Digital Sandbox: A Hands-On Exploration of Learning Technologies

Yasmin Eisenhauer, Associate Director
Information Technology Services

WORD PROCESSING HAS NEVER BEEN SIMPLER

Brøderbund's Bank Street Writer turns your Apple or Atari computer into a powerful word processor, with many of the advanced features you'd expect to find only in an expensive business system. Powerful, yet purposefully simple, Bank Street Writer has no complex codes to memorize. The screen guides you every step of the way. It's everything you're ever likely to need in a word processor at a price you can afford. Here are just a few of its many features: • Add, move, insert and erase blocks of text, • Universal search and replace, • Automatic centering and indent, • Automatic word wrap, so you don't have to hyphenate or "return" at the end of each line, • Potent print format routines all in memory, • Disk storage and retrieve functions with password protection, • Document chaining allows you to print documents of unlimited length, • Page headers and automatic page numbering—top or bottom, • Highlighting of text, • Upper and lowercase without additional hardware.

Bank Street WRITER™

Brøderbund's Bank Street Writer comes complete with Tutorial and Utility programs, a comprehensive reference manual and a free back-up disk.

Student approved, the entire system has been extensively tested by Bank Street College of Education and Intentional Educations.

Bank Street Writer. The ground-breaking, sensible combination of word processing power, thoughtful design, and exceptional value.

The First Word Processor For The Entire Family.

Hardware requirements: Apple version requires Apple II or Apple II + with 48K and Applesoft in ROM of language card, DOS 3.3. Atari 400/800 version requires 48K and BASIC cartridge. Both versions require only one disk drive.

Brøderbund Software

1938 Fourth Street, San Rafael, California 94901, Telephone (415) 456-6424

Apple is a registered trademark of Apple Computer, Inc. Atari is a registered trademark of Atari, Inc.

Apple IIc | by MarkGregory007

collaborators

silo hoppers

STEWARD

explorers

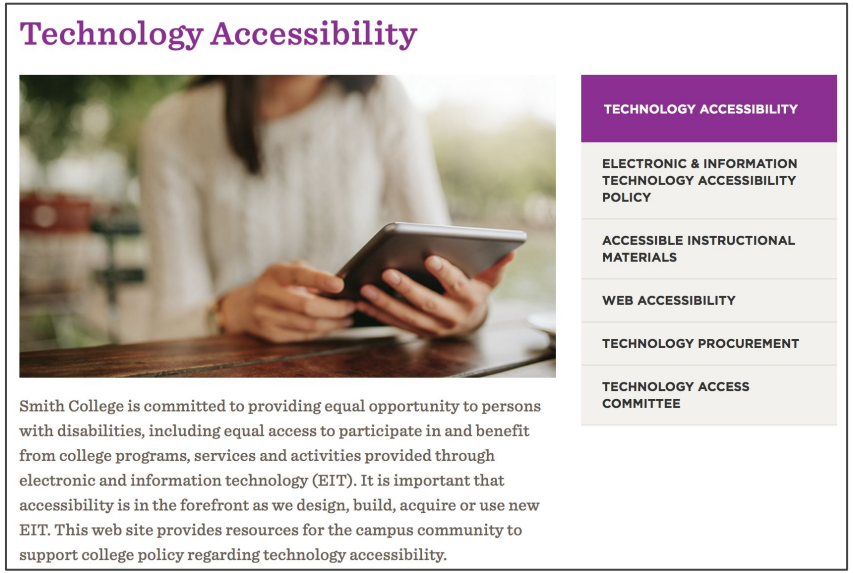
Sherrerd Center 2016-18 Theme

"An inclusive learning community—as opposed to simply a diverse one—is one in which everyone's voice is equally encouraged and welcomed...

What can professors convey through their course planning, choice of materials, classroom practice and assessment to make deep learning accessible to all students? What must professors themselves need to learn so that they can best teach an ever more diverse student body? How can innovative pedagogies promote communities of reflective and creative learners capable of working, playing and solving the world's problems together?"

-- Goals of the Center, Sherrerd Center for Teaching and Learning Smith College

Technology Access



https://www.smith.edu/about-smith/technology-accessibility

"Accessible" means that individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease and effectiveness of use.

Universal access to education is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities.

“How might we leverage our academic technologies ecosystem and integrate digital approaches to build, enhance and/or sustain inclusive learning environments?”

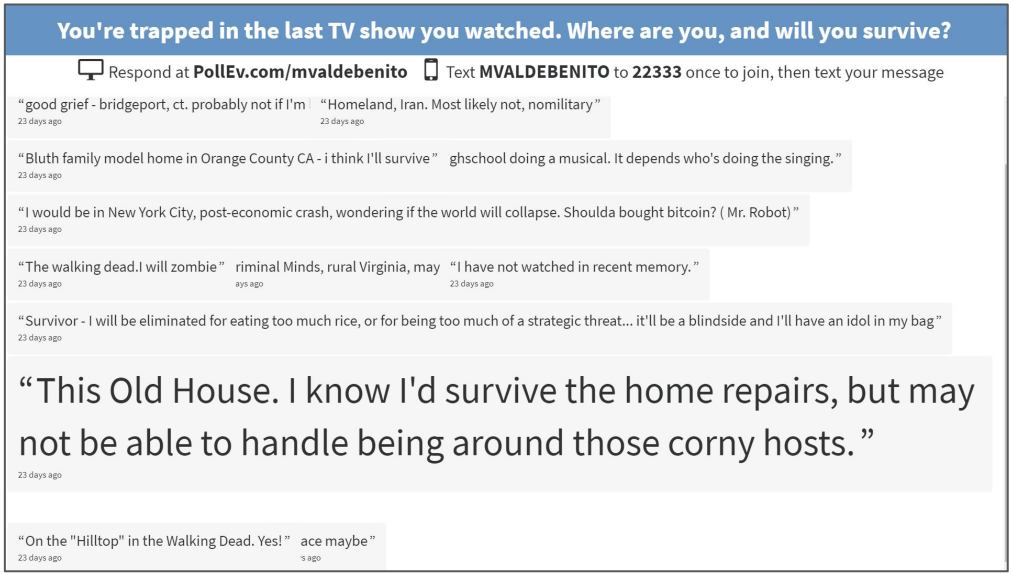
polling tool

Poll Everywhere

Engage audience in real-time

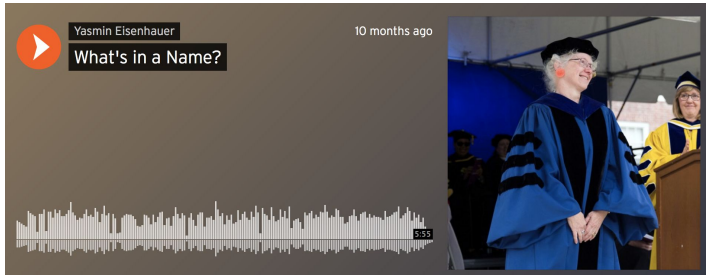
Responses can be anonymous

Free tool for faculty, staff and students at Smith



name pronunciation tool

NameCoach
hear the name say it right



https://www.smith.edu/edtech/whats-in-a-name/

PODCAST: *On the eve of Smith College 2017 Commencement, Margaret Bruzelius was assiduously rehearsing the pronunciation of 200 student names. To get it right, she made no assumptions. This year a new technology simplified her task. She used NameCoach, Smith's new name pronunciation software (easy to use and available campus-wide). Listen to her story, featuring interviews with Margaret Bruzelius and Dwight Hamilton (Length: 5:55 mins)*

Hermione Granger

Daenerys Targaryen

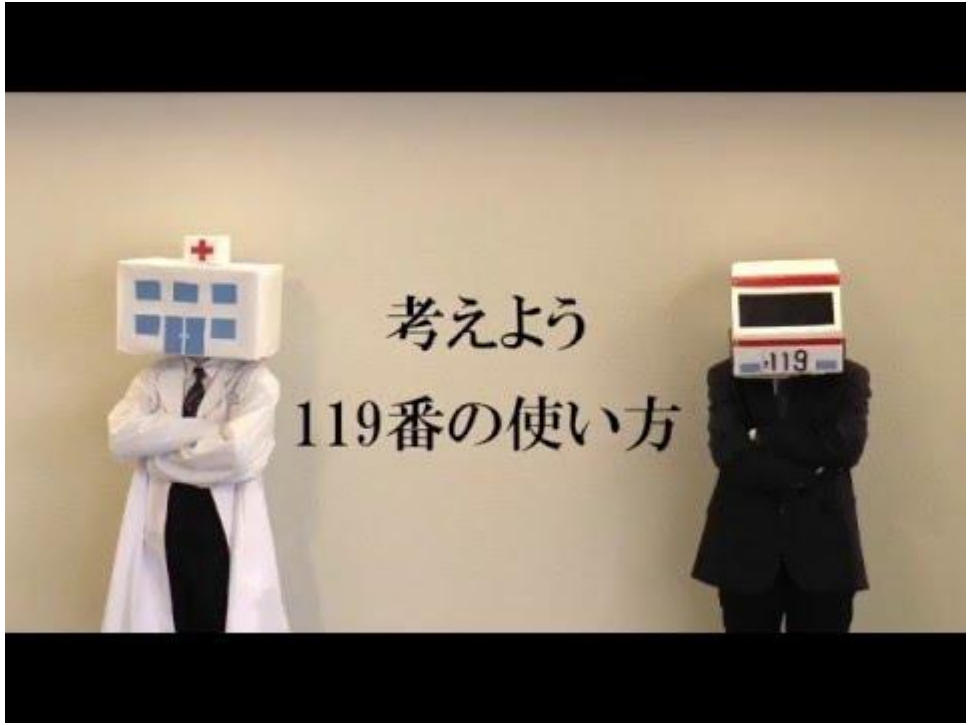
Marie Breingan

Beasia Sierra Dozier

Samantha Luangkhot

YouTube: translate and caption

emerging & social pedagogies



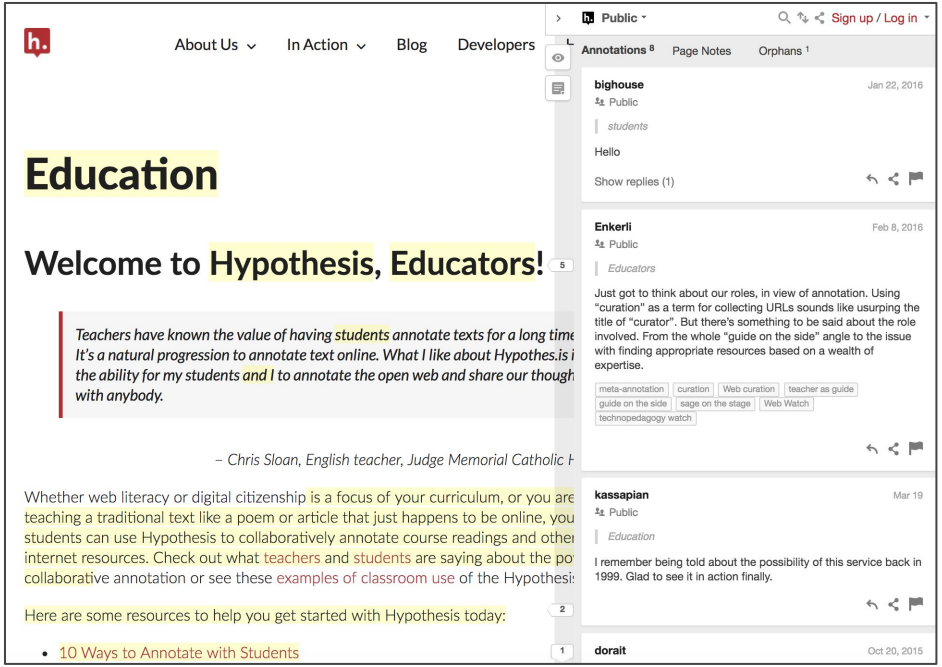
Video Origin: Official YouTube Channel of Doshisha Women's College of Liberal Arts

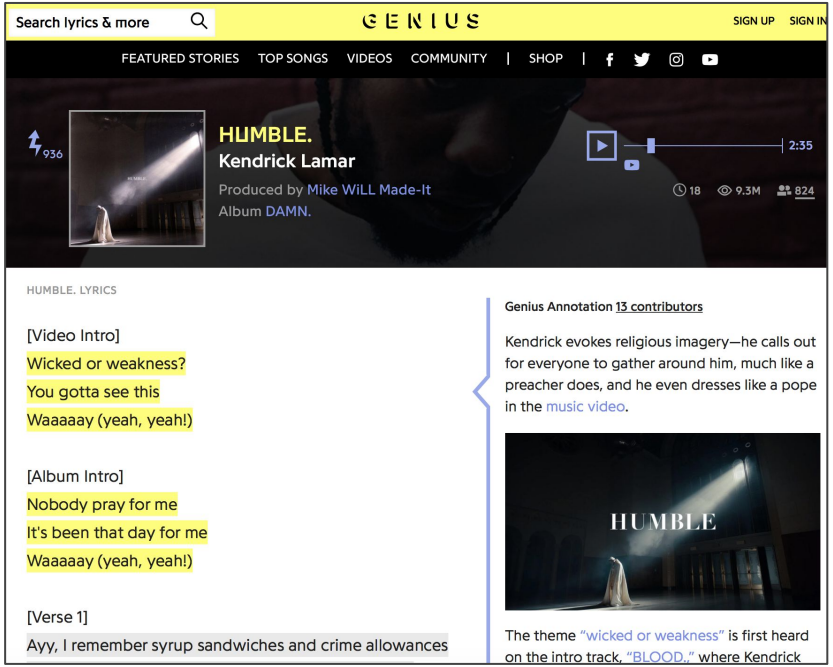
Translators: Ku-Nung Lin and Eka Jabauri

Smith Project Page:
https://sophia.smith.edu/japanese-translations/

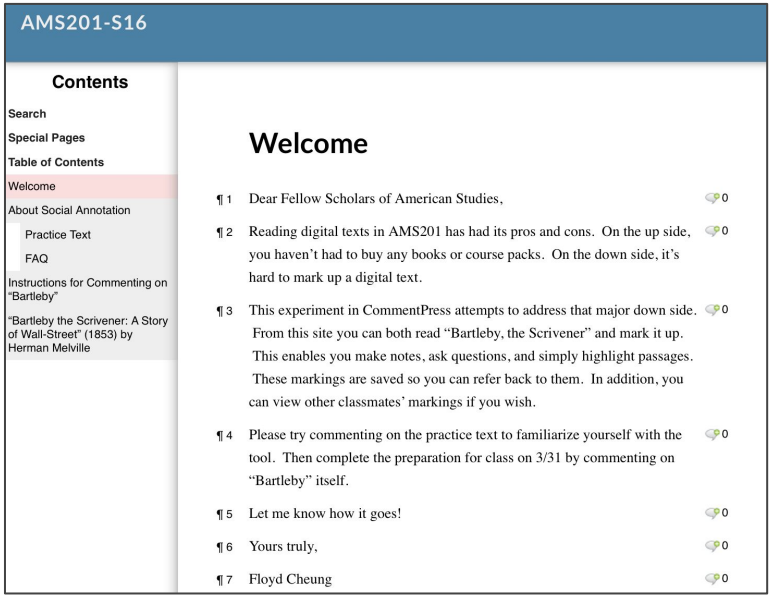
View on YouTube:
https://youtu.be/s5-6e1WT_IM

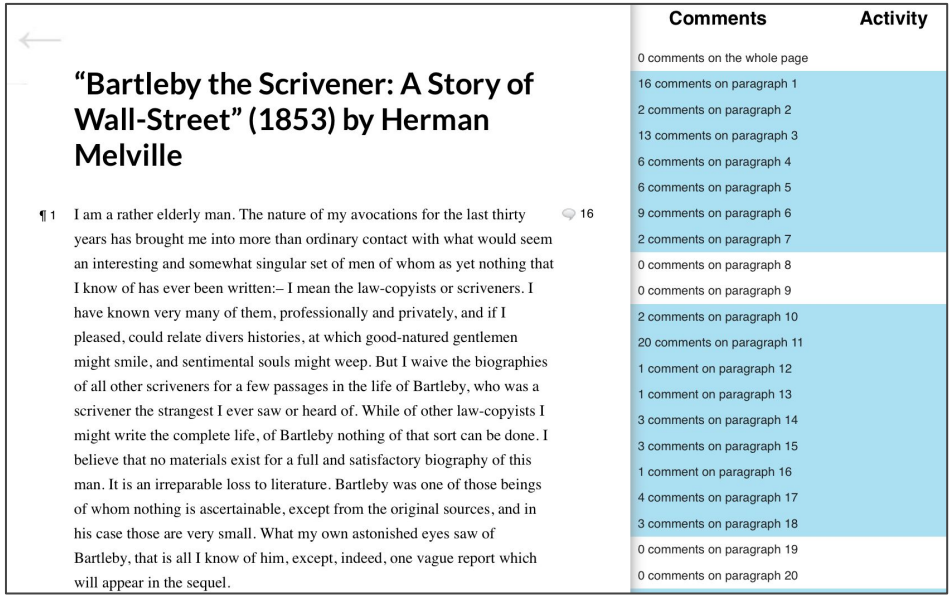
collaborative text annotation





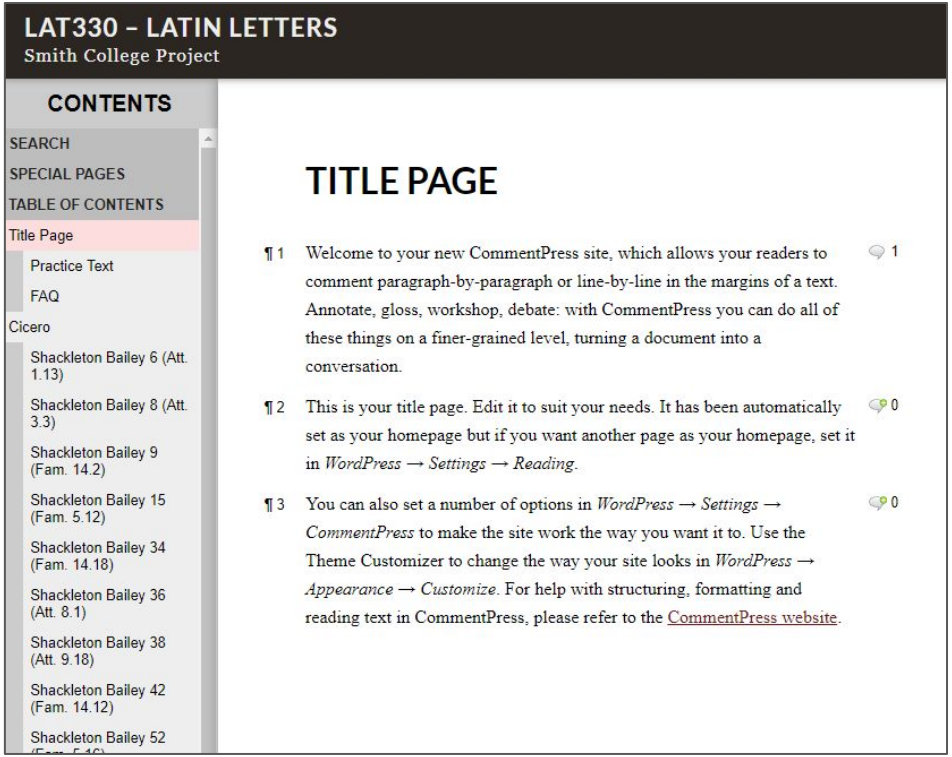
collaborative text annotation

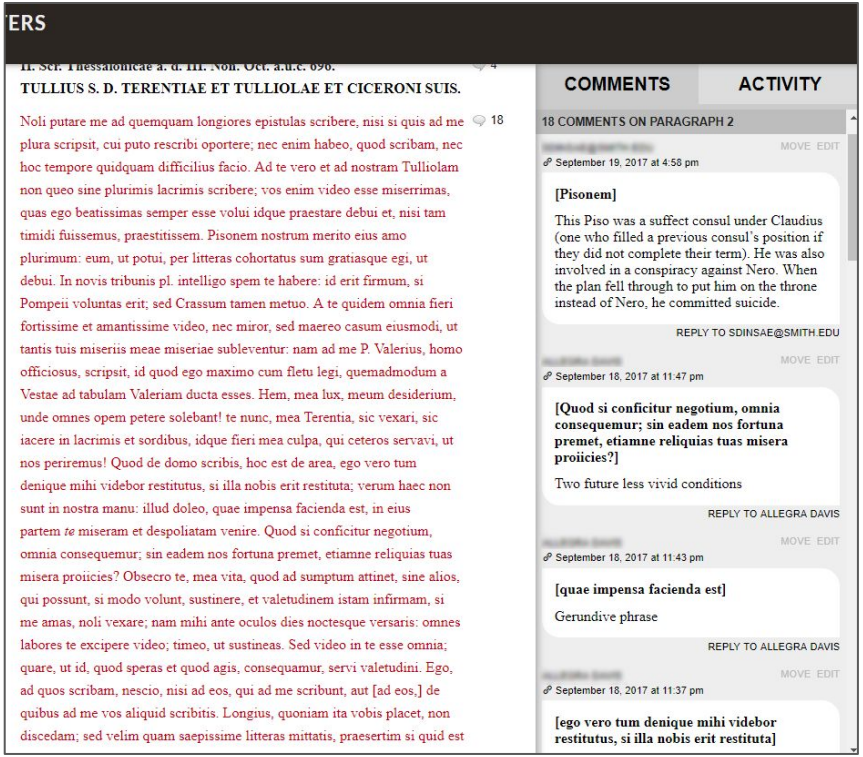




collaborative text annotation

(2nd run, different course)





collaborative text annotation

AMS201

LAT330

I find it more helpful to use pen and paper to gather my thoughts.

Despite the glitches, it's still easier to digitally annotate text--being able to see classmates' and professors' responses right away is helpful too

commentpress is intolerable honestly its so buggy and hard to access

I feel like I read and annotate the text more closely if the text is in print, but it's more practical to do it digitally, since I don't have to print paper, and since I can easily submit it online and read my peers' comments.

cloud-based video editor

The Narratives Project

With faculty and staff collaborators, we generate interactive, face-to-face curricula that motivate students to deepen their knowledge of themselves, explore their passions and personal capacities, and articulate their values and goals. During our cohort experiences, students write, talk and make videos in order to find meaning, reflect on identity, build a sense of belonging and practice leadership.

https://www.smith.edu/student-life/narratives-project

https://blog.wevideo.com/news/smiths-first-generation-students-find-voices-through-digital-storytelling/

born-digital artifact

DEAREST CHILD

Nadia Aman '20

Dearest Child is an ode to my 10-year-old self. This "letter" explains the deeper meaning of wearing a hijab and highlights the struggles that Muslim women like myself face wearing the hijab in this day and age where it is interpreted as a negative restraining article of clothing rather than a liberating piece of their soul.

https://sophia.smith.edu/blog/impressions/2017/05/03/dearest-child/

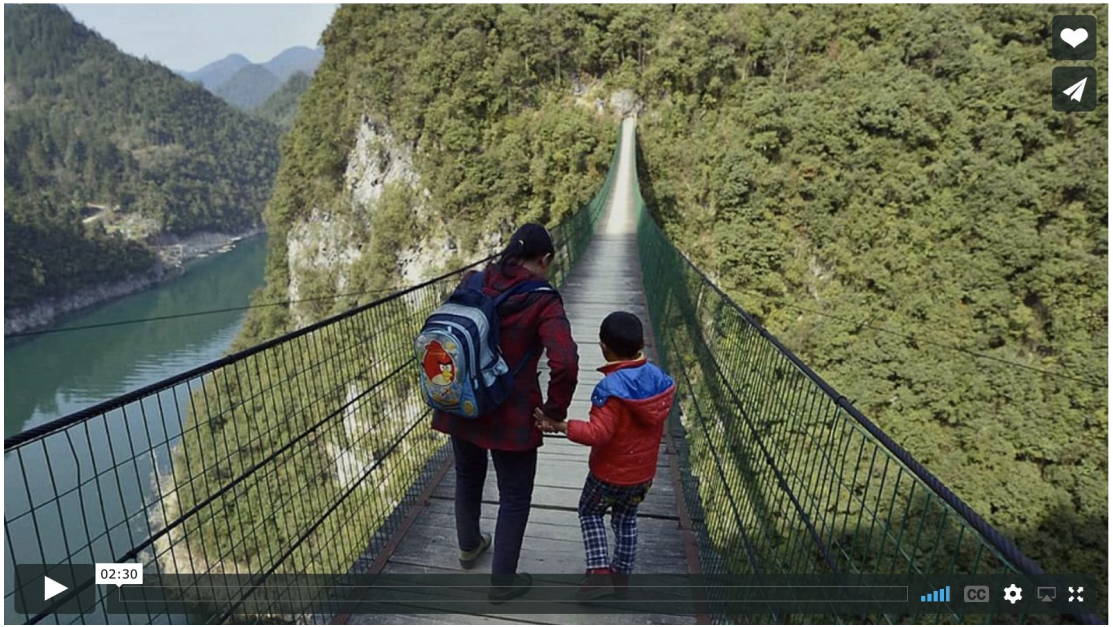
student feedback

Q3 - How did you feel about the time investment in technology?

#	Answer	%	Count
1	The digital components required too much of my time.	8.33%	1
2	The digital components required the appropriate amount of my time.	91.67%	11
	Total	100%	12

Q6 - What effect (if any) did putting your story into a digital video format have on the story itself and/or on you?

What effect (if any) did putting your story into a digital video format hav...
Making the video helped me reflect on the experience that brought about the story.
The way I write is made to be presented orally, so I think that putting the story into a digital format made it seem a bit more real and legit and plus it put me more outside of my comfort zone.
It helped me recognize the realness of my story. It made my story feel more valid and true.
My story is one that I have shared verbally and have written about quite a few times over the past 2 years. In all that time, I learned to better understand my background and began to have an easier time validating it, though this is something I sometimes struggle with upon reflection. Putting my story into video form has helped me through this ongoing process of validation. Having it in a visual and scripted audio format made it seem more real and authentic and not just a collection of distant memories and rehashing emotions. I remember watching my video in full for the first time upon completion and thinking that my story truly was significant, whether I realized it or not. It is a part of my life that influences me everyday and that is important. Making this video has brought me one step closer to fully accepting that.
It made me contemplate my identity and my role at Smith in relation to my wonderful peers. I get vulnerable but I realized that's not a bad thing



https://www.smith.edu/video/narratives-video-first-gen-haven

By Haven Sandoval ‘20

CC BY NC ND

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