Gallery of Learning Technologies

2013 Learning Technology Fair
March 19, 2013

Sponsored by the Academic Technology Committee
10 Tips for incorporating technology or media into your course

1. Start with course objectives and goals and ask if and how technology can be used to promote student learning to meet the objectives.
2. Consult with an instructional designer or instructional technology specialist on campus.
3. Be aware of who your students are: age group, relevant work experience, tech abilities, accessibility issues, internet speed and equipment prerequisites. You can do a simple survey in the early stages of your planning.
4. Take into account your own capacities and comfort levels.
5. Balance your technology use with other pedagogical methods, in other words be sure to have variety so you can accommodate many learning styles.
6. Be sure to include resources or avenues of support for using the technology effectively. This may include an online tutorial or access to a how-to manual.
7. Consider both technological and non-technological options. Don’t assume that the use of technology will solve everything. We never want to promote the use of technology for technologies sake.
8. Always plan on assessing the effectiveness of the technology. Collect student feedback and make adjustments as needed.
9. Practice and familiarize yourself with the technology before you implement it.
10. Identify and recruit students who may have higher levels of technological expertise and ask them to help other students if possible. Set up a HELP forum in the discussion area.
Hosted Online Multimedia Services

An alternative to DVDs and in-house multimedia streaming services, hosted services are necessary for those content creators who will not allow individual institutions to digitize and upload their copyrighted materials to a local service like Kaltura. Think of them as databases for multimedia content. Videos can be played by anyone with broadband internet access, in the classroom or alone at home.

Learning Technology Fair Presentation
March 19, 2013
Andrew Dorfman (dorfman@regis.edu)
Library Media Services
IT Security @ Regis

What you will see:
Authentication. Username and Password. You need these to log in. Do not share this with others.

What you may see:
Network access control. Validates that systems using Regis' network infrastructure are secure from viruses, malware, etc. by requiring most systems to have automatic updates enabled, and virus protection installed. This system also validates who is using the network in case anything malicious is done using University resources. This system allows for the automatic creation of guest accounts and at the same time gives us a reasonable level of security in knowing who is using the University’s network.

VPN, for access to University resources when off site.

Most of what IT Security is you don’t see:

But our most important IT Security tool is:
YOU! The Human Sensor.
If you see something suspicious, say something!

Contact ITS at 303.458.4050 or ITS@regis.edu.
ITS Help Center Online

Online Help
Anytime, Anywhere!

Services
- Submit Your Incident
- Check the Status of Your Incident
- Search the Knowledgebase for Answers
- View Frequently Asked Questions

Contact Us
- Contact us online - INsite, under links
- Call us at 303.458.4050
- E-mail us at its@regis.edu
- Visit us in our office
  - Carroll Hall Room 9

Links
- Classified Ads
- Colleague UI LIVE
- Committees
- Digital Plant Portfolio
- Emergency Message Sign Up
- Faculty & Staff Directory
- Highlander
- ITS Help Center Online
- KRCX
- "SMARTHINKING"
- University Policies
- Web Project Requests
Online Library Resources for You and Your Students
Available 24 X 7

LibGuides – Library Resources by Subject on the Web http://libguides.regis.edu
• All of the resources you need gathered into an online guide by subject
• Article & information databases (search for and retrieve full-text online articles from scholarly journals)
• Recommended websites, book catalogs, online books, tutorials and handouts
  Online article reserves for classes, Interlibrary Loan (request items from other libraries – it is fast and it is free)
• Link to our 24 hour a day live virtual reference service

Multimedia Resources (RegisNET sign-in required)
http://libguides.regis.edu/content.php?pid=205815&sid=2226010
• SMART: Scientific & Medical ART Imagbase
  • Images & animation that can be used in PowerPoint presentations
• Symptom Media (contact the Reference Desk for a username and password)
  • Streaming video with actors demonstrating clinical diagnoses from the DSM-IV-TR

Contact: Jan Loechell Turner, Reference Librarian  jltturner@regis.edu, 303-458-4262
Regis Library Reference Desk  library@regis.edu, 303-458-4031
Lync 2010 Conferencing and Collaboration

In this session you will learn how to:

• **Get Set up for Online Meetings**
  *Dial in conferencing and Personal ID*

• **Schedule an Online Meeting**
  *Multiparty/multi-platform meetings using Lync and Outlook*

• **Conduct a Meeting**
  *Manage attendees and meeting options*

• **Deliver a Presentation**
  *Formal presentations using Screen Sharing, PowerPoint, and Whiteboard*

• **Use Microsoft Lync Web App**
  *Join online meetings even if you don’t have Lync installed*
Socrative

**Brief summary of purpose and functionality of this app:** Socrative is a smart student response system that empowers teachers to engage their classrooms through a series of educational exercises and games via smartphones, laptops, and tablets. Socrative is free for students and instructors!

**How might an instructor use this app?** Polling in general is a great way to gauge what your students are thinking or if they understand the topic/concept. You can challenge your students’ thinking. Socrative is mainly for use in a face-to-face classroom. NOTE: Socrative is limited to 50 users per activity. When using this in a F2F classroom you orally ask a question and the students would use the Socrative app to respond. (via smartphone, laptop or tablet)

Evernote

**Brief summary of purpose and functionality of this app:** Evernote is a robust notetaking tool but can do so much more than a notebook. The best thing about Evernote is its flexibility in that no matter which place you use the app it all syncs up. So you can work on a notebook on your iPad today and then access it via the web-based app tomorrow, and then Thursday use the Windows desktop app in the office. Evernote is more than just text based notes, you can “clip” webpages or web articles, images, or audio. You can use Evernote for any kind of notebook “collection.” (recipes, research on a topic, or plan a trip) You can share and collaborate on notebooks too.

Diigo

**Purpose and functionality of this app:** To collect and organize anything, especially websites and URLs; Access your collections from anywhere, any device and easily share! Diigo also allows you to use highlighting on webpages and sticky notes for annotations. Download the add-on for your browser so you can quickly bookmark and access your Diigo library from any device.

**Specific strategies for effectively implementing the mobile app within the learning environment:** An instructor can gather a variety of web resources on any topic(s) and then share the collections with students. Students can be encouraged to create their own collections of resources on course topics and share.
Using Microsoft Lync for Online Presentations

- Microsoft Lync enables
  - Voice over IP
  - Phone conferencing
  - Computer screen sharing
- Teaching uses include
  - Online lectures
  - Student presentations
  - Demonstrations
- Douglas Hart – dhart@regis.edu
  - School of Computer & Information Sciences
Summary of the purpose and functionality of this app:

- Notability is a note-taking application that can be used to create new notes, using either a typewriter text tool or handwriting with a stylus, and to add comments to existing .pdf files.

- Notability can be downloaded from Ginger Labs for $1.99: 
  http://www.gingerlabs.com/cont/notability.php

- Notability has a ★★★★★ rating on iTunes with 967 user votes!

- There are many resources available online to optimize use of this app, as well as tutorials that begin when you first install and open Notability for the first time.

- One excellent get-started article can be found at: 
  http://www.macobserver.com/tmo/review/notability_for_ipad_much_more_than_a_note_taking_app

- Importing and exporting files is easy as Notability synchronizes with Dropbox, Google Drive and through email

- Notability is useful for creating new notes to save and export as .pdfs and annotating existing notes that are in .pdf format

How might an instructor use this app?

- Notability is a very useful tool for adding handwritten comments to written assignments submitted by students as shown below:

- Notability is also a great tool when you wish to draw out a diagram or show how to work a mathematical problem:

Benefits of using Notability:

- Notability allows me to provide more personalized and prolific feedback to students on their assignments.

- Students respond favorably when feedback is provided in my own handwriting – they express that it feels more personal and heartfelt

- Editing is very easy (unlike writing comments on a hard copy) so I can erase or re-write a comment

- Through the color palette and other features I can individualize comments for added emphasis and make them fun

- Both the student and myself retain an electronic record of the annotated assignment, which is very useful for assignments that are longer term or require multiple revisions.

Challenges with using Notability:

- Documents must be in .pdf format prior to importing into the app. This requires students or faculty to make the conversion from Word documents.

- Notability requires a good stylus which is an additional accessory to purchase.

Conclusions:

- Notability is the iPad app that I use the most for work related purposes. It has made grading written assignments easier and I find that I provide feedback to students that has more depth and personal meaning for them.
Student Blogging to Communicate Lessons Learned
While Performing Service Learning
Terry Buxton, PhD, RN and Nicole Ellison, MS.Ed.

Service Learning Global Objectives

- Gain a sense of fulfillment while performing service for others.
- Integrate one’s personal understanding of social justice into professional practice.
- Instill a lifelong attitude of ethics and commitment to civic engagement in personal and professional life.

Journey from Service Provider to Servant Leader

Another Y Health Fair!
A group of students and I had the chance to participate in another health fair. This time, the fair was quite different. Last year, I was a volunteer at the Regis fair and this year I was an interprofessional offsite volunteer, although I was involved as a health worker with students managing primary health care. The writing of this paper was more in collaboration and more personal than previous papers. We were more involved with various programs from a variety of Riedel students to diversity. This health care service is in need of much more support after the current care. Let us be more involved in the future in terms of various activities and continue with better care. As a result, we helped students with the health fair. We volunteered at the fair and the students wrote a service project to participate. This year, we were very involved with students who had a learning disability to develop a better understanding of students at the service learning experience for the underserved.

Examining blogging as a tool for self assessment...

Reflections on Our Learning Experience

Context

Part of Regis University’s mission is “service to others.” Students are required to participate in a variety of service learning projects where they are working with diverse, vulnerable or under-served populations within their program. The overarching objectives for service learning include personal growth, civic engagement, and academic enhancement to support the development of the whole person, also known as Curricular Personalities.

Service Learning Global Objectives

- Gain a sense of fulfillment while performing service for others.
- Integrate one’s personal understanding of social justice into professional practice.
- Instill a lifelong attitude of ethics and commitment to civic engagement in personal and professional life.

OVERVIEW of Reflection Blog Assignment

The purpose of this blog is to reflect and analyze the Service Learning Experience with an emphasis on the implications for the student’s nursing practice. The final product is an electronic reflection that addresses the assignment guidelines below. Please e-mail your course instructor if you have questions about this activity. As you begin to write your blog, use the Ignatian Pedagogy Conceptual Model as a Guide. As you review the Ignatian model imagine looking through a kaleidoscope and interpret what you are seeing from these three perspectives: Personal & Professional Growth, Civic Engagement, Academic Enhancement

Reflect upon your completed Service Learning experience. This blog is more than a recounting of your activities such as the date, time, and description of what occurred. Rather, it is an in-depth analysis of personal experiences and the meaning (reflection) of those experiences. Your analysis should include: Your beliefs, Thoughts, Discoveries, Decisions and Conclusion.

BLOG EVALUATION CRITERIA

The Service Learning Reflection Blog will be graded using the following guidelines. Points will be awarded based on the quality, and depth in addressing each of the following areas.

<table>
<thead>
<tr>
<th>AREA TO ADDRESS CRITICAL ASPECTS</th>
<th>PRESENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Growth lens: Describe the experience objectively. When &amp; where did this activity take place? What was the purpose of this experience? What did you do?</td>
<td>25%</td>
</tr>
<tr>
<td>Civic Engagement lens: Identify specific academic material related to your SL activities. Compare and contrast your initial understanding of the academic content and your experience similar and different? What was your role for the differences?</td>
<td>25%</td>
</tr>
<tr>
<td>Academic Enhancement lens: What did leadership emerge in this situation on yours or other’s part? What did leadership emerge in this situation on yours or other’s part?</td>
<td>25%</td>
</tr>
<tr>
<td>Civic Learning lens: What did leadership emerge in this situation on yours or other’s part? What did leadership emerge in this situation on yours or other’s part?</td>
<td>25%</td>
</tr>
<tr>
<td>Reflect upon your completed Service Learning experience. This blog is more than a recounting of your activities such as the date, time, and description of what occurred. Rather, it is an in-depth analysis of personal experiences and the meaning (reflection) of those experiences. Your analysis should include: Your beliefs, Thoughts, Discoveries, Decisions and Conclusion.</td>
<td>25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Blog vs. Written Paper

- The writing tends to be clinical, cold, or a bizarre 3rd party representation of the event as writers follow APA or other formatting requirements. Students are generally limiting in their use of online resources.

Written Paper:
- Greater analysis of experience.
- Blogging releases boundaries and restrictions that may be imposed when writing an academic paper.
- It allows students to disclose their attitudes and beliefs with honesty and sincerity.
- Permission is given to review images and actions of what transpired during the activity to find greater meaning and illustrate life lessons learned.
- Students can undertake the exploration of the process of learning.
- Students take ownership and personalize their blog.
- The combination of blogging and specifically crafted grading rubrics can provide greater objectivity in assessment of learning.
- Blogs can be used in other courses to continue the practice of reflective learning; on their own, students can look back to examine their growth over time.
Incubate ... demonstrate ... educate

Collaboration of Regis and 30 international non-profits headquartered in Denver for global education on just and sustainable development

April 6th **Live Stream** broadcast from the Science Amphitheater to 10,000 virtual and 150 on-campus participants for the first **Global Innovative Forum**, featuring our city’s and Regis’ growing understanding of **development practice** and **global classroom** capabilities.

Sustainability, too, means relating well with Curtis Park/Five Points, Denver ... home to the Horse Barn

The Horse Barn, 33rd & Arapahoe, Denver

Mekong Delta, Vietnam

farmer, who could link with us

**Partnering Denver non-profits**

<table>
<thead>
<tr>
<th>1010 Project</th>
<th>Adelante Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa School Assistance Project</td>
<td>AfricAid</td>
</tr>
<tr>
<td>Bridges to Prosperity</td>
<td>Building Bridges</td>
</tr>
<tr>
<td>Center for Teaching International Relations</td>
<td>Community Partners in Ecohealth</td>
</tr>
<tr>
<td>Community Enterprise Development Services</td>
<td>Comunidades Unidas Peru</td>
</tr>
<tr>
<td>Denver Urban Gardens</td>
<td>Edge of Seven</td>
</tr>
<tr>
<td>Educate!</td>
<td>Elephant Energy</td>
</tr>
<tr>
<td>Engineers Without Borders</td>
<td>Friends of ENCA Farm</td>
</tr>
<tr>
<td>Global Health Connections</td>
<td>Global Livingston Institute</td>
</tr>
<tr>
<td>HealthKind</td>
<td>iCATIS</td>
</tr>
<tr>
<td>IDE</td>
<td>iDE</td>
</tr>
<tr>
<td>Nokero</td>
<td>OneSeed Expeditions</td>
</tr>
<tr>
<td>Orbis Institute</td>
<td>PowerMundo</td>
</tr>
<tr>
<td>South African Emergency Medicine Foundation</td>
<td>Technology Partnership</td>
</tr>
<tr>
<td>Uhambo</td>
<td>Worldwide Fistula Fund</td>
</tr>
</tbody>
</table>
PARTNR: New Course Development Model

The College for Professional Studies (CPS) has a new course development model. This streamlined model depends on robust planning, standardized structures, and parallel work to produce finished courses faster.

CPS's Learning Design (LD) department and Content Authors (CAs) selected by the School work collaboratively during course development.

For more information, contact the CPS Department of Learning Design, Suite 269 in Clarke Hall, email dcopelan@regis.edu, or check out this Prezi:
http://prezi.com/zgoz3jkez-jv/partnr-templates/?auth_key=023e56e1ebe8adcb8ea875252a40750b4e0b08cf&kw=view-zgoz3jkez-jv&rc=ref-3602049
Creating PDF Learning Objects From PowerPoint Presentations

- Adobe Captivate or PowerPoint to Flash converter (freeware)
  - Enable the creation of animated .pdf or .swf learning objects
  - Allow recording audio to the PowerPoints
  - Computer screen sharing

- Teaching uses include
  - Online lectures
  - Student presentations
  - Demonstrations

- Mohamed Lotfy – mlotfy@regis.edu
  - School of Computer & Information Sciences
Prezi, YouTube, and Blogging, Oh My!

Prezi
• Why Prezi is a fun canvas for lecture materials and more versatile than Powerpoint

YouTube
• Collecting and facilitating student work in more ways than paper

Blogs
• http://the3220.blogspot.com/
• http://the2210.blogspot.com/
• http://dazbloggers.wordpress.com/
• http://1020insight.blogspot.com/
• http://las2850.blogspot.com/

https://www.youtube.com/user/MSCDstagecombat/

Presented by:
Jenn Zuko Boughn →

jzukowsk@regis.edu
RUDR
Regis University Digital Repository

- RUDR is an open, web-based repository serving the Regis University academic community
- RUDR provides secure and permanent access to valued digital resources
- RUDR describes, preserves, and publishes all types of digital content

check us out at rudr.coalliance.org

Questions? Want more information?
- Diana Sweany Johnson, Digital Systems Librarian
  x5452, dsweany@regis.edu
- Alison Verplaetse, Digital Preservation Specialist
  x6601, averplaetse@regis.edu
Teamwork in Creating Assets for a Social Media Course

- How to teach social media online?
- How to optimize teamwork when designing an online course?

Presenters: Janet Colvin, Kerry Mitchell, Ling Thompson, Andrea Fitzsimmons
The Learning Commons has FREE services to meet the unique needs of all Regis students.

Beyond our face-to-face services in Clarke Hall 241, we provide two ways to work virtually with our writing consultants and academic tutors!

1. **Synchronous Online Tutoring:**
   - Make an appointment to meet in our private academic chat room
   - Receive instant feedback on a paper, equation or theory
   - Ask questions in real time
   
   Here is a sample synchronous session

2. **Asynchronous eTutoring:**
   - Based on availability, make an appointment and attach your paper, assignment or question
   - Feedback will be available at the end of your appointment time
   - You do not have to be in front of a computer at the time of your appointment

To access these services visit
The Writing Center at [regis.edu/writing-center](http://regis.edu/writing-center)
Tutoring Services at [regis.edu/tutoring](http://regis.edu/tutoring)

Questions?
Contact Malia Mullen, Tutoring Services Coordinator, mmullen002@regis.edu
Bridget Biller, Writing Center Coordinator, bbiller@regis.edu
Kathy Goodkin, Director Writing Center & Tutoring Services, kgoodkin@regis.edu
### The Top 20 Tools for Learning in 2012

1. **Twitter** (Micro-blogging tool)
2. **YouTube** (Video hosting and sharing tool)
3. **Google Docs** (Online office suite)
4. **Google Search** (Web search engine)
5. **WordPress** (Blogging tool)
6. **Dropbox** (File synching tool)
7. **Skype** (Instant messenger/voice call tool)
8. **PowerPoint**
9. **Facebook** (Social networking site)
10. **Wikipedia** (Collaborative encyclopedia)
11. **Moodle** (course management system)
12. **Evernote** (note-taking tool)
13. **SlideShare** (Presentation sharing site)
14. **Prezi** (Presentation tool)
15. **Blogger** (Blogging tool)
16. **Google Reader** (RSS reader)
17. **Google +/ Hangouts** (social network/video meetings)
18. **Diigo** (Social bookmarking tool)
19. **Microsoft Word**
20. **Yammer** (a Private social networking engine)

---

(Released 1 October 2012)

[http://c4lpt.co.uk/top100tools/](http://c4lpt.co.uk/top100tools/)
THE USE OF WEB-BASED VIDEO RECORDING TOOLS TO SUPPLEMENT ONLINE LEARNING

- THREE STYLES OF VIDEO USAGE
- VIDEOS AS TOOLS FOR STUDENT FEEDBACK
- TECHNIQUES TO SUPPLEMENT INSTRUCTION

Eugene Wilkerson, Ph.D.
Wireless testing is a computer-based classroom testing using student-supplied laptops.

**Advantages**

1. Frees up university computer labs for all students to use.
2. Decreases faculty/administrative staff time in scheduling computer labs.
3. Faculty able to monitor students in one room. No need for additional test monitor.
4. Lockdown Browser allows for secure testing environment.
5. Resource Faculty and Tech support available for assistance/questions.
6. Allows LHSON students to take NCLEX type exam...better preparing them for Board exam after graduation.
7. Increases student’s comfort in the use of technology.
8. Easy to implement/use.

**Wireless Testing Classrooms:**
MOD 186, 4 & 23
Additional 14 rooms available AY14 starting May 2013!

**To get started contact:**
Wendi Strauss & Learning Technologies (LT) at wstrauss@regis.edu & rhadmin@regis.edu

**Additional Resource:**

**Contact:**
kwhalen@regis.edu
Adobe Presenter is an add-on to PowerPoint that allows you to narrate a PPT presentation and publish.

- Create an overview or Introduction to the course
- Provide supplemental topics or topics you tend to not have time to cover
- Organize and Prepare: Chunk your content as needed so that you do not exceed a total of 7-10 minutes of audio length.
- Use the notes area in the PPT to create a script. What will you say for each slide?
- Make sure you are in a quiet environment when you are recording.
- For best results, use a headset microphone or standing USB microphone, as opposed to the built in laptop mic.
- Engage your learner: Ask questions for the students to ponder. Suggest they pause the slide to think about it.
- Provide a transcript to the students with the published presentation.
- Provide a PDF handout of the slides for students.
Which Teaching Technology Should I Be Using?
Center for Excellence in Teaching and Learning (CETL), Dr. Ken Sagendorf

There are two general reasons for instructors to use technology: to improve student learning and to make teaching easier. Those two things do not necessarily happen at the same time, however. With so many new (and many old – think chalkboard) instructional technologies available, picking ones that maximize both student learning and instructor teaching can be difficult. So how should you choose?

**First Step:** Start with student learning and your teaching goals.
**Second Step:** Look at the abundant work done researching the use and effectiveness of that technology.
**Third Step:** Select the most appropriate technology to achieve your learning goals.

For more information about the use of and success with teaching technologies, please visit the CETL (Loyola 12) or email Ken at ksagendorf@regis.edu.
Doceri: An iPad application that allows the user to control the whiteboard, and make annotations on it, with the iPad.

Presenter: Matt Daly, Division of Business at Regis College
For more information, go to doceri.com or contact me at mdaly@regis.edu
Considerations on process and formatting for developing flipped content can make all the difference. This presentation will review slide design, screen capture methods and debriefing strategies for effective “flipped” teaching.
Multimedia Writing, EN481

What does it mean to ‘write’ in ‘multiple media?’ By ‘writing’ I refer to the act of rhetorically composing for an external audience. ‘Multimedia’ refers to the many forms currently available for communication: media that are digital or analogue, text, image, sculpture, bodied, video or sound based – often in combination. Gaining an understanding of how to craft these texts is vital to communication in the 21st century.

For this course my main goal is to help students critically engage new media, to help them experiment with multimedia with confidence, and to facilitate active conversation about the implications of ever emergent media of our lives.

Group Project
Our class, as a community, is redesigning the current Regis College Service Learning website. Our goal in this project is to provide a user-friendly site that will truly highlight the remarkable community work that the university engages in. The SLO of the project is to help students apply their knowledge to a tangible rhetorical problem (in this case low traffic/visibility for the SL site) and challenge them to develop professional skills. For this projects students must:

* Meet with our ‘clients’ and interview them about their needs.
* Negotiate with brand marketing and ITS around changes.
* Organize themselves into design teams and distribute workload.
* Compose a full proposal with information hierarchy, design suggestions, and rewrites.
* Present their final proposal to clients and brand marketing with all accompanying documentation.

Students are evaluated by the ‘clients,’ my own observations and one another.

Readings
For this course students read four texts which describe the act of engaging media with consciousness, each providing a distinct perspective.

* Berger’s Ways of Seeing asks students to consider the economic and social history of how we see a medium, like a painting or magazine ad.

* McLuhan’s The Medium is the Message asks students to consider the way media join to create new experience, and how we might embody that act in a text.

* McCloud’s Understanding Comics asks students to consider the subtle art of creating narrative—what happens in the white space of our compositions?

* Weinschenk’s 100 Things Every Designer Needs to Know About People asks students to take into account our knowledge of how people engage texts and to make choices to meet people where they are.

All of these texts are discussed and applied to both the personal projects and group projects throughout the semester.

Three Personal MultiMedia Projects and In Class Work
Each student is asked to create three personal projects that apply the readings. Students are encouraged to consider the technologies that they wish to engage, the goals they have professionally, and their desire to communicate. The projects are not judged strictly on the success of the medium being worked with (in many cases students are experimenting with new programs, difficult concepts, or wild mash-ups), but rather on the way they express making conscious choices to communicate with a specific medium and message. To evaluate their process students are asked to workshop multiple times during the semester, as well as turning in extensive reflections.

To support their construction of new texts much of class time is spent actively “playing” with computer programs to apply concept. Multimedia work takes place in the praxis of theory and text, technology and vision. By working together in the classroom on low stakes design challenges students are given the chance to fail, mess around, challenge ideas, and present emergent information to one another.

For more information go to: regiswriting.net/multimedia

Or contact Morgan Reitmeyer at mreitmeyer@regis.edu

Morgan Reitmeyer is director of the Regis College writing program and a faculty member in the department of English.