**Interactive Asynchronous Technology-Supported Learning Activities**

**Resource List**

1. VideoAnt Software: <https://ant.umn.edu/welcome>
Software created and hosted online by the University of Minnesota College of Education and Human Development. VideoAnt can be used to annotate existing videos/video clips. To use the software, you must sign in using an existing account (Google, Facebook, Twitter) and accept the terms and conditions of using the software. The purpose of signing in is to allow VideoAnt to access any YouTube videos that you have. You view the video with VideoAnt running and add annotations/notes. After the video has finished, your annotations are listed on the right side of the screen, and markers for your annotations also appear as black lines below the video box. Your annotations are automatically saved. When you log back in, you can see all of your saved videos and annotations in your “AntFarm.”
2. H5P Software: <https://h5p.org/>
H5P a newer html mark-up language. In some respects, it replaces Adobe Flash. It is free, but H5P activities need to be hosted on a website. Activities can be embedded into most websites and web-based platforms. Activities can also be integrated into (and are much easier to create from within) LMSs like Blackboard, Brightspace, Canvas, and Moodle; however, each institution must enable this integration. CWRU currently does not have H5P integration.
Check out *H5P Examples.pdf* (from <https://h5p.org/content-types-and-applications>)
3. Desmos site & software: <https://www.desmos.com/>
Desmos was designed to help teachers create interactive and creative activities for mathematics instruction. Individual teachers develop and post various interactive activities that are FREE to use. You can set up an account as a teacher and distribute links to your students. Students can do exercises on the site; then, you as a teacher can log in and see how they performed. Some of the activities are not strictly math-related; for example, there is a “card sort” drag-n-drop activity on different types of sampling for research. If you’re especially ambitious, you can modify existing activities or create your own activities on their site.
4. Other Technology-Enhanced Assessment Sites and/or Apps:
	1. Curriki Studio: <https://www.curriki.org/studio/>
	2. Edcite: <http://edcite.com>
5. Second Life (SL) <https://secondlife.com>
Second Life is a form of virtual reality that allows people to interact with material to learn new skills, engage in simulations, as well as to communicate with others around the world. There are many “lands” that you can enter for free with an avatar that you create in Second Life Viewer. Examples of how SL can be used for learning and interaction can be seen on this short video: <https://www.youtube.com/watch?v=bDuq3vVuCeA>

SL can allow individuals to engage in a simulated experience such as one created by the Department of Defense to teach about the effects of PTSD: <https://www.youtube.com/watch?v=DFtZgKSVPc4>

The Mandel School has used SL to teach students about conducting home visits and as a venue for “office visits” to conduct family therapy.

1. Social Explorer: <https://www.socialexplorer.com/>
Social Explorer provides a web-based interface that allows users to visualize and interact with data, create maps, charts, reports and downloads. They have compiled hundreds of thousands of built-in data indicators related to demography, economy, health, politics, environment, crime and more. Existing users have created hundreds of interactive maps and charts, organized into “bite-size” pieces--case studies, “data snacks,” demographic profiles, signature brand location data, etc. Of course, they want you to buy a subscription to their service, but much of the content can be accessed for free by individuals. For an example, check out: <https://www.socialexplorer.com/blog/post/five-maps-for-2021-you-need-to-see-11185>
#4. Internet Access Becomes a Necessity - % of residents with no internet access
2. Teaching Tech YouTube Channel:
<https://www.youtube.com/channel/UCbgBDBrwsikmtoLqtpc59Bw>
3. The New EdTech Classroom:
	1. YouTube Channel: <https://www.youtube.com/channel/UCd6vizTYlSgpR6zJ8j5KiyA>
	2. Website:
	<https://newedtechclassroom.com/>
4. Top Tech Tools for Teachers in 2021 (YouTube Video): <https://www.youtube.com/watch?v=C7etwbRgqsg> (15:12)

Other Technologies or Software:

* Video-Capture Software (e.g., Echo360 or Panopto) for creating pre-recorded videos
* EdPuzzle (edpuzzle.com) - add questions or narration to videos
* Thinglink (.thinglink.com)
* LMS Discussion Boards/Forums
* LMS-Embedded Quiz/Exam technologies
* LMS Course Wiki pages or Blogs
* Padlet (padlet.com) - an app to create and share virtual bulletin boards
* Google Jam Board

Potential Readings of Interest:

Dyment, J., Stone, C., & Milthorpe, N. (2020). Beyond busy work: Rethinking the measurement of online student engagement. *Higher Education Research & Development*. <https://doi.org/10.1080/07294360.2020.1732879>

Khan, A., Egbue, O., Palkie, B., & Madden, J. (2017). Active learning: Engaging students to maximize learning in an online course. *The Electronic Journal of e-Learning, 15*(2), 107-115. <http://www.ejel.org>

Kim, J., Guo, P.J., Seaton, D.T., Mitros, P., Gajos, K.Z. and Miller, R.C. (2014). Understanding in-video dropouts and interaction peaks in online lecture videos. In *Proceedings of the First ACM Conference on Learning @ Scale Conference - L@S ’14* (pp. 31-40). ACM Press. <https://doi.org/10.1145/2556325.2566237>

Poll, K., Widen, J., & Weller, S. (2014). Six instructional best practices for online engagement and retention. *Journal of Online Doctoral Education, 1*(1), 56-72.

Slemmons, K., Anyanwu, K., Hames, J., Grabski, D., Mlsna, J., Simkins, E., & Cook, P. (2018). The impact of video length on learning in a middle-level flipped science setting: Implications for diversity inclusion. *Journal of Science Education and Technology, 27*, 469–479. <http://dx.doi.org/10.1007/s10956-018-9736-2>