Digital Sandbox: A Hands-On Exploration of Learning Technologies

Yasmin Eisenhauer, Associate Director
Information Technology Services
WORD PROCESSING HAS NEVER BEEN SIMPLER

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 surprisingly 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:
- Automatic correction and replace 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
- Uppercase and lowercase without additional hardware

Broderbund's Bank Street Writer comes complete with Tutorial and Utility programs, a comprehensive reference manual and a free backup 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 IIe with 48K and AppleSoft in 256K of language card. DOS 3.3. Atari 400/800 version requires 48K and BASIC cartridge. Both versions require only one disk drive.

Broderbund 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.
collaborators
silo hoppers
Stewards (not gatekeepers)
explorers
“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
“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
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)
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
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 High School

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 can use Hypothesis to collaboratively annotate course readings and other internet resources. Check out what teachers and students are saying about the project collaborative annotation or see these examples of classroom use of the Hypothesis tool.

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

• 10 Ways to Annotate with Students

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Community

Sign up / Log in

Public

Annotate
Page
Notes
Orphans

bighouse
Feb 20, 2016

Hello
Show replies (1)

Entire
Feb 8, 2016

Entire

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.

kasanian
Mar 19

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

dorait
Oct 20, 2015

[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

Welcome

1. Dear Fellow Scholars of American Studies,

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.

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.

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.

5. Let me know how it goes!

6. Yours truly,

7. Floyd Cheung

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

1. 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-copists 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-copists 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.
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.

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.

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.
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.
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

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, language. 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/
Q3 - How did you feel about the time investment in technology?

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<th>#</th>
<th>Answer</th>
<th>%</th>
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</thead>
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<td>8.33</td>
<td>1</td>
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<td>2</td>
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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?