# Conference Sessions

Our conference program is a combination of invited and selected presenters.

**Invited Presenters**
We invite experts who possess recognized knowledge about a particular instructional area regarding teaching with technology.

**Selected Presenters**
The call for proposals generated hundreds of session proposals. The Teaching Professor Technology Conference advisory board reviewed and evaluated each proposal using the rubric listed here.

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# Invited Presenters

**Using the iPad in Your Classroom**

**Presenter:** Dave Yearwood, Professor and Chair of the Technology Department at the University of North Dakota

**Length:** 30 minutes

The iPad is a 21st century technological marvel limited only by the user's creativity. The exploration of iPads in this session will begin with a review of the basics through some advanced functions, including how the iPad can become an effective educational tool to engage and provide rich content to students anytime, anyplace.

Workshop participants also will examine and evaluate various productivity and educational apps for suitability in both face-to-face and online environments.

Attendees will:

- Explore some of the many features of the iPad from system settings, to making folders, working with cameras, to gestures, and importing and exporting content.
- Lean how to use the iPad to create tutorials, as a wireless extension of a faculty station, and also a tool to engage and interact with students in your classroom.

**Effective Strategies for the Diverse Learning Environment**

**Presenter:** Kim Hardy, Executive Director of Student Success and Learning Engagement at Florida State College at Jacksonville

**Length:** 30 minutes

There are a number of factors that should be considered when it comes to success in the online classroom, particularly with the diversity of today's learners. Students may be attending college for the first time, or they may be returning after becoming parents and working full- or part-time jobs. Adult learners in particular face many challenges, and typically approach learning in a different context than their younger counterparts.

This session will offer strategies for working with a diverse student population in the online classroom, particularly focused on the adult learner, and provide a broader perspective of the issues surrounding these students' needs in an evolving educational landscape.

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**Using Course Development Templates to Develop Quality Online & Hybrid Courses**

**Presenter:** Renee Cicchino, Senior Instructional Designer with the Teaching, Learning and Technology Center at Seton Hall University

**Length:** 30 minutes

The increased demand for quality online and hybrid courses has instructional designers, faculty, and program directors scrambling to build courses quickly. This session will demonstrate how to rapidly develop courses while meeting quality assurance standards.

The presenter will share the course development templates used at Seton Hall University and will discuss how to customize the course templates based on institutional policy. Participants will leave with the tools to rapidly develop quality online and hybrid courses.

**The Human Touch and Communication in Online Learning**

**Presenter:** Jill Schiefelbein, former director of online programs for the College of Liberal Arts and Sciences at Arizona State University

**Length:** 75 minutes

Human interaction is the key factor that determines the ultimate success or failure of any technological tool. So why do we sit in the passenger seat while the technologies do the driving? Let's get back in the driver's seat and discover how teaching through effective communication practices truly makes the difference in creating a positive learning experience in the virtual classroom. In this session, participants will gain an understanding of multiple ways to create meaningful student-to-student, student-to-instructor, and student-to-content connections that will strengthen online course outcomes.

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**Tools and Tips for the Beginning Screencaster**

**Presenters:** Oliver Dreon, Assistant Professor and Director for the Center for Academic Excellence, Millersville University of Pennsylvania and Tim Wilson, Assistant Professor, University of Western Ontario

**Length:** 30 minutes

With a host of easy-to-use and inexpensive applications for screencasting and recording lessons, instructors now have the ability to become de-facto instructional designers for their online, flipped and face-to-face courses.

In this session, we will examine a number of applications and discuss different features and affordances. Following multimedia principles developed by Richard Mayer (and others), we will consider effective screencasting design.

While often counter-intuitive, the principles are based in exhaustive research that Mayer conducted on the most optimal ways to present information through text and graphic form to impact learning. In this session, we will identify several multimedia principles that relate to screencasting and demonstrate ways to incorporate the principles to effectively create screencasts.

**Managing Online Faculty Development: The Sloan-C Online Teaching Certificate**

**Presenter:** Bruce Chaloux, Executive Director and Chief Executive Officer of the Sloan Consortium

**Length:** 75 minutes

The Sloan Consortium, the leading professional online learning society devoted to advancing quality online learning into the mainstream of education, has established the Sloan-C Online Teaching Certificate. The certificate program is designed to prepare educators to teach and improve online courses using the Sloan-C pillars of quality in online education. Learn more about this unique program, how it is structured to encourage skill development and practical application, and how it is being deployed by institutions to meet their faculty development needs. *This session is sponsored by Sloan-C.*

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# Selected Presenters

**Flipping and Clicking in the Large Lecture Classroom**

**Presenter:** Alison Green, University of Nevada, Las Vegas

**Length:** 75 minutes

Strong instructional design rooted in andragogy can help you change the large lecture class into a "flipped" class, with technology as the conduit for learning. A large lecture class can be turned into an active, peer, and experiential learning experience. The technology used in the flipped class includes a Learning Management System or Content Management System and "clickers" in the classroom.

Participants will:

- Understand clearly the steps of proper Instructional System Design (ISD) for flipping the large lecture, face-to-face classroom by utilizing technology
- Be able to write questions for using clickers in the classroom by using the four-questions technique created by Dietz-Uhler and Lanter
- Understand different Web 2.0 applications and how to insert them into the face-to-face classroom by using their LMS/CMS or open applications.

**Best Practices for Designing and Assessing Online Discussion Questions**

**Presenters:** Andrea McCourt, Jillian Yarbrough, and Marcus Tanner, Texas Tech University

**Length:** 75 minutes

It is challenging to create discussion questions that foster critical thinking and robust interaction. It is additionally challenging to assess different aspects of online discussion and provide students with meaningful qualitative and quantitative feedback. This workshop will provide strategies and tips for meeting these challenges.

Participants will:

- Compose online discussion questions that encourage critical thinking and meaningful interactions
- Communicate clear expectations for participation in online discussion
- Create an assessment rubric for online discussion that provides both qualitative and quantitative feedback to students.

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**Blending in the Humanities**

**Presenter:** Astrid Klocke, Northern Arizona University

**Length:** 75 minutes

Does technology de-place opportunities for meaningful engagement? Is the lack of face-to-face time in a blended course a loss to students? Can a blended course work only in disciplines that rely on teaching "facts"? We will explore these questions while sharing our assessment data, course model, and ideas.

Participants will:

- Discuss the opportunities of blended learning
- Participate in a discussion about the concerns about learning technologies
- Acquire the necessary tools and terminology to create a collaborative community of learners with their colleagues when returning to their campus.

**A Three-Dimensional Approach to Online Instruction**

**Presenters:** Barbara Lindsey Brown, San Jacinto College Central; and Karen Hattaway, San Jacinto College North

**Length:** 75 minutes

We will demonstrate how a structurally sound course organization, an emphasis on engaging students with course texts, and a systematic approach to addressing various levels of critical thinking can improve student success. Our approach incorporates Quality Matters course organization, San Jacinto College's QEP focus, and Marzano's New Taxonomy of Educational Objectives.

Participants will:

- Be able to improve their online course organization
- Learn how to implement at least three levels of critical thinking into their course activities and assessments
- Know how to help students monitor their own metacognitive processes.

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**Converting Student-Owned Smart Devices into Experiential Learning Resources**

**Presenters:** Christopher McCullough and Renee Robinson, Saint Xavier University

**Length:** 75 minutes

This workshop explores experiential learning and smartphone technology. We will share classroom-tested teaching activities involving the smartphone and experiential learning opportunities for students in blended, face-to-face, and flipped classes. Audience members will engage in smartphone usage, group discussions, instructional strategy reflections, and smartphone-teaching activity development.

Participants will:

- Recognize the educational benefits and uses of smartphone technology to increase student engagement in the blended, face-to-face, or flipped course
- Implement various classroom-tested instructional strategies integrating smartphone technology into the learning process in participants' courses
- Evaluate and use various smartphone technologies to assess student learning.

**Using Technology to Support Learners with Cognitive Disabilities in Online Environments**

**Presenters:** Dana Reinecke, Laura Stolfi, and Michelle Caminos, The Sage Colleges

**Length:** 75 minutes

Students with cognitive disabilities are seeking out postsecondary education at an increasing rate. Online education provides ways to accommodate and support these students in their learning. This workshop provides information about how best practices in online education can be used to meet special needs, including increased accessibility, access to multiple learning formats, and increased flexibility in assessment.

Participants will:

- Identify key challenges for postsecondary students with cognitive disabilities, and assess individual deficits and strengths
- Identify at least five ways in which technology can be used to support postsecondary students with cognitive disabilities
- Identify institutional barriers and challenges to using technology to support postsecondary students with cognitive disabilities, as well as identify potential solutions to these barriers.

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**Mobile Learning: Designing and Delivering a Campus-Wide Implementation**

**Presenters:** Benjamin Deaton, Nathan Cox, Bryan Cribb, Carrie Koenigstein, and Wayne Cox, Anderson University

**Length:** 75 minutes

We will provide an overview of Anderson University's Mobile Learning Initiative (MLI), for which iPads were distributed to all undergraduates and faculty. We'll describe the structure and model of the MLI; faculty experiences in designing, implementing, and evaluating classes that integrate iPads; assessing and evaluating the MLI; and the benefits, successes, challenges, and limiting factors of launching a large-scale technological initiative.

Participants will:

- Identify the challenges in designing and deploying a large-scale technological initiative
- Discuss a wide range of mobile learning classroom implementations
- Design or extend a mobile learning model (design, professional development, and assessment).

**Marinating Minds: Getting Started before We Get Started**

Presenters: Ellen Smyth and Mercy Cannon, Austin Peay State University

**Length:** 75 minutes

Learning, like cooking, happens in stages, yet limited class time often prevents us from reaching the latter learning stages, where deep thinking begins. However, using a combination of technology and pre-class assignments, students can soak up course content before they walk in the door. We will examine two blended learning classes where technology and pre-class assignments have been used to foster deep learning.

Participants will:

- Break course learning objectives down into small steps that adequately prepare students for major assessments
- Categorize the types of learning that can happen before, during, and after class
- Identify a variety of tools and technologies to facilitate independent learning at home.

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**Creativity, Collaboration, and Changing Assignment Submissions - Wiki Wonders**

**Presenter:** Jason Craig, Marymount University

**Length:** 75 minutes

Creating opportunities for wider exposure of assignments can increase engagement and quality of student work. Wiki technology provides opportunity for peer collaboration and exposure to wider audiences, enhancing student engagement, and improving quality of submissions. Learn how to turn an existing assignment into a valued Web-based resource that enhances student engagement.

Participants will:

- Understand the basics of wiki-style websites and what is required from the faculty to prepare a site for student submissions
- Identify an existing assignment in one of their courses that can be turned into a collaborative online submission
- Articulate the assignment in a way that their students would be able to implement and satisfy the requirements for that assignment.

**Leveraging Social Media to Enhance Course Content**

**Presenters:** Jennifer Alexiou-Ray, Cassie Raulston, Tammy Cook, and Andrew Battista, University of Montevallo

**Length:** 75 minutes

Are you eager to find ways for your students to interact with you, each other, and/or the global community? Are some of your course assignments dated, or do they seem to no longer have the purpose they once did? We will discuss strategies to infuse your courses with social media. Whether your course is F2F, blended, or online, assignments using social media can encourage active and relevant participation from students.

Participants will:

- Discuss ways that many different social media platforms can be integrated into course assignments
- Evaluate current course assignments and suggest the integration of social media to enhance or replace assignments
- Compare and contrast the uses of social media in F2F, blended, and online classes.

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**The 4 C's of Digital Storytelling: Communication, Community, Creativity, and Computers**

**Presenters:** Kay Gregory and Donna Ross, Catawba Valley Community College

**Length:** 75 minutes

Both high tech and high touch, digital storytelling is a compelling assignment that develops multiple skills while also building a community of learners. Today's students must develop multiple types of literacy, including written, oral, visual, and digital. All of these types of literacy are enhanced by digital storytelling. We will discuss the benefits of digital storytelling and share a variety of student-produced movies.

Participants will:

- Learn about research that supports digital storytelling as a powerful learning and teaching strategy
- Learn how to integrate the 21st-century technology of digital storytelling into their respective disciplines
- Share in the performance stage of digital storytelling and appreciate the value of communication, community, and creativity.

**Tools for Success in the MOOC: Lessons from the cMOOC Experience**

**Presenters:** Lee Graham, University of Alaska Southeast; and Sandra Long, Carson-Newman College

**Length:** 75 minutes

This hands-on session will focus on tools that will allow students and faculty to be successful in a Connectivist MOOC (cMOOC). The cMOOC depends on user organization and participation for ultimate learning and group success. Participants will create accounts for and practice the use of Diigo for content curation; Twitter for student interaction, curation, and sharing; and Wikispaces for collaborative work.

Participants will:

- Successfully organize multiple resources for learning and share annotated resources with others efficiently at a distance
- Successfully synthesize multiple resources in a crowdsourced environment
- Create accounts and practice authentic use of each tool.

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**The Flipped Classroom: Determining Online and In-Person Activities**

**Presenters:** Maria Vazquez and Melody Whiddon, Florida International University

**Length:** 75 minutes

Many professors spend most instructional time lecturing and minimal time applying. This presentation will focus on the steps we took to determine appropriate online and in-person activities for a flipped classroom model. Participants will learn the process to make such determinations and also see sample online components that support such an instructional platform.

Participants will:

- Determine appropriate online activities for a flipped class
- Determine appropriate in-person activities for a flipped classroom
- Access useful resources when considering a flipped classroom model and activities that work well with this model.

**The Blended Classroom: Tools, Tips, Tricks, and Tales**

**Presenter:** Marilynn Skinner, Baldwin County College and Career Academy, and Georgia Virtual School

**Length:** 75 minutes

Differentiation of learning based on ability or learning style can create an environment of success for all students. Blended learning, the melding of the traditional and the online classrooms, can provide this environment. Beyond simply adding computer assignments to a course, a myriad of options exists for differentiating content, product, and process in a blended course. We'll examine these options for both suitability and effectiveness.

Participants will:

- Choose among several blended learning class management alternatives based on class requirements, budget, and teacher/student preference
- Identify and use a variety of software and Internet tools available to meet the demands of each learning style
- Take the blended classroom beyond the computer or the laptop, using techniques and apps for the smartphone, iPad, or tablet.

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**Better Together: Empowering Online Discussions through Student-Led Blogging**

**Presenter:** Matthew Cazessus, Greenville Technical College

**Length:** 75 minutes

This workshop demonstrates how student engagement in online courses may be improved by integrating blogging into the virtual classroom. Blogs provide many advantages to the online classroom, including collaborative writing and empowering students to take ownership of course content. I will guide participants through the pedagogy of blogging, best practices and rubrics for grading, and how blogs can enhance critical thinking.

Participants will:

- Articulate the terminology of blogging and the advantages that student-led blogging provides over traditional discussion boards
- Identify how student-led blogging could be integrated into an existing or planned academic course
- Construct an outline of best practices and a grading rubric for the blog posts from students.

**Narrowing Modalities: The Evolution and Implementation of a Flipped Curriculum**

**Presenter:** Mike Bartlett, University of Wisconsin-Marinette

**Length:** 75 minutes

The growth and accessibility of technology can help location-bound students who seek to take college classes but cannot physically attend. This presentation will outline the evolution of developing a flipped course. I'll demonstrate how to create and use the same digital media for a flipped campus-bound course and an online course.

Participants will:

- Identify the technology and processes required to be able to produce pre-class video lectures for their own classes
- Take away strategies for enhancing the classroom learning process, using an iPad in their own classrooms
- Gain an understanding of the processes and procedures that enable the successful delivery of a flipped course.

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**Flipped Class Videos: The Director's Cut**

**Presenter:** Rich Etchberger, Utah State University

**Length:** 75 minutes

Creating a flipped classroom requires the production of personalized videos for your students. Most teachers are not prepared to shoot, edit, and present videos. Participants will learn many useful techniques for creating high-quality videos that will engage their students. We will discuss examples of the technology that is available, and we will produce some sample videos together.

Participants will:

- Develop the skills to produce videos to support a flipped classroom
- Understand how to select and use cameras for shooting videos
- Gain an understanding of how to choose and use video editing software to produce videos for their flipped classes.

**"Flip" Them into Shape: Redesigning an Intermediate STEM Course**

**Presenters:** Ruth Phillips and Kisha Daniels, North Carolina Central University

**Length:** 75 minutes

We collaborated to redesign an intermediate-level science course, using the flipped approach as a strategy to build independence, innovation, self-motivation, and active learning and to develop metacognitive and cognitive learning skills. We'll describe how we incorporated pre-assessments, coupled with videos or selected readings before class, for each chapter. We'll share our methods and our results.

Participants will:

- Discuss the important facets of a flipped classroom
- Be able to create a plan for their own flipped classroom lesson
- Explore possible qualitative and quantitative methods for data collection to evaluate their teaching.

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**Translation and Transformation of Writing Pedagogy: Moving from Face-to-Face to Online**

**Presenters:** Tawnya Lubbes, Heidi Skurat-Harris, Nancy Knowles, Jacob Harris, and Stephen Clements, Eastern Oregon University

**Length:** 75 minutes

Teaching writing—and using writing to teach—in online courses requires faculty to modify their face-to-face pedagogy. In this workshop, a panel of university faculty in various disciplines will discuss ways they translated and transformed their pedagogy to teach writing online. Participants will explore technologies that can be easily integrated into their online classes and taken back to their face-to-face teaching.

Participants will:

- Understand the translation of face-to-face pedagogy to online pedagogy
- See where current pedagogy can be modified to serve students online
- Integrate technological tools to help teach writing for online courses.

**Person-Environment Fit in Online Teaching**

**Presenters:** Vicki Hartley, Delta State University; and Steve Street, Winona State University

**Length:** 75 minutes

Many experienced and successful instructors find the transition to online instruction frustrating and unpleasant. Available training and support are often not targeted to the areas in which the instructor needs the most help. We will apply person-environment fit theory to online instruction. Participants will explore the relationship between value-fit and ability-fit in online instruction and how this affects the transition to online teaching.

Participants will:

- Identify the degree of fit between their pedagogical values and the values of online instruction
- Identify the degree of fit between their skills and the skills demanded by online instruction
- Identify specific areas where lack of fit interferes with their implementation of online instruction and determine strategies to improve the fit.

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**How Much Technology? Flipping the History and Composition Classrooms**

**Presenters:** Scott Horton, Steve Thulin, and Renee Dechert, Northwest College

**Length:** 75 minutes

We will discuss the role of technology in the flipped classroom, focusing on a history course with intensive technology and a composition course that utilizes significantly less technology. We will discuss the technology support needed for flipping a classroom and why faculty members may need to rely on various forms and degrees of technology. We have found that the flipped model leads to increased engagement and learning.

Participants will:

- Understand the different roles technology may play in the flipped college classroom
- Articulate strategies they may use in flipping their own classrooms and the possibilities for alternative pedagogical approaches
- Understand more available technologies for flipping.

**Blend or Flip? What to Consider before You Commit**

**Presenter:** Beverly Amer, Northern Arizona University

**Length:** 30 minutes

Our university's liberal studies introduction to computer information systems course underwent an intensive redesign to incorporate greater technology use and best practices from the flipped classroom model. Faculty eliminated information-delivery lectures in favor of student-centric information gathering and turned weekly in-class meetings into engaging discussions. We'll share our results.

Participants will:

- Understand the difference between blended and flipped class models
- Discuss how faculty and student roles are affected in a blended or flipped class
- Explore ideas for in-class engagement and out-of-class activities.

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**Creating Annotated Presentation Videos**

**Presenter:** Carrie Meyer, Fort Lewis College

**Length:** 30 minutes

Creation of annotated presentation videos allows for a more dynamic, detailed, and personalized delivery of information. Although lecture capture allows students to view and hear the information, many times students do not connect well with material presented this way. These videos augment flipped and blended courses very well by allowing students to hear their instructor and see the presentation while it is being created.

Participants will:

- Share foundational knowledge of various software and hardware that can be utilized to create annotated presentations
- Demonstrate within Camtasia, Jing, the Bamboo tablet, and Doceri on the iPad
- Understand how students and faculty can benefit from creating videos in this manner.

**Incorporating Interactive Training Assignments in the College Classroom**

**Presenter:** Catherine Ramsdell, SCAD Atlanta

**Length:** 30 minutes

Self-paced interactive training modules are the current "big thing" in instructional design. Teaching students to create these training modules helps them develop an important workplace skill and also teaches (or reinforces) many traditional competencies: audience awareness, creative problem solving, written communication, aesthetic awareness, and nonlinear thinking.

Participants will:

- Review sample assignment sheets and a list of online resources
- Learn how to create a simple interactive training module
- Learn strategies for teaching students to create these modules.

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**Academic Misconduct in Online Courses**

**Presenters:** Cheryl Mixon Smith and Sheri R. Noviello, Columbus State University

**Length:** 30 minutes

Promoting academic honesty has become increasingly difficult in online programs as threats to a program's integrity, including student cheating, plagiarism, and deception, have become more prevalent. We'll discuss best practices in online education to reduce cheating and plagiarism, as well as various types of products that authenticate and verify student participation.

Participants will:

- Discuss the prevalence and types of cheating in online courses
- Discuss how authentication and verification of students in online programs can address the rampant problems of academic dishonesty
- Describe best practices to reduce cheating and plagiarism from a faculty perspective.

**Two Sides of the Blended Coin: Student & Instructor Experiences**

**Presenters:** Chris Finnin, Drexel University, Dawn Konrady, Richard Stockton College of New Jersey, and Tanya Hodges, Monroe College

**Length:** 30 minutes minutes

This session will describe experiences, successes, and challenges from the perspectives of students and faculty members in blended courses. We will explore how to avoid running a poorly constructed blended course and how to create a vibrant blended learning environment.

Participants will:

- Review tools and resources that are designed to help utilize and understand the value of incorporating the latest technological trends in the classroom to build a vibrant and engaging blended environment
- Gain an understanding of the perspectives of doctoral candidates who teach in blended environments across multiple disciplines and are currently students in a blended environment
- Raise awareness of the challenges in running a successful blended course and understand the effects on students enrolled in a poorly run course.

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**Diary of a Flipped Classroom**

**Presenter:** Darlene Smith, Walters State Community College

**Length:** 30 minutes

It all started when I read this quote: "The one who does the work does the learning." I made a decision to flip the classroom one day, and I gave the first assignment to the students the next day. Our class discussions have taken on a whole new direction. The students are coming to class prepared and ready to talk and sometimes debate key concepts.

Participants will:

- Observe how flipping a class is not that difficult
- Discuss how it all starts with "baby steps"
- Become knowledgeable and motivated to start the process.

**Online Quizzes as Formative Assessments in an Introductory Statistics Course**

**Presenter:** David DiBattista, Brock University

**Length:** 30 minutes

I had my students take a series of six low-stakes online multiple-choice quizzes intended to serve primarily as formative assessments. Each quiz counted for only 2 percent of the course grade and was available continuously for 10 consecutive days. Students reported that quizzes supported their learning of course material (75 percent) and helped them determine which topics they should study more (87 percent).

Participants will:

- Observe how students generally respond favorably to online quizzes in an introductory statistics course
- Discuss how performance on quizzes is positively correlated with performance on examinations, even after partialling out the effect of GPA
- Learn why online quizzes used primarily for formative purposes should count for at least some small percentage of the course grade.

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**Showcasing Student Achievement through Electronic Portfolios**

**Presenter:** Dean Beckman, Saint Mary's University of Minnesota

**Length:** 30 minutes

Incorporating electronic portfolios into a class or major requirement can maximize the purpose and reach of classroom assignments and projects. Students are compelled to think about how the classroom activities relate to their professions and how to showcase their work to others (including a potential employer), through an online portfolio. Electronic portfolios can serve the added role of aiding departmental assessment.

Participants will:

- Learn about the purpose, importance, and attributes of electronic portfolios
- Develop strategies to implement electronic portfolios into their classes
- Learn how to use electronic portfolios for departmental assessment and alumni engagement.

**Teaching Technology to Teachers: "Two-Track" Instruction for Technology Integration**

**Presenter:** Debra Espinor, George Fox University

**Length:** 30 minutes

The challenge for teachers who integrate technology into the classroom is to determine whether students are learning better and more with the added technology or whether the content is getting lost in the technology itself. I will demonstrate a technique that I call "two-tracking," which involves teaching the content and the technology side by side. I will show how this method has increased my students' retention of the content.

Participants will:

- Observe (and use, if they bring a tablet or a smartphone to the session) an app called Nearpod that will allow two-tracking
- Discuss the PBS Learning Media infographic "Teachers embrace digital resources to propel learning" (handout)
- Learn assessment strategies to make sure their students are learning the content along with the technology.

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**Engaging Student Learning with Flipped and Blended Learning Strategies**

**Presenter:** Debra Harper-LeBlanc, Lone Star College-Greenspoint Center

**Length:** 30 minutes

This session will explain and discuss strategies that I used in my flipped and blended classes that resulted in high retention and success rates of my students. The session will include a discussion of flipped and blended courses, including positive and negative learning strategies from my computer class and speech classes. Participants will have an opportunity to ask questions and contribute to the discussion.

Participants will:

- Receive and discuss a flipped and blended learning tool kit
- Discuss best practices
- Review my checklist of what faculty members need to establish (clear routines and procedures around the use of data).

**Moving an Experiential Course Online while Maintaining Practice Focus**

**Presenters:** Debra Hunt Young and Helen Hartnett, West Virginia University

**Length:** 30 minutes

We will show how we redesigned a course that was offered in six campus locations, with a small number of students at each location, and migrated it from a weekly classroom to an online platform. The primary curriculum was experiential in nature and included field-based practice. We'll share how we used technology differently, what we learned, and what the students thought of the change.

Participants will:

- Identify ways an experiential, practice-based class can be moved to an asynchronous online environment
- Develop an understanding of constructivist learning theory that can apply to experiential, asynchronous online course development
- Identify methods to move experiential/practice-based assignments to an asynchronous environment while maintaining the practice-based focus.

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**Evaluation of Online Courses Using Social, Cognitive, and Teaching Presence**

**Presenter:** Diane Onorato, Mercyhurst University

**Length:** 30 minutes

Recognizing that a Community of Inquiry (CoI) model has the potential to create a dynamic, constructivist, and cooperative learning environment, I developed my courses with an awareness of the need for social, cognitive, and teaching presences. I used quantitative survey tools to collect student feedback, which I used to evaluate and balance the levels of these three presences in my classes.

Participants will:

- Define CoI teaching, cognitive, and social presences as a framework for course design
- Examine various field-tested CoI survey assessment instruments
- Consider applying quantitative evaluation instruments to measure aspects of their own online classes.

**Web-Based Teaching, Learning, and Disabilities: Addressing the Needs of All Students**

**Presenter:** Dorea Bonneau, University of North Carolina at Pembroke

**Length:** 30 minutes

The focus of this session will be online course design and implementation that address accessibility issues for students with disabilities. I will demonstrate how to apply Universal Design for Learning principles in an online teaching and learning environment.

Participants will:

- Leave with an increased awareness and understanding of accessibility challenges faced by students with disabilities in online courses
- Receive Universal Design solutions to challenges and barriers in online courses
- Receive online course design resources to address the needs of all students

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**Extreme Course Makeover: Building E3 Instruction in the Digital World**

**Presenter:** Dean Goon, Mount Vernon Nazarene University

**Length:** 30 minutes

This session will focus on building E3 (Enhance, Engage, Extend) tools and strategies into classroom learning in both synchronous and asynchronous settings. During this hands-on session, participants will add 15 E3 tools to their digital tool box for quality teaching and learning.

Participants will:

- Learn simple and easy-to-use pedagogical strategies to engage learners
- Review a collection of recommended Web 2.0 tools for university instruction
- Discuss innovative teaching and learning based upon 21st-century skills.

**E-Learning, Freedom of Expression, and Social Media in Higher Education**

**Presenter:** Jasmine Renner, East Tennessee State University

**Length:** 30 minutes

College professors and students are increasingly relying on social networking sites to make connections. With this new technology, questions about the lines of what is private and what is public have become blurry and misunderstood. We'll discuss how to balance a faculty member's free speech rights online with the university's or college's interest in maintaining a learning environment.

Participants will:

- Learn the legal and social implications of freedom of expression, utilizing social media tools for e-learning or their online courses
- Learn the best practices about what and what not to post on their Facebook walls if the imprimatur of their universities or colleges is associated with their social media accounts
- Become knowledgeable about the new frontier of freedom of expression and First Amendment rights regarding the operation of social media networks in e-learning higher education environments.

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**Using CMS Tools for Feedback to Help Students Succeed**

**Presenter:** Dudley Turner, The University of Akron

**Length:** 30 minutes

How can we (re)design cognitive and application assessments from "one shot" examinations (cognitive) and "one attempt" papers (application) and provide feedback to assist student learning throughout the course? The session will examine the results I found when using technology to implement a feedback-and-retry approach in an online class. Participants will debate the practice of repeated tests and assignments.

Participants will:

- Learn how to plan alternate or repeat assessments
- Learn how to use tools in their CMS they may not have been aware of (or how to implement this type of assessment without a CMS)
- Develop a simple rubric for student feedback and learning.

**Twitter as a Multi-Use Communication Tool**

**Presenter:** Elizabeth VanDeusen-MacLeod, Central Michigan University

**Length:** 30 minutes

This session will explore Twitter, a form of free micro-blogging, as a powerful communication tool for the teaching professor. I will provide a brief overview of Twitter's use in teaching, research, and formal and informal communication. A session-specific, active Twitter feed will be used throughout the presentation, and participants will explore its implications for face-to-face, hybrid, and online multidisciplinary teaching and learning environments.

Participants will:

- Discuss the use of Twitter in teaching
- Discuss Twitter's use in research
- Observe how Twitter can be used as an informal/formal communication tool.

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**Preparing Digitally Savvy Future Faculty**

**Presenters:** Jeffrey Nugent and Britt Watwood, Virginia Commonwealth University

**Length:** 30 minutes

This session will provide a critical review of a course—Teaching, Learning and Technology in Higher Education—that is part of the Preparing Future Faculty Program at a large research university. We will review the key practices and technologies that we used and engage participants in a discussion of intended learning goals and lessons learned through teaching.

Participants will:

- Engage in open critical review of a pedagogical approach that lies at the intersection of content, teaching, and technology
- Discuss paradigm shifts associated with faculty role perceptions and perceived power structures of soon-to-be faculty
- Gain access to the fully open course site (syllabus, course documents, readings, etc.).

**Wrestling with Rubrics in the Online Classroom**

**Presenter:** Jill Purdy, Cedar Crest College

**Length:** 30 minutes

Rubrics can show students how their work will be judged, and rubrics can aid instructors in connecting student learning objectives to course assessments. We will show how to build rubrics that will communicate clear expectations for students. We will also discuss how rubrics can help students monitor their own progress and provide an effective means for self-improvement.

Participants will:

- Discuss the benefits of using rubrics
- See how to design a rubric for the online classroom
- Receive a resources list pertaining to the creation and use of rubrics.

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**"Sizzle with Substance:" Methods for Improving Student Speeches**

**Presenters:** Joe Eshleman, Joan Geller, and Karen Mann, Johnson & Wales University

**Length:** 30 minutes

Our presentation maps out how a communications professor, an instruction librarian, and an instructional technologist were able to work together to help students create and deliver speeches that combined "sizzle with substance." We digitally recorded the students' speeches and then used the films for self-evaluation. We'll also discuss trends for using technology to support learning in the future.

Participants will:

- Discuss discipline-specific ideas for using digitally recorded feedback to improve students' skills
- Develop a greater awareness of collaborative methods used by faculty and staff to improve research and presentation skills
- Explore a way to inexpensively embed technology into the classroom.

**Technology Tools to Increase Social Presence in Online Learning Environments**

**Presenters:** Kathleen Mathieson and Joan Leafman, A.T. Still University

**Length:** 30 minutes

A key element of engagement in online classes, according to the Community of Inquiry (CoI) model, is social presence, which includes emotional expression, open communication, and group cohesion. Research demonstrates that social presence increases student satisfaction and possibly academic success. We'll summarize our own research and share our strategies for increasing social presence in online courses.

Participants will:

- Understand student and faculty perceptions of the value of social presence in the online learning environment
- Identify synchronous and asynchronous technological tools to assist in building social presence in online environments
- Be able to apply technological tools both within and outside the LMS to promote social presence.

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**Engaging First-Year Students: Blended Learning Strategies That Work**

**Presenters:** Kevin Ketchner and John Doherty, Northern Arizona University

**Length:** 30 minutes

We will share active-learning approaches that help students develop a community of inquiry. We will demonstrate successful strategies that develop teacher presence, social presence, and cognitive presence. These include developing a scholarly conversation (as opposed to a rote discussion), reflective learning activities, and individual and group engagement with content.

Participants will:

- Learn three or more examples of proven blended learning strategies
- Identify ways that blended learning integrates with the institution's strategic initiatives
- Receive resources that will help them learn more about blended learning pedagogy.

**Envisioning an Interprofessional Health Care Education Model: MOOCs and Beyond**

**Presenters:** Krista Meinersmann and Carla Randall, University of Southern Maine

**Length:** 30 minutes

We will propose a theoretical model of health care education that incorporates the Carnegie Foundation for the Advancement of Teaching recommendations, MOOC technology, flipped classroom methodology, and application-based learning. We'll delineate our model, using presentation software and discussion, and will use reflective questions to elicit meaningful feedback that we will use for model refinement.

Participants will:

- Learn why we believe that MOOCs and the flipped classroom have a place within professional education and can be used to structure an entire curriculum
- See why innovative approaches to teaching and learning need to be guided by a theoretical framework such as the one we propose
- Discuss the Meinersmann-Randall theoretical model, which includes three distinct stages: Theoretical Open Online Courses, Simulated Application Learning Experiences, and Clinical Application Learning Experiences.

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**Guide-on-the-Side: Faculty-Librarian Collaboration for Online Learning**

**Presenters:** Kristin Burger and Melissa Langridge, Niagara University

**Length:** 30 minutes

Do students learn information literacy skills better in the library during a face-to-face session or from using asynchronous "Guide on the Side" software that was designed specifically for their course? We compared two sections of the same college-level history course to find out. We'll discuss the results of the pretests, assignments, and post-tests over time and share our conclusions.

Participants will:

- See how faculty members and librarians can benefit by collaborating to create online library instruction for students, especially when instruction can be tailored toward the instructor's course topic and prepare the students for specific course assignments
- Learn how students benefit from asynchronous, active-learning, online library tutorials that can be accessed and viewed anytime during the research process
- Observe how incremental instruction on research is successful, especially when each step requires students to learn something new and build on the prior assignment. This teaches them how to search for, select, and analyze sources.

**Multiple Tools for Online Engagement: Creating Authentic Learning Experiences**

**Presenters:** Lauren Provost and David Hobbs, University of New Hampshire

**Length:** 30 minutes

Best practices that engage online learners in authentic learning experiences go beyond group email, dynamic discussions, interactive documents, and general class announcement pages. In this session, we will present new and creative ways to engage online learners. Our presentation will also offer ways to address higher attrition rates and lower levels of engagement.

Participants will:

- Understand the role of the virtual classroom in addressing retention and maintaining engagement
- Brainstorm outreach opportunities for online learning programs
- Develop techniques for assessing each student's individual online learning style to proactively handle engagement.

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**Service-Learning & Reflection through Social Media and Blackboard**

**Presenter:** Margaret Sass, Purdue University

**Length:** 30 minutes

My session shows how service-learning can be incorporated into the classroom, whether the course is online or in-person. Service-learning, a form of experiential learning, allows students to have a hands-on experience and an opportunity to have a better understanding of course material. Reflection helps students attain deeper knowledge. I'll show how technology can help your students reflect on their experiences.

Participants will:

- Learn creative ways to reflect, using Blackboard's discussion section
- Learn how students can reflect through blogging
- Learn how students can use Twitter when reflecting.

**Interval Real-Time Course Assessment**

**Presenter:** Michael Pregot, Long Island University

**Length:** 30 minutes

I often ask myself, "How sure am I that my blended course meets the needs of my students?" I have embedded a survey on the perception of students on course progress in the middle of the semester, which allows me to make midcourse modifications. I will show examples from one recent course, along with the corresponding modifications I cited. Students are grateful for an opportunity to express their thoughts.

Participants will:

- Explore how to implement a student evaluation on the process and content of blended learning during the middle of a course
- Discuss whether it is really possible to modify a blended course's direction midstream
- See how to use qualitative comments to effect course change.

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**Making Online Learning Accessible Using Universal Design**

**Presenter:** Michelle Fowler, Suffolk County Community College

**Length:** 30 minutes

Access to online learning depends on the accessibility of the learning management system, the accessibility of the course content, the skill of the student in using assistive technology, and the skill of the designers in using universal design and assistive technology. I will discuss compliance issues, adaptive technology, universal design, the issue of responsibility, and implementing accessibility guidelines.

Participants will:

- Learn about ADA compliance for online learning
- Hear how Universal Design requires introducing a topic in multiple formats
- Discuss ways curriculum development can give all individuals equal opportunities to learn.

**Moving Beyond the Lecture: A Flipped Classroom Approach**

**Presenters:** Nancy Atkeison-Cherry, Union University, and Steve Warren, Harding University

**Length:** 30 minutes

For our new flipped class, we created videos and interactive lessons for students to use before class. We used our face-to-face time for applying, analyzing, and synthesizing content. Moreover, our new model maximized learning opportunities for our students to problem-solve, advance concepts, and engage in deeper collaborative learning. We will share our tested practices and pedagogically effective ways to harness new technologies.

Participants will:

- Recognize the connection among infusing learner-centered strategies, academic growth, student learning, and dispositions as it pertains to the flipped model
- Investigate the framework to facilitate a flipped classroom model within their courses
- Examine and explore additional technologies that serve to enhance the way teachers teach with the flipped mastery model.

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**Student Learning in a Computer Science Flipped Course**

**Presenters:** Paul Griesemer and Lynn Eaton, University of Mary Hardin-Baylor

**Length:** 30 minutes

This session focuses on the platforms and applications used in a flipped course to help students access basic-level materials from their homes. We will demonstrate the use of electronic smartpens to create PDF-based lectures, along with an embedded audio track. We will also demonstrate the use of YouTube and Google+ for the distribution of Web-based content. We'll share student feedback and assessment results.

Participants will:

- Learn how to use a variety of methods to distribute lecture material in an accessible manner and with user-friendly applications
- Learn new ways to actively engage students in learning
- Decide if they are prepared to use these technologies to flip their classroom.

**Cyber Peer-Led Team Learning: Taking the Classroom Experience Online**

**Presenter:** Randy Newbrough, Indiana University-Purdue University Indianapolis (IUPUI)

**Length:** 30 minutes

Peer-Led Team Learning is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour workshop, during which six to eight students work as a team to solve problems under the guidance of a peer leader. Web conferencing software makes it possible to adapt this pedagogy to a synchronous online environment. I'll talk about our cyber model and how it works.

Participants will:

- Be introduced to the Peer-Led Team Learning process
- Get an overview of the cyber Peer-Led Team Learning environment and the tools used to duplicate the face-to-face environment
- Brainstorm how they can use the cPLTL model for their course or discipline.

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**Using Technology to Create Community in an Introductory Online Course**

**Presenters:** Renate Hood and Lynn Eaton, University of Mary Hardin-Baylor

**Length:** 30 minutes

Online course delivery faces unique challenges with cooperative learning due to the complexities involved with creating a learning community. We will rank the anticipated time needed to appropriately use technology to create and maintain community in an online learning environment. In addition to technological resources, we'll provide an enriched understanding of community e-learning.

Participants will:

- Discuss a useful framework for team formation in an online learning environment
- Receive a handout of technological resources to help build community in an online learning environment
- Create a new network of interdisciplinary colleagues who face similar challenges of creating community in online courses and employing technological resources in facilitating teamwork and community building.

**Beyond Learning Management Systems: Engaging Today's Students with Multiple Media**

**Presenter:** Ruth Eudy, University of Arkansas

**Length:** 30 minutes

I will show how to use freestanding video lectures to augment a traditional learning management system. I will describe my course redesign, which was motivated by dissatisfaction with technological barriers to learning and meaningful communication. I will demonstrate specific techniques for creating video lectures that encourage exploration and dialogue and that free instructor time for more meaningful interaction.

Participants will:

- Learn how to create stand-alone video, using PowerPoint, Windows Movie Maker, and other programs
- Learn a system for recording and preserving audio and video files for editing future versions of their lectures
- Learn the technical and legal aspects of using YouTube for educational purposes, including fair-use licensing details.

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**Massive Collaboratively Designed Courses: AASCU's Collaborative, Blended Alternative to MOOCs**

**Presenters:** Shala Mills, Fort Hays State University; Keisha Hoerrner, Kennesaw State University; and Steve Elliott-Gower, Georgia College

**Length:** 30 minutes

AASCU assembled teacher scholars from 10 campuses to lead a Global Engagement Initiative. We rely on the most recent research on blended learning models, and we make effective use of emerging technologies to engage globally competent students. Our work culminated in a teaching tool kit, institutes/workshops, and Web collaborative spaces, all of which are designed to stimulate efficiency and collaboration between colleagues.

Participants will:

- Appreciate the benefits of blended learning
- Understand the power of collaborative curriculum development models
- Explore a successful national model for educating globally competent citizens.

**Flipping with Prezi: Cloud-Based Interactions That Facilitate Class Discussion and Feedback**

**Presenter:** Shawn Apostel, Bellarmine University

**Length:** 30 minutes

Most online learning systems offer some form of chat for student discussions, but this linear, text-based format creates an obstacle for students who are visual thinkers. We will examine three ways that the free, cloud-based program Prezi can be used to facilitate a flipped classroom and increase student engagement online. Participants with computers will log in and begin to experience the interface firsthand.

Participants will:

- See how Prezi Meeting is a viable alternative to chat screens
- Learn how Prezi Meeting facilitates classroom discussion and online engagement
- Understand how Prezi Meeting can be useful to stimulate class participation on visual presentation aids used for lectures.

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**Instructional Scaffolding in Online Environments**

**Presenter:** Sobith Thooprath Sudhakaran, Northern Alberta Institute of Technology

**Length:** 30 minutes

Institutions have to invest a great amount of time and resources when a new system is being introduced or when a transition happens from one system to another. I will present details of how we adopted instructional scaffolding while implementing two e-learning systems (Moodle and Mahara). I will showcase the best practices with instructional scaffolding, which we followed to support successful implementation.

Participants will:

- Learn about the importance of instructional scaffolding in e-learning
- Receive tips for getting started
- Receive a recommended reading list.

**Creating Accessible Online Learning Environments**

**Presenter:** Stephanie Maatta, Wayne State University

**Length:** 30 minutes

Online learning environments enable educators to create course content that is learner-centered and accessible to students of all abilities. This presentation serves as a model for accessible online learning through the creation of course materials, including multimedia, that can be incorporated into online course delivery that is barrier-free for students with disabilities while also meeting the needs of students with a variety of learning styles.

Participants will:

- Understand the application of universal design to course material creation
- Learn techniques to create accessible course materials
- Identify resources available for developing and enhancing accessible online learning opportunities.

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**Mobile Apps: Engaging Students on Their Terms (and Their Phones)**

**Presenters:** Susanna Ferrara and Nikkia Anderson, Northern Virginia Community College, Annandale Campus

**Length:** 30 minutes

We will discuss how to take advantage of mobile learning apps to increase student success and overall retention in face-to-face, hybrid, and distance learning environments. The presentation will highlight free mobile applications and reveal how participants can take advantage of them with minimal effort. Participants will be able to assess which mobile apps would work best for their courses and begin to use them right away.

Participants will:

- Understand that it is possible to take advantage of mobile learning apps to increase student engagement, with minimal effort on the part of faculty
- Learn that the purpose of learning apps sometimes may be straightforward and obvious and sometimes may not be
- Understand that many of today's learners prioritize mobile connectivity. They are already using mobile apps that support learning, whether they know it or not.

**Experiences with a Blended, Active Physics Class**

**Presenter:** Timothy Garrison, York College of Pennsylvania

**Length:** 30 minutes

Over the past five years, I have taught a reformulated physics class that drops the traditional structure in favor of a fully blended, lecture-less experience. A widely used physics concept assessment test, administered at the beginning and the end of the semester, shows gains substantially larger than those obtained in the face-to-face classroom. The presentation will share my best practices derived from teaching and refining this course.

Participants will:

- Learn about the peer instruction (think-pair-share) method and the enhancements the method can provide
- Experience the advantage of interactive laboratory demonstrations over traditional lab experiments
- Observe the gains these methods can achieve over traditional lectures.

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**Cyberquizzing, or How I Learned to Relax and Love Blackboard**

**Presenter:** Vicki Sapp, Tarrant County College

**Length:** 30 minutes

In my English Composition I and II and literature survey courses, students' lack of preparation has caused frequent problems. Since I incorporated online "study quizzes" to be done outside of class, students have made time and used tools to do the quizzes and come to class more prepared. I will show how online quizzing works and how it can help professors fulfill state and institutional mandates for student retention and success.

Participants will:

- Understand how online quizzing serves various English course curricula and pedagogies
- Learn how online quizzing addresses and solves challenges for today's professor
- Learn how to constructively shift responsibility to where it belongs: the student.

**Community-Building in Online Constructivist Learning Environments: Challenges and Solutions**

**Presenters:** Vivian Johnson and Carol Mayer, Hamline University

**Length:** 30 minutes

Community and collaboration are critical elements of constructivist learning. An online environment can challenge both elements. We will explore three solutions: developing appropriate community-building expectations, providing transition guidelines for students as they move from passive digital experiences to a community of engaged learners, and creating assignments that support community building.

Participants will:

- Use the Phases of Engagement framework to establish realistic faculty expectations for community building
- Critique previously used assignments and activities for appropriate transfer or redesign in an online environment
- Learn how to support students' transition from passive solitary roles to active and collaborative engagement.

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**Optimizing Oral Communication Skills in General Education Online Classes**

**Presenters:** Amanda Baron, Sheri Blok, and Robert Zetocha, Southeast Community College

**Length:** 30 minutes

We used technology to optimize oral communication skills in an online speech class and in an online Spanish class. We gave students the option of delivering their required oral presentations on or off campus. We'll share how we did it, what we learned, and how our students fared.

Participants will:

- Examine sample oral communication rubrics where a fundamental criterion for each learning outcome is outlined, along with performance descriptors (basic framework of expectations)
- Learn about sample activities that demonstrate the application of the principles outlined in the presentation, including options for visual content uploading
- Learn how to transform a forum discussion, a position paper, or a journal entry into an oral presentation to be delivered online.

**Using Pinterest for Reports: Promote Learning and Anchor Student Interest**

**Presenter:** Barbara Looney, Black Hills State University

**Length:** 30 minutes

This presentation shares tips, successes, and ideas for using the Pinterest platform to create a report-style, introductory research project. The assignment structure produces an engaging alternative to the standard curriculum component, a report document of 10 to 12 pages. This successful adaptation of Pinterest was tested in both face-to-face and online upper-level, persuasive business writing classes.

Participants will:

- See how adaptive uses in education bring currency, relevancy, and engagement to instructional practice and student learning
- Receive and discuss an implementation checklist, sample documents, and digital links for this tested Pinterest application.

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