end result of these efforts is to archive the classroom!

Why?

For Students
1. Miss classes
2. Revisit topics
3. Re-participate in the classroom!

For ME - Narcissism and Laziness!
1. I sometimes forget to write down things I say!
2. If students miss a class, I can say “Look at the notes and grab the podcasts.”
3. If I give an example or illustration that is brilliant, I have it recorded for later reference!
Effort One - Slideshows

► Used in tandem with whiteboard/chalkboard.

► Originally to solve dilemmas like:
  1. I have bad handwriting.
  2. I see no point to writing out definitions/theorems.

► Freed up board space.

► Created a clean outline for students to follow.

► Used in Combo w. SMARTBoard.
  1. Students responded favorably to the change in presentation.
  2. Students def. responded well to the new level of archiving that was being created.

Q: Has anyone else noticed how students will focus on a presentation?
In the Fall 2010 semester, I purchased an Olympus VN6200PC voice recorder.

Recorded lectures in my MATH 0100 and MATH 2221 courses.

Students went home and listened to the lectures in combo with their notes.

1. Audio, if we visited the Library, they had annotated notes.

2. Students tell me that they do this. (I have no survey/unpressed tool to measure usage.)

Studies seem to show that the use of podcasts at least contributes to the overall learning experience[1, 3] but we’re not certain if that is the “coup de grâce”.
Effort Three - Video from a Classroom w. YouTube

- YouTube (http://www.youtube.com/user/jernstberger)

- Started off in INTM 2011.

- Wanted notable speakers (Pres. McAlexander, Anton Flores, Patty Youngblood, Quincy) to talk to our students and we wanted to be able to reference what they had spoken!

- Ended up recording student presentations and their feedback on the class.

- Spring 2011 found video in my MATH 2222 class. A complete student-led archival of an example.

- Interesting side-effects
Effort Three - Video, cont.

- Teaches consciousness of an overall academic society.

- Requires
  1. Patience
  2. A decent computer
  3. A video camera
  4. Proper software.
  5. A place to put the video.
  6. A place to backup the video.
  7. The bases to be covered. i.e., a waiver to be signed
Effort Four - An iPad in the Classroom

- We couldn’t always make it to the MMC or the Auditorium in the Library.

- Murray State has a Tablet Group and they had seen significant response from their students [2].

- Why the iPad?
  1. Cheap.
  2. Solid app development.
  3. Stable

- What do you need?
  1. Apps include Note Taker HD ($4.99) and AirSketch ($7.99).
  2. Dropbox (email me about this!)
  3. Stylus
  4. Protection.
Pros
1. Easy to use.
2. No chalk or dry erase mess.
3. All digital (very sustainable!)

Cons
1. Moves away from board.
2. Class can move very quickly.
Effort Five - A Video-Recorded Classroom

- All the other problems—compounded.
- Clean visibility of the screen.
- Lots of tech and networking needed.
- Video editing software. Camtasia for Windows, iVideo for Mac, Kdenlive for Linux.
- A good IT staff.
J. Copley.  
Audio and video podcasts of lectures for campus-based students: production and evaluation of student use.  

K.R. Fister and M.L. McCarthy.  
Mathematics Instruction and the Tablet PC.  

O. McGarr.  
A review of podcasting in higher education: Its influence on the traditional lecture.  