



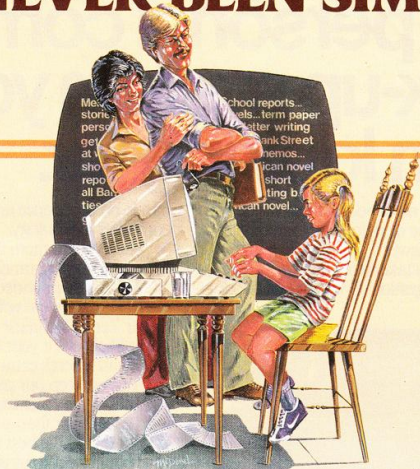
Digital Sandbox: A Hands-On Exploration of Learning Technologies

Yasmin Eisenhauer, Associate Director
Information Technology Services





WORD PROCESSING HAS NEVER BEEN SIMPLER



Broderbund'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 proces-

sor. 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.

Broderbund's Bank Street Writer comes complete with Tutorial and Utility programs, a comprehensive reference man-

ual and a free back-up disk. 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

Bank Street WRITER™

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.



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

Technology Accessibility



Smith College is committed to providing equal opportunity to persons with disabilities, including equal access to participate in and benefit from college programs, services and activities provided through electronic and information technology (EIT). It is important that accessibility is in the forefront as we design, build, acquire or use new EIT. This web site provides resources for the campus community to support college policy regarding technology accessibility.

TECHNOLOGY ACCESSIBILITY

ELECTRONIC & INFORMATION
TECHNOLOGY ACCESSIBILITY
POLICY

ACCESSIBLE INSTRUCTIONAL
MATERIALS

WEB ACCESSIBILITY

TECHNOLOGY PROCUREMENT

TECHNOLOGY ACCESS
COMMITTEE

“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.

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

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

polling tool



Engage audience in real-time

Responses can be anonymous

Free tool for faculty, staff and students at Smith

You're trapped in the last TV show you watched. Where are you, and will you survive?

Respond at PollEv.com/mvaldebenito Text **MVALDEBENITO** to **22333** once to join, then text your message

"good grief - bridgeport, ct. probably not if I'm "Homeland, Iran. Most likely not, nomilitary"
23 days ago 23 days ago

"Bluth family model home in Orange County CA - i think I'll survive" ghschool doing a musical. It depends who's doing the singing."
23 days ago

"I would be in New York City, post-economic crash, wondering if the world will collapse. Shoulda bought bitcoin? (Mr. Robot)"
23 days ago

"The walking dead.I will zombie" riminal Minds, rural Virginia, may "I have not watched in recent memory."
23 days ago 23 days ago 23 days ago

"Survivor - I will be eliminated for eating too much rice, or for being too much of a strategic threat... it'll be a blindside and I'll have an idol in my bag"
23 days ago

"This Old House. I know I'd survive the home repairs, but may not be able to handle being around those corny hosts."
23 days ago

"On the "Hilltop" in the Walking Dead. Yes!" ace maybe "
23 days ago 5 ago

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 Luangkhhot

YouTube: translate and caption

→

Actions ▾

Type subtitle here then press Enter

+

0:07.8 普通なら女が好きだろう
0:12.8 男なら

0:12.8 子育てで休むしわ寄せ迷惑だ
0:20.7 人をいつのまにか排除していませんか

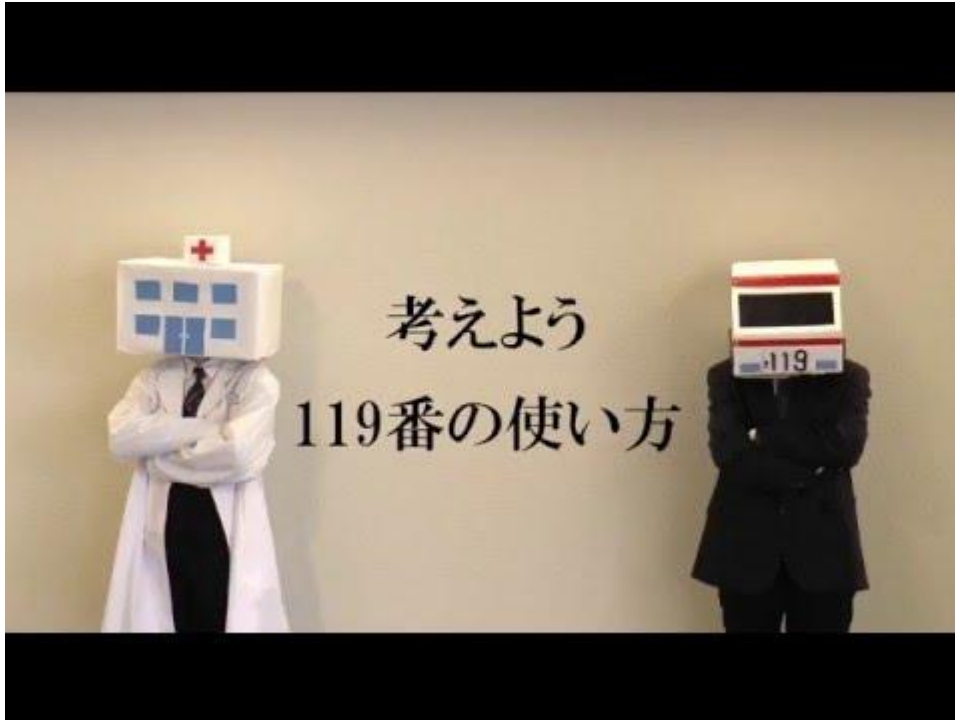
0:20.7 それは人権侵害につながるかもしれません
0:29.1 人権を意識しよう



☒ Pause video while typing



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

About Us ▾In Action ▾BlogDevelopers

Education

Welcome to Hypothesis, Educators!

Teachers have known the value of having students annotate texts for a long time. It's a natural progression to annotate text online. What I like about Hypothesis is the ability for my students and I to annotate the open web and share our thoughts with anybody.

— Chris Sloan, English teacher, Judge Memorial Catholic

Whether web literacy or digital citizenship is a focus of your curriculum, or you are teaching a traditional text like a poem or article that just happens to be online, you students can use Hypothesis to collaboratively annotate course readings and other internet resources. Check out what teachers and students are saying about the power of collaborative annotation or see these examples of classroom use of the Hypothesis:

Here are some resources to help you get started with Hypothesis today:

- 10 Ways to Annotate with Students

Public

Annotations 8Page NotesOrphans 1

bighouse

Public

students

Hello

Show replies (1)

Jan 22, 2016

Enkerli

Public

Educators

Just got to think about our roles, in view of annotation. Using "curation" as a term for collecting URLs sounds like usurping the title of "curator". But there's something to be said about the role involved. From the whole "guide on the side" angle to the issue with finding appropriate resources based on a wealth of expertise.

meta-annotation | curation | Web curation | teacher as guide | guide on the side | sage on the stage | Web Watch | technopedagogy watch

Feb 8, 2016

kassapian

Public

Education

I remember being told about the possibility of this service back in 1999. Glad to see it in action finally.


Mar 19

dorait

Oct 20, 2015

Search lyrics & more GENIUS SIGN UP SIGN IN

FEATURED STORIES TOP SONGS VIDEOS COMMUNITY | SHOP | f t i y



HUMBLE.
Kendrick Lamar
Produced by Mike WILL Made-It
Album DAMN.

936 2:35 18 9.3M 824

HUMBLE. LYRICS

[Video Intro]

Wicked or weakness?

You gotta see this

Waaaaay (yeah, yeah!)

[Album Intro]

Nobody pray for me

It's been that day for me


Waaaaay (yeah, yeah!)

[Verse 1]

Ayy, I remember syrup sandwiches and crime allowances

Genius Annotation 13 contributors

Kendrick evokes religious imagery—he calls out for everyone to gather around him, much like a preacher does, and he even dresses like a pope in the music video.



The theme "wicked or weakness" is first heard on the intro track, "BLOOD," where Kendrick

collaborative text annotation

AMS201-S16

Contents

Search

Special Pages

Table of Contents

Welcome

About Social Annotation

Practice Text

FAQ

Instructions for Commenting on "Bartleby"

"Bartleby the Scrivener: A Story of Wall-Street" (1853) by Herman Melville

Welcome

¶ 1 Dear Fellow Scholars of American Studies, 0

¶ 2 Reading digital texts in AMS201 has had its pros and cons. On the up side, you haven't had to buy any books or course packs. On the down side, it's hard to mark up a digital text. 0

¶ 3 This experiment in CommentPress attempts to address that major down side. From this site you can both read "Bartleby, the Scrivener" and mark it up. This enables you make notes, ask questions, and simply highlight passages. These markings are saved so you can refer back to them. In addition, you can view other classmates' markings if you wish. 0

¶ 4 Please try commenting on the practice text to familiarize yourself with the tool. Then complete the preparation for class on 3/31 by commenting on "Bartleby" itself. 0

¶ 5 Let me know how it goes! 0

¶ 6 Yours truly, 0

¶ 7 Floyd Cheung 0

←

¶ 1

"Bartleby the Scrivener: A Story of Wall-Street" (1853) by Herman Melville

¶ 16

I am a rather elderly man. The nature of my avocations for the last thirty years has brought me into more than ordinary contact with what would seem an interesting and somewhat singular set of men of whom as yet nothing that I know of has ever been written:— I mean the law-copyists or scriveners. I have known very many of them, professionally and privately, and if I pleased, could relate divers histories, at which good-natured gentlemen might smile, and sentimental souls might weep. But I waive the biographies of all other scriveners for a few passages in the life of Bartleby, who was a scrivener the strangest I ever saw or heard of. While of other law-copyists I might write the complete life, of Bartleby nothing of that sort can be done. I believe that no materials exist for a full and satisfactory biography of this man. It is an irreparable loss to literature. Bartleby was one of those beings of whom nothing is ascertainable, except from the original sources, and in his case those are very small. What my own astonished eyes saw of Bartleby, that is all I know of him, except, indeed, one vague report which will appear in the sequel.

Comments

Activity

0 comments on the whole page

16 comments on paragraph 1

2 comments on paragraph 2

13 comments on paragraph 3

6 comments on paragraph 4

6 comments on paragraph 5

9 comments on paragraph 6

2 comments on paragraph 7

0 comments on paragraph 8

0 comments on paragraph 9

2 comments on paragraph 10

20 comments on paragraph 11

1 comment on paragraph 12

1 comment on paragraph 13

3 comments on paragraph 14

3 comments on paragraph 15

1 comment on paragraph 16

4 comments on paragraph 17

3 comments on paragraph 18

0 comments on paragraph 19

0 comments on paragraph 20

collaborative text annotation

(2nd run, different course)

LAT330 – LATIN LETTERS

Smith College Project

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SEARCH

SPECIAL PAGES

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Shackleton Bailey 15 (Fam. 5.12)

Shackleton Bailey 34 (Fam. 14.18)

Shackleton Bailey 36 (Att. 8.1)

Shackleton Bailey 38 (Att. 9.18)

Shackleton Bailey 42 (Fam. 14.12)

Shackleton Bailey 52 (Fam. 5.12)

TITLE PAGE

¶ 1

Welcome to your new CommentPress site, which allows your readers to comment paragraph-by-paragraph or line-by-line in the margins of a text. Annotate, gloss, workshop, debate: with CommentPress you can do all of these things on a finer-grained level, turning a document into a conversation.

1

¶ 2

This is your title page. Edit it to suit your needs. It has been automatically set as your homepage but if you want another page as your homepage, set it in *WordPress* → *Settings* → *Reading*.

0

¶ 3

You can also set a number of options in *WordPress* → *Settings* → *CommentPress* to make the site work the way you want it to. Use the Theme Customizer to change the way your site looks in *WordPress* → *Appearance* → *Customize*. For help with structuring, formatting and reading text in CommentPress, please refer to the [CommentPress website](#).

0

ERS

Il. Scr. Thessalonicae a. d. III. Non. Oct. a. d. c. 696.

TULLIUS S. D. TERENTIAE ET TULLIOLAE ET CICERONI SUIS.

Noli putare me ad quemquam longiores epistulas scribere, nisi si quis ad me plura scripsit, cui puto rescribi oportere; nec enim habeo, quod scribam, nec hoc tempore quidquam difficilius facio. Ad te vero et ad nostram Tulliolam non quo sine plurimis lacrimis scribere; vos enim video esse miserimas, quas ego beatissimas semper esse volui idque praestare debui et, nisi tam timidi fuissetis, praestitisset. Pisonem nostrum merito eius amo plurimum: eum, ut potui, per litteras cohortatus sum gratiasque egi, ut debui. In novis tribunis pl. intelligo spem te habere: id erit firmum, si Pompeii voluntas erit, sed Crassum tamen metuo. A te quidem omnia fieri fortissime et amantissime video, nec miror, sed maereo casum eiusmodi, ut tantis tuis miseriis meae miseriae subventur: nam ad me P. Valerius, homo officiosus, scripsit, id quod ego maximo cum fletu legi, quemadmodum a Vestae ad tabulam Valeriam ducta esses. Hem, mea lux, meum desiderium, unde omnes opem petere solebant! te nunc, mea Terentia, sic vexari, sic iacere in lacrimis et sordibus, idque fieri mea culpa, qui ceteros servavi, ut nos periremus! Quod de domo scribis, hoc est de area, ego vero tum denique mihi videbor restitutus, si illa nobis erit restituta; verum haec non sunt in nostra manu: illud doleo, quae impensa facienda est, in eius partem te miseram et despoliatam venire. Quod si conficitur negotium, omnia consequemur; sin eadem nos fortuna premet, etiamne reliquias tuas misera prociis? Obsecro te, mea vita, quod ad sumptum attinet, sine aliis, qui possunt, si modo volunt, sustinere, et valetudinem istam infirmam, si me amas, noli vexare; nam mihi ante oculos dies noctesque versaris: omnes labores te excipere video; timeo, ut sustineas. Sed video in te esse omnia; quare, ut id, quod speras et quod agis, consequamur, servi valetudini. Ego, ad quos scribam, nescio, nisi ad eos, qui ad me scribunt, aut [ad eos,] de quibus ad me vos aliquid scribitis. Longius, quoniam ita vobis placet, non discedam; sed velim quam saepissime litteras mittatis, praesertim si quid est

18

COMMENTS

ACTIVITY

18 COMMENTS ON PARAGRAPH 2

September 19, 2017 at 4:58 pm

MOVE EDIT

[Pisonem]

This Piso was a suffect consul under Claudius (one who filled a previous consul's position if they did not complete their term). He was also involved in a conspiracy against Nero. When the plan fell through to put him on the throne instead of Nero, he committed suicide.

REPLY TO SDINSAE@SMITH.EDU

September 18, 2017 at 11:47 pm

MOVE EDIT

[Quod si conficitur negotium, omnia consequemur; sin eadem nos fortuna premet, etiamne reliquias tuas misera prociis?]

Two future less vivid conditions

REPLY TO ALLEGRA DAVIS

September 16, 2017 at 11:43 pm

MOVE EDIT

[quae impensa facienda est]

Gerundive phrase

REPLY TO ALLEGRA DAVIS

September 18, 2017 at 11:37 pm

MOVE EDIT

[ego vero tum denique mihi videbor restitutus, si illa nobis erit restituta]

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.

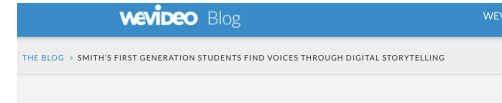
cloud-based video editor

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>



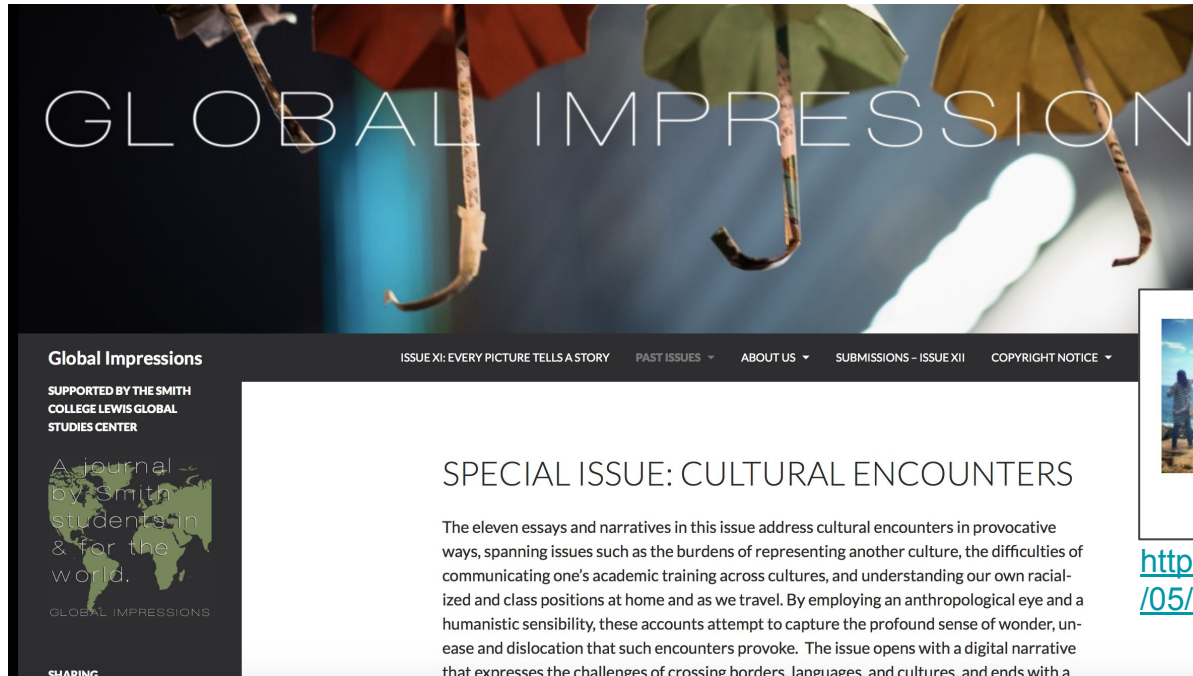
Smith's First Generation Students Find Voices Through Digital Storytelling

Andrew Baum / October 24, 2017 / News & Features / Leave a Comment



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

born-digital artifact



SPECIAL ISSUE: CULTURAL ENCOUNTERS

The eleven essays and narratives in this issue address cultural encounters in provocative ways, spanning issues such as the burdens of representing another culture, the difficulties of communicating one's academic training across cultures, and understanding our own racialized and class positions at home and as we travel. By employing an anthropological eye and a humanistic sensibility, these accounts attempt to capture the profound sense of wonder, unease and dislocation that such encounters provoke. The issue opens with a digital narrative that expresses the challenges of crossing borders, languages, and cultures, and ends with a

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...

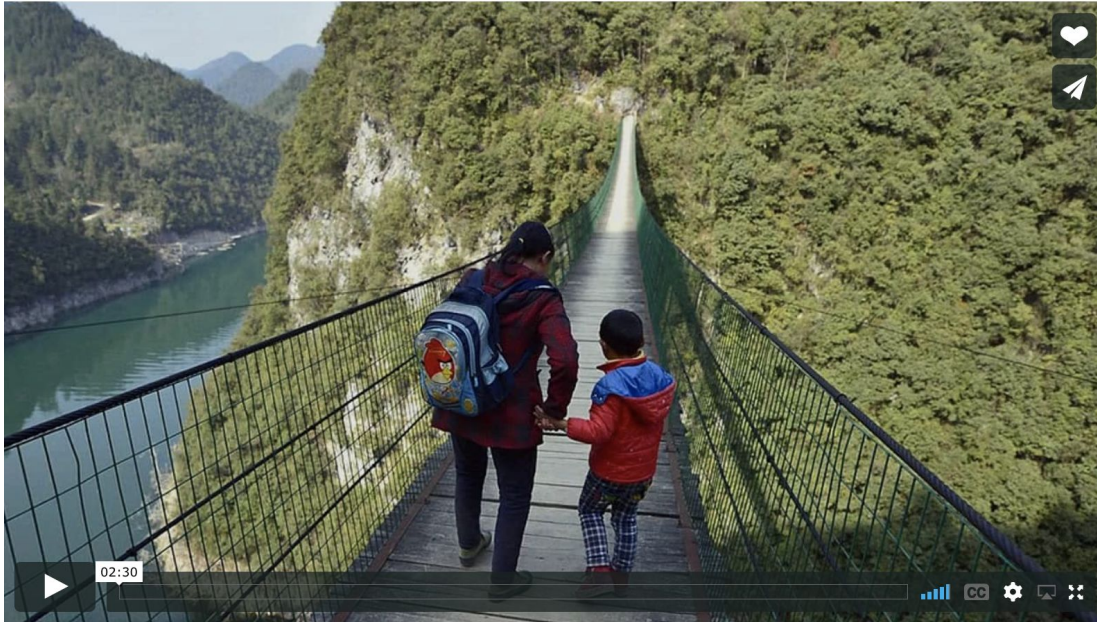
Making the video helped me reflect on the experience that brought about the story.

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



By Haven Sandoval '20



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

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