# Program-At-A-Glance

## Friday, October 6

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>7:30–8:30 am</td>
<td>Registration Open Morning Preconference Workshop Participants Only, Grand Ballroom Registration Desk, 3rd Floor</td>
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<tr>
<td>8:30 am–8:00 pm</td>
<td>Registration Open to all Participants Grand Ballroom Registration Desk, 3rd Floor</td>
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<tr>
<td>8:30 am–Noon</td>
<td>Preconference Workshop: Engaging and Collaborative Formative Assessment Using Digital Tools (Registration and Fee Required) Grand Ballroom 7-8, 3rd Floor</td>
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<tr>
<td>8:30 am–Noon</td>
<td>Preconference Workshop: Teaching Strategies and Technology Tools to Engage Students in Online, Flipped, and Blended Courses (Registration and Fee Required) Grand Ballroom 9-10, 3rd Floor</td>
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<td>10:00 am–8:00 pm</td>
<td>Exhibitor Displays Open Grand Ballroom Foyer, 3rd Floor</td>
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<tr>
<td>1:00–4:30 pm</td>
<td>Preconference Workshop: Creating Your Online Classroom—Look, Feel, Function (Registration and Fee Required) Grand Ballroom 7-8, 3rd Floor</td>
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<tr>
<td>1:00–4:30 pm</td>
<td>Preconference Workshop: Avoiding Death by PowerPoint: Engaging your Learners in the 21st Century (Registration and Fee Required) Grand Ballroom 9-10, 3rd Floor</td>
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<tr>
<td>5:00–5:15 pm</td>
<td>Conference Welcome Grand Ballroom 5-6, 3rd Floor</td>
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<tr>
<td>5:15–6:30 pm</td>
<td>Opening Plenary Session: Teaching, Learning, Technology, Memory, and Research—Oh My! Grand Ballroom 5-6, 3rd Floor</td>
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<td>6:30–8:00 pm</td>
<td>Reception, Poster Sessions, and Exhibitor Mingle Grand Ballroom Foyer, 3rd Floor</td>
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<td>8:00 pm</td>
<td>Dinner and Evening on Your Own</td>
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## Saturday, October 7

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<tr>
<td>7:30 am–2:00 pm</td>
<td>Registration Open Grand Ballroom Registration Desk, 3rd Floor</td>
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<tr>
<td>8:00 am–5:00 pm</td>
<td>Exhibitor Displays Open Grand Ballroom Foyer, 3rd Floor</td>
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<tr>
<td>7:30–8:30 am</td>
<td>Continental Breakfast Grand Ballroom 5-6, 3rd Floor</td>
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<td>8:30–9:30 am</td>
<td>Morning Plenary Session: The Importance of Critical Thinking in this Post-Truth World, Grand Ballroom 5-6, 3rd Floor</td>
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<td>9:30–9:45 am</td>
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<td>9:45–10:45 am</td>
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<td>11:00 am–Noon</td>
<td>Concurrent Sessions</td>
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<td>Noon–1:00 pm</td>
<td>Lunch Grand Ballroom 5-6, 3rd Floor</td>
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<td>1:00–1:15 pm</td>
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<td>1:15–2:15 pm</td>
<td>Concurrent Sessions</td>
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<td>2:15–2:30 pm</td>
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<td>3:30–3:45 pm</td>
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<td>3:45–5:00 pm</td>
<td>Afternoon Plenary Session: Teaching Naked: How Moving Technology out of Your College Classroom Will Improve Student Learning, Grand Ballroom 5-6, 3rd Floor</td>
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<tr>
<td>5:00 pm</td>
<td>Dinner and Evening on Your Own</td>
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## Sunday, October 8

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<tr>
<td>7:30 am–Noon</td>
<td>Registration Open Grand Ballroom Registration Desk, 3rd Floor</td>
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<td>7:30–8:30 am</td>
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<td>Lunch Grand Ballroom 5-6, 3rd Floor</td>
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<td>Conference Adjourns</td>
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POSTER SESSIONS

FRIDAY, OCTOBER 6

6:30-8:30 pm

Grand Ballroom Foyer, 3rd Floor

Take advantage of this opportunity to meet informally with colleagues to discuss their teaching and learning projects, programs, strategies, and research.

Joan Crist, Calumet College of St. Joseph
Takeaways:
• Recognize the potential of oral exams for authentic assessment
• Gain tactics for using them in courses, including the uses and pitfalls of video technologies
• Gain a rubric for assessing oral communication and critical thinking skills

Attitudes of Junior and Senior Undergraduate Nursing Students Towards Nursing Informatics
Elaine Maruca, Holy Family University
Takeaways:
• Explore the idea that students’ attitudes influence the adoption of technology in the workforce
• Focus on the importance of student assessment as it pertains to examining attitudes towards technology
• Generate interest in future research as it relates to exploring what is necessary to develop a positive attitude among students toward the use of technology

Evaluation of 3D Printing Entrepreneurship Module for Health Care Education
Nur Onvural and David Hollar, Pfeiffer University
Takeaways:
• The use of 3D printing in the F2F and online classroom
• Linking the technology with course material to engage students in critical thinking
• The results of quantitative and qualitative questionnaires to justify teaching with technology

Course Redesign for Student Engagement Via the Flipped Classroom
Brenda Soto-Torres, Ponce Health Sciences University
Takeaways:
• Examples of rubrics
• Template of the weekly work plan linking competencies, course objectives, lecture objectives, class activities and assessments
• Recommendations based on what worked/didn’t to engage students

Leveraging the LMS to Support Academic Innovation
Amy Gaimaro, Molloy College
Takeaways:
• Learn how the instructional design process has increased the reach to more faculty than ever before
• Experiment with LMS features and tools
• Learn how committee work does not have to stop after the meeting is over.

Microlearning: A Pedagogical Approach for Technology Integration
Eminan Alqurashi, Temple University
Takeaways:
• Understand microlearning and how it differs from a traditional learning environment
• Identify various technologies that can be used to create a microlearning environment
• Recognize research-based evidence of the effectiveness of microlearning environments

Needle in a Haystack: Selecting the Right Instructional Technology
B. Jean Mandernach and Holly Love, Grand Canyon University
Takeaways:
• Explore an interactive, online decision-tree that facilitates selection of relevant instructional technology
• Understand the key factors that influence selection of an appropriate instructional technology
• Collaborate on a crowd-sourced resource that facilitates informed integration of technology

Engage! 10 Tips for Successful Service Learning Projects
Sherri Johnson, University of Central Oklahoma
Takeaways:
• Teach students to engage in clear and regular communication with the client
• Identify projects that match the client’s needs with the students’ skills and abilities
• Get students involved with the client
Onboarding and Supporting Online Adjunct Faculty: An Innovative Approach  
Dana Kemery and Joanne Serembus, Drexel University  
Takeaways:  
• Explore the resources required by adjunct faculty when teaching online  
• Examine how to supply and maintain needed resources in the LMS  
• Discuss outcomes and lessons learned

Padlet: Meet me at the Virtual Wall  
Meigan Robb and Michelle Doas, Chatham University  
Takeaways:  
• Infusing purposeful technology can aid faculty in creating learning activities that support exploration and application of content  
• Padlet is an educational technology tool that supports both independent and collaborative learning  
• Padlet can be used across diverse learning environments to facilitate assessment, problem solving, and resource sharing

Will you be my Friend? An Innovative Use of Social Media for Health Education  
Rachel Van Niekerk, Biola University  
Takeaways:  
• Understand how social media can enhance and encourage student’s participation in an undergraduate course  
• List the benefits of utilizing social media  
• See the value in using social media for an undergraduate course

Practices for Teaching and Assessing Art-tech Projects  
Aleksandra Prokic, California University of Pennsylvania  
Takeaways:  
• Review examples of projects with best practices  
• Review examples of assessments  
• Review examples of relevant literature

Professional Development in Technology to Meet the Needs of Educators  
Nancy Haas, Amy Smith, and Andrea Dow, Capella University  
Takeaways:  
• Characteristics of effective faculty development  
• Professional development for teaching with technology  
• Studying the impact of faculty development

Professional Program Delivery through Interactive-Television-Technology: Importance of Evaluation  
Martina Reinhold and Theresa Bacon-Baguley, Grand Valley State University  
Takeaways:  
• Use of Interactive Television (ITV) technology to successfully facilitate expansion of a Professional Program to a distant campus  
• Steps for the successful implementation of a distant learning program  
• Steps for the successful monitoring of a distant learning program

Showcasing Digital Teaching and Scholarship through P&T ePortfolios  
Susan Finelli-Genovese, Baldwin Wallace University  
Takeaways:  
• Participants will understand the need for electronic P&T portfolios in support of digital scholarship  
• Participants will identify technologies that can best support and display multimedia promotional materials  
• Participants will describe the process in which to transition from traditional submissions to current trends

Student Acceptance of Technology in the Classroom  
LeAnn Allison, Lee College  
Takeaways:  
• Recent student perceptions of technology usage in the classroom  
• What students found effective in terms of technology  
• Benefits and challenges of using technology in the classroom

Student Moderator Online Activity: Why, What, and How!  
MaryDee Fisher and Meigan Robb, Chatham University  
Takeaways:  
• Designing engaging learning experiences offers opportunity to support learners in developing soft skills necessary for success  
• The student moderator activity is a teaching strategy that can be used to challenge students to develop skills related to effective communication, collaboration, and problem-solving  
• The student moderator activity can be applied in a safe and rigorous fashion throughout multiple online learning environments

Student Perception of Avatars to Enhance Learning and Engagement  
Shannon Jackson, Pamela Lee, and Zachary Smith, Saint Leo University  
Takeaways:  
• Explore using avatars as instructional assistants  
• Decide whether avatars enhance learning  
• Examine the pros and cons of avatars

Teaching Doctoral Students How to Use Technology  
Connie Barbour, University of West Georgia  
Takeaways:  
• Importance of technology competency for masters and doctoral educators who will be teaching in distance education  
• Importance of teaching master’s and doctoral students how to align technology with objectives and learning activities  
• Takeaway tips on how to teach a doctoral level course that prepares educators to use technology and teach in distance education
Tested Applications: Using Online Technology for Teaching
Barbara Looney, School of Business, Black Hills State University

Takeaways:
• Gain useable ideas for potential implementation in your own classes
• Review the data
• Explore faculty development strategies that can be replicated on your own campus

Using LMS Learner Analytics for Instruction and Assessment
Eric Kowalik, Marquette University

Takeaways:
• Identify techniques to incorporate interactive online modules in a variety of modalities, flipped, face to face or online
• Explain how activity based assessment can be incorporated into online modules using an LMS
• Explore collaborative opportunities to expand and improve the modules

Using Makerspaces to Support Course Content
Elizabeth Henley, Southern New Hampshire University

Takeaways:
• Discuss how a Makerspace can be used to support course content
• Recognize connections between the technologies/what students can create with them and other disciplines
• Design course assignments that allow for hands-on practice

Using MindTap and TopHat Technologies in a Massive Class
Elina Ibrayeva, University of Nebraska-Lincoln

Takeaways:
• Learn about various MindTap options including self-assessment surveys, pretests, application problems, and posttests
• Learn about various TopHat options including graded online discussions (lecture exit tickets, reflections to guest speaker presentations), word clouds, quick time student polling, multiple choice, or matching questions
• Learn about innovative in-class activities such as “Leadership Stories” and the “Hot Seat” assignments, which work well in large classes and in intersection with online technologies

Virtual Experimental Pharmacology Elective Course in a Pharmacy School Program
Alok Sharma and Paul Kaplita, Department of Pharmaceutical Sciences MCPHS University

Takeaways:
• Explore our computer-simulated, “virtual” laboratory course
• Learn about various commercially available software
• Examine this as a platform for active learning

Virtual Poster Sessions
Jackie Murphy, Drexel University

Takeaways:
• Why posters are an excellent way to encourage collaboration in an online learning environment
• Why virtual posters allow students to practice creating a professional poster
• How posters can provide students with the opportunity to use different educational technology, including PowerPoint and Padlet
CONFEREE PROGRAM

The Magna Teaching with Technology Conference provides a thought-provoking and stimulating forum for educators of all disciplines and experience levels to share practical ideas and best practices for using technology to advance teaching and learning in higher education. Our interactive sessions engage and inform attendees in ten categories, designated at the beginning of each session listing.

Experience-Based sessions reflect a technology-as-tool approach to pedagogy with immediate take-away applications.
- Active Learning Pedagogies
- Course Design
- Emergent Technologies
- Faculty Development
- Student Assessment

Evidence-Based sessions reflect data-driven approaches to the interactions of technology with learning, giving you guidance to make future pedagogic decisions or engage in similar research.
- Active Learning Pedagogies
- Course Design
- Emergent Technologies
- Faculty Development
- Student Assessment

FRIDAY, OCTOBER 6

7:30–8:30 am
Registration Open, Morning Preconference Workshop
Participants Only
Grand Ballroom Registration Desk, 3rd Floor
Registration is open for those registered for one of the two preconference workshops taking place on Friday morning.

8:30 am–8:00 pm
Registration Open – All Participants
Grand Ballroom Registration Desk, 3rd Floor
Registration is open to all participants.

8:30 am–Noon
Preconference Workshop: Registration and Fee Required
Engaging and Collaborative Formative Assessment Using Digital Tools
Trish Harvey, Karen Moroz, Vivian Johnson, and Bill Lindquist, Hamline University
Grand Ballroom 7-8, 3rd Floor
Formative assessment is a research-based teaching strategy that increases student achievement and the development of metacognition—an important 21st-century learning skill. This session provides practice using digital tools that support the use of formative assessment. While digital tools by themselves are not formative assessment, they can make it easier for teachers and learners to engage in frequent formative assessment (Beatty & Gerace, 2009). Gain experience using free online technology tools like backchannels, student response systems, and infographics/concept maps. Learn practical applications that can be readily implemented. Please bring your own device.

Learning goals:
- Understand formative assessment and its role in the classroom
- Explore digital tools and their role in formative assessment
- Expand your pedagogical toolbox through the exploration of digital learning tools that can be used in both traditional and online classrooms
- Reflect and retrofit your current classroom practices to increase formative assessment using digital tools

8:30 am–Noon
Preconference Workshop: Registration and Fee Required
Teaching Strategies and Technology Tools to Engage Students in Online, Flipped, and Blended Courses
Barbi Honeycutt, FLIP It Consulting and North Carolina State University and Sarah Glova, president, Reify Media
Grand Ballroom 9-10, 3rd Floor
Many faculty struggle with how to encourage students to come to class prepared and keep them accountable for completing pre-class work. This is especially true for faculty who teach using flipped, blended, and hybrid models, since these courses often rely on students completing pre-class assignments to prepare for the in-class learning experience. Not only is it challenging to design effective pre-class assignments, but it’s also time-consuming to figure out how to hold students accountable, track participation, and assess learning. If the assignments are easy to grade, they’re often less interesting and engaging for students. If the assignments are more interesting and complex, they’re often more time-consuming for faculty to review and assess. Bring your own device (laptop, tablet, etc.)

Learning goals:
- Examine common reasons students don’t complete pre-class work
- Create effective pre-class activities using different technological tools to assess learning and engage students prior to class
- Employ a variety of technology tools to help assess learning and hold students accountable
- Design a pre-class activity that connects pre-class work to in-class work, measures student learning, and encourage students to come to class prepared
10:00 am–8:00 pm

Exhibitor Displays Open
Grand Ballroom Foyer, 3rd Floor
Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

1:00–4:30 pm

Preconference Workshop: Registration and Fee Required
Creating Your Online Classroom—Look, Feel, Function
Deidre Price, Northwest Florida State College
Grand Ballroom 7-8, 3rd Floor

What if your online classes were designed to welcome and engage students from day one? What if you could create an active community of learners where students felt noticed and the instructor felt “real”? What if you could streamline the work within your online classroom so that you could reach more students more often and more meaningfully without adding to your workload? In this workshop, discover tools to create an online course that appeals to today’s learners, and learn strategies to improve the aesthetics and layout of the online classroom. Explore examples of how to manage large online classrooms, from announcements to assessments to feedback, and learn how to share the responsibility for classroom interactions with your students to create a lively learning environment that promotes student involvement. Whether you are just beginning to create an online course or are revamping an existing course, this session equips you with the tools to get and keep students online and learning.

Learning goals:
• Design online classroom elements that welcome and engage students
• Implement a layout that provides clear and inviting navigation
• Improve the tone of text elements in news messages
• Add personal visual and multimedia elements that extend the conversation
• Evaluate existing online classrooms’ overall functionality and sustainability
• Create a plan to improve or develop online classrooms in the following areas:
  How can we leverage technology to automate routine, administrative tasks within the online classroom to alleviate pressure and focus your efforts on teaching and authentic interactions with students?
  How can we make sure students feel connected to a real, live person throughout the course, especially for our struggling students or during times of peak tension?
• Shift the responsibility for some work to the students to further this investment in the course and in the course material

5:00–5:15 pm

Conference Welcome
Karin Van Voorhees, Magna Publications; and Oliver Dreon, Millersville University of Pennsylvania
Grand Ballroom 5-6, 3rd Floor

5:15–6:30 pm

Opening Plenary Session
Teaching, Learning, Technology, Memory, and Research—Oh My!
Peter E. Doolittle, director of the School of Education and professor of educational psychology, Virginia Tech
Grand Ballroom 5-6, 3rd Floor

Technology is awesome! Technology is a distraction! If you’re not teaching with technology, you’re just not teaching! Teaching is a human enterprise in which technology simply gets in the way! That’s a lot of exclamation points and the answer is, of course, it depends—technology is neither good nor bad, but using it makes it so (with apologies to Shakespeare). So, how do we leverage technology? Let’s break teaching with technology down into a few essential research-based principles of learning, layer on a couple of fundamental considerations of working memory as the crucible of thought, and create usable pedagogical approaches that foster deep and flexible learning. Unfortunately, there is plenty of rhetoric and noise in today’s higher education system; it’s time to move forward proactively in creating instructional environments that focus on student learning and leverage technologies toward that end.
6:30–8:00 pm
Reception, Poster Sessions, and Exhibitor Mingle
Grand Ballroom Foyer, 3rd Floor
Enjoy hors d’oeuvres while visiting the interactive poster sessions. Several faculty members will present visual representations highlighting content of a model or strategy for teaching and learning. Conference attendees can meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the exhibitors who have products and services that support teaching and learning.

8:00 pm
Dinner and evening on your own

SATURDAY, OCTOBER 7

7:30 am–2:00 pm
Registration Open
Grand Ballroom Registration Desk, 3rd Floor

8:00 am–5:00 pm
Exhibitor Displays Open
Grand Ballroom Foyer, 3rd Floor
Stop by and say hello to our exhibitors, to learn about their products and services that support teaching and learning.

7:30–8:30 am
Continental Breakfast
Grand Ballroom 5-6, 3rd Floor

8:30–9:30 am
Morning Plenary Session
The Importance of Critical Thinking in this Post-Truth World
Julie Smith, instructor, Webster University
Grand Ballroom 5-6, 3rd Floor
How do we teach our students to value truth in a world where what we believe is more important than what is true? The democratization of media production makes it possible to create anything online, but do our students recognize material created by the New York Times compared to material created by Joe down the street? Julie will share techniques that she uses in her classes to help students evaluate the authenticity, validity, and importance of online information. Critical thinking has never been more important. Our democracy depends on it.

9:30–9:45 am
Break

9:45–10:45 am
ACTIVE LEARNING PEDAGOGIES (EVIDENCE BASED)
Transformative Teaching: Teaching Does Not Happen Until Learning Occurs…?
Christy Low and Joyce Armstrong, Old Dominion University
Grand Ballroom 1-2, 3rd Floor
Transformative teaching begins before transformational learning can occur. Transformational teaching is the act of teaching designed to change the learner academically, socially, and affectively and to actively engage all students in the learning environment. When working in the online environment, these challenges add a new dimension to teaching.
Learning goals:
• Develop a working definition of transformative teaching
• Reflect on your current teaching practices
• Identify student outcomes from a transformative teaching strategy vantage point
• Identify strategies to implement transformative teaching in your courses

ACTIVE LEARNING PEDAGOGIES (EVIDENCE BASED)
The Conversion of a Skeptical Online Instructor by a Student Engagement Taxonomy
Houston Heflin, Abilene Christian University
Grand Ballroom 3-4, 3rd Floor
While higher education continues to add more online courses, some remain skeptical of their efficacy. According to one study, less than 20 percent of faculty believe online courses achieve student learning outcomes at a rate equivalent to face-to-face courses (Calderon and Jones, 2016). I was once one of those faculty, but teaching online courses with an emphasis on student engagement has influenced my perception. Students also have perceptions of online courses which includes the belief that online courses are not equivalent to face-to-face courses, but it is possible this perception relates to variables within the control of faculty course designers. When designed well, courses with quality objectives for student engagement train students with skills necessary for lifelong adult learning.
Learning goals:
• Examine research on student perceptions and best practices in online education
• Analyze the similarities and differences between online learning and adult lifelong learning
• Critique the value of a new taxonomy for student engagement in online contexts

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Let's Discuss Creative and Effective Online Discussion Forums
Madeline Craig and Linda Kraemer, Molloy College
Grand Ballroom 7-8, 3rd Floor
Discussion forums are a primary tool used in blended and online classrooms. This session explains a simple three-step model for effective online discussions with detailed methods of implementation. In addition, we share creative ways to enhance online discussions and we will look for your input during the session and beyond.
Learning goals:
- Utilize a three-step model for effective discussion forums
- Explain detailed strategies within each of the three steps
- Implement creative ideas to enhance discussion forums
- Explore alternative options to reach their course or module learning objectives

COURSE DESIGN (EVIDENCE BASED)
Learning BEFORE Class: Designing Pre-Class Assignments
Maureen Dunbar and Ike Shibley, Penn State Berks

Grand Ballroom 9-10, 3rd Floor
Students can engage in significant learning experiences before ever coming to class. Technology allows the creation of activities to help guide your learners. You no longer just have to say “read the book;” instead you can assign pre-class worksheets, quizzes, videos with embedded questions, and other assignments that get the student thinking about the subject matter prior to setting foot in the classroom. Barbara Walvoord called this “first exposure,” and the idea of helping guide your learners prior to class can enhance overall learning in your courses. We’ll help show you how.

Learning goals:
- Define “first exposure”
- Create pre-class activities for your subject matter
- Determine how to assess the assignments including number of points
- List options for students who do not complete the assignments

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Using Geospatial Technologies to Overcome Geographic Illiteracies
David Perault, Lynchburg College

Harborside Ballroom C, 4th Floor
As educators, we struggle in motivating students to learn technical skills and grasp the relevance of their applications. Here, I use geospatial technologies to demonstrate techniques that translate into practical applications and real-world issues.

Learning goals:
- Learn how Geographic Information Systems (GIS), remote sensing, and basic cartography can help students learn
- Better understand how geographic literacy can improve student outcomes
- Learn methods to quantify and understand the world around you
- Better appreciate how geospatial technologies can be valuable learning tools regardless of expertise and background

STUDENT ASSESSMENT (EXPERIENCE BASED)
Dynamic Quizzes: A Bridge Between Online Students and Instructors?
Jillian R. Yarbrough, West Texas A&M University

Harborside Ballroom D, 4th Floor
Forging a learning connection with online students can be challenging. First, because there is literally a distance between the instructor and the student, and second, because we rarely hear from students about what aspects of the course are effective or ineffective. As distance educators, how do we know if our online classrooms are truly supporting our students’ learning experiences? To answer this question, researchers integrated dynamic quizzes into their online classrooms. Over three semesters, the quizzes were refined to address student learning needs. We will discuss the dynamic quiz development journey, listen to feedback from student experiences, learn to create a dynamic quiz, and assess if this quiz format would be beneficial for your courses and your college.

Learning goals:
- Discuss the development of dynamic quizzes
- Explore student feedback on dynamic quizzes
- Learn to create your own quizzes
- Assess the usefulness of dynamic quizzes to your specific course and institution

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Active Engagement Webinars for Faculty Development: Sharing Lessons Learned
Bill Ganza, University of St. Augustine Health Sciences

Harborside Ballroom E, 4th Floor
We examine how to effectively use synchronous webinars for delivering interactive and engaging faculty development—active engagement webinars. In this session, learn the basic dos and don’ts of webinars for faculty development including an examination of selecting the appropriate topic, marketing the event, delivering the event, and follow-up. Successful webinars depend upon careful planning and proper implementation.

Learning goals:
- Explore selecting appropriate topics for webinars
- Understand basic marketing for webinars
- Create short and engaging webinars
- Examine the major challenges of presenting webinars

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Three Years of Preparing Faculty to Teach Online: Successes and Lessons Learned
Andrea MacArgel, Cherie van Putten, Steve Weidner, and Eric Machan Howd, Binghamton University

Dover A-C, 3rd Floor
In 2014, the provost charged the Center for Learning and Teaching to create a program to increase the quality, design, and impact of our university’s online offerings and the Teaching Online Certification Program was born. Three years and 125+ instructors later, we are excited to share our ongoing successes and challenges.

Learning goals:
- Explain the importance of campus partnerships in supporting faculty in online course development
- Identify areas of improvement in campus support of online learning
- Identify campus partnerships at your institution
- Describe strengths and weaknesses of various methods for supporting online education
EMERGENT TECHNOLOGIES (EVIDENCE BASED)
A Zero-tolerance Policy for Faculty Use of Smart Devices during Meetings Will Never Work for the Same Reason It Will Not Work for Students in Our Classrooms!
Dave Yearwood, University of North Dakota
Waterview Ballroom, Lobby Level

Many faculty (and students) have an issue, perhaps an addiction, with their personal devices (whether they choose to admit it or not). This predisposition to always be on smart devices at meetings and in classrooms has become almost commonplace. But, to what extent can educators begin to think creatively about integrating smart devices into meetings and classrooms to counteract distraction? Smartphones, and now smartwatches, are enticing to all but the disciplined user, as presenters and educators fight an uphill battle for an audience’s dividend attention. Perhaps the time is ripe to embrace and integrate the powerful devices that many carry with them by using them to connect, engage, and collaborate with all in shared learning communities.

Learning goals:
• Accept the technology reality and use technology as a viable solution to the distraction, disconnection, and engagement problem
• Create opportunities for increased meaningful technological interactions around learning goals and tasks
• Use a game-like approach of rewards to discourage multitasking
• Think creatively and purposefully about integrating smart devices into your classes

10:45–11:00 am
Break

11:00 am–Noon

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Unintended Consequences: Fashioning Intrinsic Motivation from Collaborative Course Design
Caroline Fuchs and Tara King, St. John’s University
Grand Ballroom 1-2, 3rd Floor

In this case study, an instructional designer and a teaching professor share how they coupled academic technology with sound pedagogical practice to foster student engagement. We demonstrate how our collaborative efforts in course design created space for experimentation and yielded intended and unintended outcomes for the students; including how to create a safe place for students to take risks and foster intrinsic motivation, resulting in rich conversations.

Learning goals:
• Create a safe place for students to take risks
• Explore guided risk-taking in course design
• Reinvigorate your teaching
• Foster motivation in your students

COURSE DESIGN (EVIDENCE BASED)
Effective Online Course Design AND Effective Online Teaching
Jennifer Hunter and Michelle Thayer, Southern Utah University
Grand Ballroom 9-10, 3rd Floor

Thoughtfully constructed courses allow students to improve performance through practice and self-assessment while instructors benefit from improving consistency in providing content as well as assessing process, performance, and progress. This presentation uses a literature review of research to identify 10 best practice strategies for implementing quality elements into your courses to enhance student learning. We share examples of asynchronous online courses as well as research on how
subject matter experts (SMEs) and instructional designers (IDs) collaborate.

Learning goals:
• Explore backward design
• Draft an outline for a new online course
• Examine how rapidly shifting technologies have affected learning
• Discuss authentic assessments

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Using Technology to Scaffold Conceptual Development
Oliver Dreon and Jason Petula, Millersville University
Harborside Ballroom C, 4th Floor

We will introduce the Concrete/Pictorial/Abstract (CPA) matrix as a technology integration framework for supporting students’ conceptual developmental in online and face-to-face classes. After examining the CPA matrix, you will identify technologies that can be used to incorporate the strategy in your own discipline.

Learning goals:
• Examine the CPA matrix and recognize how the different levels support student learning and conceptual development
• Use the CPA matrix as a means of integrating technology into your classroom settings and student assignments
• Explore how the CPA matrix applies to different disciplines and learning environments
• Identify technologies to incorporate into your discipline

STUDENT ASSESSMENT (EXPERIENCE BASED)
A Quest for the Ideal Formative Assessment for 1st Year STEM Class
Charles Fleischmann, University of Canterbury
Harborside Ballroom D, 4th Floor

Many first-year STEM courses lend themselves to the use of technology in formative assessment. However, simply throwing up automated online quizzes is not enough to ensure student engagement and learning. This presentation focuses on a multifaceted approach that coordinates homework, video assistance, tutorials, and quizzes in a structured way to improve student learning and engagement.

Learning goals:
• Recognize that quality formative assessment requires coordination
• Understand the advantages of online quizzes
• Understand how automated online tutorials assist learning in your course
• Devise an approach to coordinate traditional activities to improve formative assessment

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Be Skeptical Nevermore: Guiding Faculty to Develop Blended Learning
Kathy Jackson and Stephanie Edel-Malizia, The Pennsylvania State University
Harborside Ballroom E, 4th Floor

Across campuses, blended classes are drawing on best practices in both online and face-to-face instruction. At Penn State our approach to blended learning is to embed instructional designers into a blended learning faculty development program and provide research support to measure success.

Learning goals:
• Become informed about a blended learning faculty development program
• Gain an understanding of the need for documenting learning in blended learning settings
• Discuss and reflect on this program’s applicability to your own setting
• React to the program’s challenges and solutions

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Training and Supporting Faculty who are Teaching Online
Laurie Friedman, Anne Frankel, and Jamie Mansell, Temple University
Dover A-C, 3rd Floor

As academia expands program offerings into the virtual space, instructors are expected to learn new teaching and assessment tools to better meet the needs of online students. At Temple University’s College of Public Health, we are preparing and supporting faculty through a series of monthly lunch-and-learns centered around online teaching pedagogy.

Learning goals:
• Identify the benefits of interdisciplinary discussions about pedagogy and learning
• Deploy a needs assessment to gauge instructor challenges with online teaching
• Create a space for sharing resources related to online learning across departments
• Discuss ways to leverage college and department resources within the university framework

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Disasters, Catastrophes, and Adaptive Learning: Tales from the Trenches
Flower Darby and Lisa Skinner, Northern Arizona University
Waterview Ballroom, Lobby Level

Adaptive learning can be an effective solution to many common challenges in teaching: poor student preparation, gaps in prior knowledge, low student success rates, providing individual support in large enrollment classes. But adaptive courseware can also be challenging to implement. We share our experience using adaptive courseware to flip an introductory science course. Join us to explore disasters, catastrophes, and adaptive learning as a solution to today’s teaching and learning problems.

Learning goals:
• Define adaptive learning as process, not product
• Examine affordances and challenges of adaptive platforms
• Identify lessons learned from early implementation
• Explore impact on classroom pedagogies

Noon–1:00 pm
Lunch
Grand Ballroom 5-6, 3rd Floor


1:00–1:15 pm

Break

1:15–2:15 pm

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Using a Classroom Response System to Enhance Student Engagement
Peter Kuhn, Edgewood College
Grand Ballroom 1-2, 3rd Floor

Classroom response systems have moved well beyond “clickers” and can usually be used without purchasing equipment or software. When used effectively, they can help establish a learning environment where students are comfortable responding to questions in class, provide customized feedback to each unique group of students, and collect information on and from your students that you can use to address misconceptions and improve future classes. In this session, we actively use a classroom response system while exploring how they can be implemented in a variety of scenarios.

Learning goals:
- Create an inclusive classroom
- Make students comfortable in class
- Increase engagement in your classroom
- Improve student feedback

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Active Learning and Enhanced Classroom Experience: Using Blogs as a Pedagogical Tool
Katia Lord, Kennesaw State University
Grand Ballroom 3-4, 3rd Floor

Our current generation of students has grown up in a world of virtual communication, and is constantly “on” and connected. They embrace the digital world fearlessly for socializing and learning. Knowing this, instructors, serving as facilitators of their learning, can use open source technologies as a pedagogical tool, to create opportunities for research, for student interactivity, and for enhancing their classroom experiences.

Learning goals:
- Explore blogs as a positive pedagogical tool in the classroom, independently of the subject matter
- Examine how classroom experience is enhanced using blogs as an interactive pedagogical tool
- Learn ways that students and teachers can actively use and benefit from blogs in the classroom
- Explore examples of how other instructors are using blogs in their classrooms

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Using Online Discussion Boards for Authentic, Compelling Conversations with Students
Denise Bisaillon and Sherry Kollmann, Southern New Hampshire University
Grand Ballroom 7-8, 3rd Floor

We present an online discussion board model for encouraging authentic, compelling conversations with students. Piloted in undergraduate public health courses, this model is delivered completely online at Southern New Hampshire University. Based on situated cognition principles, this model is relevant for any discipline. The session demonstrates how engaging interactions among students and faculty measurably increase student success.

Learning goals:
- Differentiate between customary vs. conversational online discussions with exemplars
- Discuss theoretical underpinnings of the discussion board model
- Review rubrics that support conversational discussions
- Demonstrate how to successfully facilitate a robust discussion

COURSE DESIGN (EXPERIENCE BASED)
How to: Enhancing Online Communication Using Multiple Levels of Rich Media and Synchronous Technologies
Evie Oregon, Western Kentucky University
Grand Ballroom 9-10, 3rd Floor

As instructors develop online courses, many use traditional learning strategies and conveniently transfer them into online versions (e.g., recording lectures, lecture slides, discussion boards), thereby relying completely on asynchronous communication technologies. This presentation covers how to implement mandatory synchronous communication sessions of instruction, in hopes that students feel more connected to their instructors, the degree program, and the institution as a whole.

Using Media Richness Theory (MRT) as a framework, this presentation examines MRT and describes why certain mediums are chosen for communication.

Learning goals:
- Understand the purpose, applicability and recognize the educational value of media richness
- Examine media richness and appropriateness of the technological tools used in an online course
- Understand how to enhance online-communication by integrating new transmedia tools
- Explore new synchronous technologies (blogs, web meetings, social media, analytics, SEOs, dashboards and more)

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Managing Difficult Conversations in the Online Classroom – Five Effective Strategies
Stephanie Delaney, South Seattle College
Harborside Ballroom C, 4th Floor

The anonymity of the online classroom can be liberating. It can also give rise to unintentional and intentional bad behavior including microaggressions and bullying. In this interactive session, we’ll use case studies to collaboratively explore effective strategies for dealing with difficult conversations and difficult people while taking care of yourself as well.

Learning goals:
- Identify microaggressions and bullying in the online environment
- Describe an effective strategy for diffusing conflict and apply it to the online classroom
- Describe two effective strategies for dealing with difficult
people in the online environment
• Describe two effective strategies for dealing with difficult conversations in the online environment
• List three methods of self-care

STUDENT ASSESSMENT (EXPERIENCE BASED)
Assessing Our Assessments: Life is Too Short to Spend Two Hours Grading Papers!
Leah Alviar, Our Lady of the Lake University
Harborside Ballroom D, 4th Floor
We focus on alternative ways to assess student learning, both formative and summative. Instructors often feel bogged down by boring assessments and feel they have little wiggle room to be creative. Walk away from our session with new strategies, feeling confident that you are measuring student learning, while allowing yourself to reteach as necessary and to enrich the learning experience as needed whether the delivery is face-to-face or online.

Learning goals:
• Explore basic components of assessments
• Explore types of assessments
• Explore the role of the student in assessments
• Explore alternative assessment ideas and participation

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Technology and UDL: Meeting Challenges and Increasing Opportunity
Dawn Jacobsen and Cynthia Waters, Upper Iowa University
Harborside Ballroom E, 4th Floor
Discover how UDL (Universal Design for Learning) and technology can support active learning. Through the principles of UDL we can understand how students learn and use technology available to provide support to assist students in constructing their own learning. UDL (Universal Design for Learning) and technology are not cutting-edge, yet they aren’t used as frequently as they could be to meet students’ needs for learning.

Learning goals:
• Understand the rationale and reasoning behind the need for UDL and technology in the classroom
• See how diverse learners succeed by applying UDL and technology
• Become acquainted with ways of applying UDL and technology to minimize barriers to learning
• Explore how to provide support and assist students in constructing their own learning

FACULTY DEVELOPMENT (EVIDENCE BASED)
Workloads of Online Adjunct Faculty: Implications for Faculty Development
B. Jean Mandernach and Rick Holbeck, Grand Canyon University
Dover A-C, 3rd Floor
With the prevalence of adjunct faculty teaching online, it is imperative to understand the workload and time investment of this unique population. While faculty development initiatives typically highlight best practices in online teaching, research on adjunct faculty workloads indicate that faculty simultaneously need support for instructional effectiveness and efficiency.

Learning goals:
• Discuss the average workload and time investment per instructional task of an online adjunct faculty
• Explore key support areas identified by adjunct faculty
• Discover faculty development topics that maximize adjunct faculty effectiveness
• Identify key technologies to support efficient teaching in the online classroom

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Learning with 140 Characters!
Kirste Meymaris and Carol Hannahs, Kaplan University
Waterview Ballroom, Lobby Level
Do your students always want their smartphones with them? Are your students always using their smartphones? Wouldn’t it be great to have your students always wanting and using your subject matter? Research shows young adults are the heaviest users of social media—are you using it? We share innovative ways that you can use instant messaging social media for real-time communication, real-time engagement, real-life connections, and excitement to make learning your subject matter learning real. Bring your mobile devices!

Learning goals:
• Discover how to use social media to promote learning
• Make your content engaging and accessible
• Communicate more effectively with your students
• Make connections in the classroom

2:15–2:30 pm
Break

2:30–3:30 pm
ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Data Visualization through Infographic Tools: Applications in Business Courses
Jayanthi Rajan and Soma Ghosh, Albright College
Grand Ballroom 1-2, 3rd Floor
This session focuses on several different types of assessments that exemplify the effective incorporation of data visualization tools such as infographics into business courses in a pedagogically meaningful way. Learn the principles of visualizing data and information in a creative manner that facilitates comprehension and aids decision-making.

Learning goals:
• Formulate a central research question and provide possible solutions through data analysis
• Identify statistical concepts and connect them to real-world applications
• Design brand communication using data visualization techniques used extensively in social media marketing
• Learn the principles of visualizing data
ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Engaging in a Collaborative Model to Bring iPads into the Classroom
Lisa Coolidge Manley and Kathy Gavin, Goodwin College
Grand Ballroom 3-4, 3rd Floor
Learn to implement the effective use of iPads to increase student engagement; that setting the stage for success requires a system of support and ongoing professional development for faculty in both pedagogy and technology use; and how we developed the Center for Teaching Excellence, which has provided a system for ongoing faculty development.
Learning goals:
• Discuss the process of setting up a cart of iPads for classroom use
• Explore the use of iPads to encourage meaningful engagement with content, peers, and instructors
• Implement a plan for the effective use of iPads to enhance teaching practices
• Identify the challenges for using iPads in the classroom

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
An Online Role Play for Cultural Competency Development
Beth Townsend, Indiana University School of Nursing
Grand Ballroom 7-8, 3rd Floor
Today’s patient population is becoming increasingly diverse, heightening the risk of cultural miscommunication, and hampering caregiver awareness of culturally relevant health and illness beliefs. We will describe the design, enactment, and assessment of an online role play designed to facilitate the cultural competency of baccalaureate nursing students.
Learning goals:
• Describe the benefits and challenges of designing and implementing an online role play
• Discuss the pedagogical frameworks used as the foundation of the role play
• Develop a role play rubric
• Create an online role play plan for learners in any discipline

COURSE DESIGN (EXPERIENCE BASED)
Let’s Solve the Right Damn Problem: Intentional Teaching with Technology
Flower Darby and Wally Nolan, Northern Arizona University
Grand Ballroom 9-10, 3rd Floor
We’ve all experienced failed learning activities: painful class sessions, online disasters, and group projects gone wrong. Often, we focus on surface-level issues, but how can we identify and address the real problem? To answer this question, we explore the intersection between teaching, technology, and intentional design. In this session, you acquire practical strategies to plan well-aligned in-person, blended, and online classes that effectively use technology to enhance teaching and learning.
Learning goals:
• Explore backward design
• Identify causes of teaching problems
• Align technologies with learning objectives
• Implement solutions to common teaching and learning problems

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Putting the BLEND in Blended Learning
Oliver Dreon, Millersville University; Ike Shibley, Penn State Berks; Tim Wilson, University of Western Ontario
Harborside Ballroom C, 4th Floor
By leveraging online and face-to-face learning environments, blended learning is often considered as the ideal middle ground for innovative teaching practices. But, what makes blended learning successful? In this session, we’ll outline the foundations of blended learning and the critical ingredients for effective blended learning. We’ll also outline important considerations for the three stages of a blended learning cycle.

STUDENT ASSESSMENT (EXPERIENCE BASED)
LMS Private Forums for Assessing Student Performance and Fostering Autonomy
Michelle Kunkel and Sherrie Smith, American University of Kuwait
Harborside Ballroom D, 4th Floor
We highlight how to use private LMS forums to formatively assess student achievement and promote autonomous learning. Frequent formative assessment strategies will include using private forums for bell work, journaling, and self-assessment surveys. Additionally, we explain how dynamic study portfolios including glossaries of classwork and collaboratively built answer keys for review and test preparation can increase student autonomy.
Learning goals:
• Set up and manage forums
• Design forum-friendly assignments
• Provide frequent, tailored feedback to students
• Use forums to reinforce learning outcomes

FACULTY DEVELOPMENT (EVIDENCE BASED)
Copyright for Teaching with Technology
Thomas Tobin, Tobin Consulting
Harborside Ballroom E, 4th Floor
Faculty, designers, and admins often have little guidance for using copyrighted materials for teaching. In this interactive session, learn use-them-tomorrow lessons to keep US and Canadian educators on the “good side” of copyright law.
Learning goals:
• Define and apply principles of fair use/fair dealing
• Provide alternative means of access to copyrighted content
• Determine when copyright does and does not apply for teaching-with-technology scenarios
• Design tech-based interactions that respect copyright, licenses, and permission agreements

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Course Design as Recursive Process: Writing Pedagogy and Developing Online Courses
Nancy Remler and Stephen Hufsmith, Armstrong State University
Dover A-C, 3rd Floor
At Armstrong State University, our instructional designers have encountered various faculty responses to our assistance, ranging from “just build the course for me” to “I’ll let you know when I’m finished,” neither of which fosters collaboration.
In addressing this concern, we noticed a gap in scholarly resources for best practices in the faculty-instructional designer collaboration. Synthesizing writing process pedagogy and best practices in instructional design, our staff developed a working set of best practices for the instructional designer-instructor collaboration.

Learning goals:
- Identify and discuss the benefits of the writing process pedagogy in collaborative course design
- Propose effective ways of providing feedback to drafts of course outlines
- Explore your expectations of instructional designers
- Foster instructional designer-instructor collaboration

**EMERGENT TECHNOLOGIES (EXPERIENCE BASED)**

**Bring Me to Life: Augmenting Reality in the Classroom**
Melissa Murfin, Elon University
Waterview Ballroom, Lobby Level
This session discusses the use of augmented reality apps to layer learning tools together, bringing greater depth to simple, two-dimensional study guides, textbooks, and videos. Interact with examples from a graduate medical class.

Learning goals:
- Define augmented reality and explain potential applications for active learning
- Apply augmented reality techniques to teaching in various disciplines
- Develop an approach to the use of augmented reality apps in specific classwork
- Utilize an app to create a basic augmented reality layer

**3:30–3:45 pm**

Break

**3:45–5:00 pm**

**Teaching Naked: How Moving Technology out of Your College Classroom Will Improve Student Learning**
José Antonio Bowen, president, Goucher College
Grand Ballroom 5-6, 3rd Floor
Technology is changing higher education, but the greatest value of a physical university will remain its face-to-face (naked) interaction between faculty and students. Technology has fundamentally changed our relationship to knowledge and this increases the value of critical thinking, but we need to redesign our courses to deliver this value. The most important benefits to using technology occur outside of the classroom. New technology can increase student preparation and engagement between classes and create more time for the in-class dialogue that makes the campus experience worth the extra money it will always cost to deliver. Students already use online content, but need better ways to interact with material before every class. By using online quizzes and games, rethinking our assignments and course design, we can create more class time for the activities and interactions that most spark the critical thinking and change of mental models we seek.

**5:00 pm**

Dinner and evening on your own

**SUNDAY, OCTOBER 8**

**7:30 am–Noon**

Registration Open

**7:30–8:30 am**

Continental Breakfast
Grand Ballroom 5-6, 3rd Floor

**8:30–8:45 am**

Break

**8:45–9:45 am**

**ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)**

**Flipping the Classroom Successfully with Technology**
Jonathan Velazquez, Inter American University of Puerto Rico
Grand Ballroom 1-2, 3rd Floor
A recent pedagogical model called the flipped classroom can help you use technology wisely as you employ active learning strategies. During flipping, the typical lecture and homework elements of a course are reversed. Readings and lectures are pre-done by students at home, while classroom sessions are devoted to exercises, projects, or discussions.

Learning goals:
- Define flipped learning
- Decide what type and amount of pre-classroom work is adequate
- Learn to use the lower levels of Bloom’s Taxonomy for the pre-work to achieve higher levels of learning
- Explore how to integrate active learning during class time

**ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)**

**Universal Design for Learning—Reaching/Teaching Diverse Learners**
Katherine Post, Springfield College
Grand Ballroom 3-4, 3rd Floor
Universal Design for Learning (UDL) is a powerful, evidence-based framework for teaching that uses multiple ways of presenting knowledge, engaging students with learning activities, and allowing students to demonstrate their knowledge and skills. We will generate and assess the accessibility of various learning strategies and resources from the perspectives of diverse learners.

Learning goals:
- Discuss the strengths and challenges of diverse learners and learning environments
- Describe principles and practices of Universal Design for
Learning (UDL)
• Explore how UDL can support student learning, and how to work with university support services
• Analyze the accessibility of teaching and learning technologies

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Using Videos in the Online Classroom to Increase Engagement
Kimber Underdown and Jeff Martin, Grand Canyon University
Grand Ballroom 7-8, 3rd Floor

The online platform in higher education is growing at a rapid pace; however, detractors claim the lack of both personal connection with the students and teacher presence will never allow online to reach the same level of quality instruction found in a face-to-face classroom setting. While there will always be drawbacks in online learning platforms, the use of instructor-prepared video in the online classroom has allowed professors to engage their students at a level often higher than that of the traditional classroom experience.

Learning goals:
• Review the current literature
• Discuss multiple uses for videos
• Explore examples of using videos in class
• Learn to create your own videos

COURSE DESIGN (EXPERIENCE BASED)
Fake News, It’s On US
Greg Szczyrbak and Robert N. Spicer, Millersville University
Harborside Ballroom C, 4th Floor

The (not so new) but recently popular problem of fake news continues to evolve in 2017. Some see easy technological dissemination as the culprit for this false information, others lament political spin-masters and international hucksters out to make a buck. Attention to the issue provides educators in all disciplines with an opportunity to examine whether their assignments are inadvertently contributing to the problem. This session discusses commonly used assignment parameters, such as lists of pre-approved journals, that create artificial boundaries instead of authentic learning experiences and how opening up these parameters can help address the fake news problem.

Learning goals:
• Explore the fake news phenomenon
• Analyze research assignment parameters that constrain authentic research experiences
• Adapt a journalism assignment example for a non-journalism context/course
• Examine your own assignments in the context of fake news

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Learning

Break

9:45–10:00 am
Learning goals:
• Articulate why active learning pedagogies are essential for deep learning
• Recognize that an engaged classroom can take on many different configurations
• Better understand faculty’s reluctance to incorporate activities or technology into their classrooms
• Use multiple different activities with little-to-no advanced planning

ACTIVE LEARNING PEDAGOGIES (EVIDENCE BASED)
How Five Gears for Activating Learning Guide Use of Technology
Nanci Carr, California State University, Northridge
Grand Ballroom 3-4, 3rd Floor
We look to technology to improve the classroom experience for both teachers and students. However, we need to be careful to use the right tool for the job, rather than finding a job for the tool. By focusing our courses with the Five Gears for Activating Learning (motivate learning, organize knowledge, connect prior knowledge, practice with feedback, and develop mastery), we can integrate technology tools only if they assist in supporting student success and achieving student learning outcomes.

Learning goals:
• Define the five gears
• Integrate technology tools to improve student outcomes
• Identify how the use of technology activates one or more of the five gears
• Support student success

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Building an Online Classroom Community through Asynchronous and Synchronous Strategies
Raymond Francis, Jennifer Weible, and Mark Deschaine, Central Michigan University
Grand Ballroom 7-8, 3rd Floor
One demonstrated strategy for effective community-building leading to improved student learning is the blended/online communication cycle, which includes a series of planned synchronous and asynchronous strategies connecting students as a group. Evidence gathered to date indicates that students engaged in the blended and online communication cycle demonstrated effective and improved overall demonstration of content, 2) reported high satisfaction related to support peer support and engagement, and 3) students reported a greater sense of community and connectedness to their peers, the content, and the instructor because of participation.

Learning goals:
• Be actively engaged with the presenter and the content through an interactive presentation of content and concepts
• Explore the evidence gathered
• Participate in a small group simulation to demonstrate the power of the identified communication cycle model to enhance student learning
• Engage in conversation about the blended/online communication cycle

COURSE DESIGN (EVIDENCE BASED)
Development of Online Tutorials to assist with Information Literacy Courses
Joyce Armstrong, Old Dominion University
Grand Ballroom 9-10, 3rd Floor
Information literacy is the ability to locate, evaluate, and effectively use the information in a technology-dependent culture. This skill is paramount to the success of our current undergraduate students. To improve the effectiveness of teaching these skills, faculty at OD developed five online tutorials in conjunction with the campus library. Learn to design effective, interactive, and accessible online tutorials and discuss how to implement your ideas.

Learning goals:
• Discuss the components of information literacy
• Review how to develop effective online tutorials
• Review and discuss how to apply information literacy tutorials in your department
• Discuss how to implement this practice throughout your college

STUDENT ASSESSMENT (EVIDENCE BASED)
An Undergraduate’s Tale: Advising and E-Portfolios in Three Acts
Alison Schmidt, Megan Wereley, Matthew Broda, and Gretchen Tefs, College of Wooster
Harborside Ballroom D, 4th Floor
E-portfolios allow institutions to incorporate technology into an advising process that encourages student participation and provides invaluable assessment data. We highlight a progression of three types of e-portfolios (advising, learning, and professional) that align with institutional/departmental mission/goals. We also show how these portfolios serve as a foundation for developmental advising and intentional planning that deepens student learning. Lastly, we address the technological and institutional challenges faced during implementation while simultaneously facilitating student and faculty buy-in.

Learning goals:
• Gain insight into the progression of e-portfolios in developmental advising
• Explore challenges faced during implementation of e-portfolios
• Enjoy focused discussion and hands-on experimentation with various portfolio models
• Learn to align e-portfolios to your institutional and department mission
EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Facilitating Online Collaborative Learning with VoiceThread
Bo Yang, Northern Virginia Community College
Dover A-C, 3rd Floor
This session starts with Linda Harasim’s Online Collaborative Learning (OCL) theory, and explores a cloud application called VoiceThread to see how it could engage students learning in the online environment. We discuss best practices to help participants design and facilitate a VoiceThread based discussion unit.

Learning goals:
• Understand the Online Collaborative Learning theory by Linda Harasim
• Get familiar with VoiceThread application
• Discuss the best practices for OCL approaches
• Develop a discussion unit based on OCL model

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Microblogging: Enhancing Teaching and Learning for 21st Century Skills
Mary Beth Klinger, College of Southern Maryland and Teresa Coffman, University of Mary Washington
Waterview Ballroom, Lower Level
We explore microblogging technologies as a cognitive tool to challenge learners to think critically and creatively about course content as well as open the classroom in meaningful ways to the outside world. Today’s pedagogical shift is moving from a traditional lecture-based approach to one that is centered around integrating learning processes. As we think differently about teaching and learning, this session explores microblogging as an instructional tool. Through short and frequent messages that contain photos, videos, and/or hyperlinks in 140 characters of text, we examine how educators can connect learners to course topics and build global knowledge.

Learning goals:
• Explore uses for microblogging in teaching and learning across undergraduate and graduate courses
• Discuss best practices and challenges for using microblogging as a cognitive tool
• Discover how to engage learners in inquiry-based learning around course topics and themes
• Build a community of learners around inquiry, social support, and motivation

11:00–11:15 am
Break

11:15 am–12:15 pm
ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Laughter to Learning: How Humor Builds Relationships and Increases Engagement
Kimber Underdown, Katie Sprute, and Crystal McCabe, Grand Canyon University
Grand Ballroom 1-2, 3rd Floor
Research has shown that students perceive their success, in even the most difficult courses, on their interactions and relationships with their instructors (Anderson, 2011; Micari & Pazos, 2012). Davies (2015) discovered that students comprehend material better when it is delivered with humor. This presentation provides research behind using humor, examples of appropriate and effective means of demonstrating humor in the online classroom, and sample evidence of student comments when humor was used.

Learning goals:
• Explore how humor affects engagement
• Learn about the research behind using humor
• Examine ways to incorporate humor in your own class
• View samples of student feedback

ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)
Using Micro-activities to Engage Students and Improve Learning and Retention
Wren Mills, Western Kentucky University
Grand Ballroom 3-4, 3rd Floor
Recent books on metacognition and learning science have helped us to know more about how we learn. In this session, we discuss how the brain processes information and identify why micro-activities are a great method of formative assessment to check in with your students’ learning and move information closer to long-term memory.

Learning goals:
• Participate in a micro-activity
• Learn about 50 different micro-activities
• Select and begin to develop a micro-activity to use in your online or blended learning course to engage your students
• Improve learning and retention in your classes
ACTIVE LEARNING PEDAGOGIES (EVIDENCE BASED)
Non-traditional Student Perceptions of Belonging in an Online Course
Cynthia Kimball Davis and Jennifer Hunter, Southern Utah University
Grand Ballroom 7-8, 3rd Floor
From the conceptual framework of Baumeister and Leary’s (1995) Belongingness Theory, and Charles Snyder’s (1994) Hope Theory, through qualitative grounded theory methodology, this study addressed hope as it relates to non-traditional students and their perceptions of Abraham Maslow’s (1943) Hierarchy of Needs, specifically “belonging,” when taking an online course. Findings may provide “belonging” approaches that faculty can apply and implement to better ensure their students feel included in a course.

Learning goals:
• Engage students with interactivity
• Explore belonging approaches
• Learn online inclusion best practices across disciplines
• Demonstrate effective instructor presence

COURSE DESIGN (EXPERIENCE BASED)
The 3 C’s of Course Design: Consistency, Creativity, and Community
Jill Purdy, Cedar Crest College
Grand Ballroom 9-10, 3rd Floor
Learn to enhance online course design through three focus areas: understanding how consistency in course design increases student participation and satisfaction, implementing creative instructional techniques, and promoting student engagement through communication strategies. Join me for an interactive session!

Learning goals:
• Compare examples of course design for quality in the focus areas indicated above
• Share your own successful course design components for further discussion
• Understand how to create consistency in course design
• Promote engagement in your own classes

FACULTY DEVELOPMENT (EVIDENCE BASED)
eLearning and Student Success: Implementing Effective Communication Strategies
Toni Jones and Nancy Copeland, Eastern Michigan University
Harborside Ballroom C, 4th Floor
Effective communication is a critical factor for student success in K-12 and higher education e-learning environments. This session examines online communication based on our research and 15 years of experience teaching online. Learning management systems facilitate online communications that support teaching and learning, social interaction, and online collaboration.

Learning goals:
• Analyze the impact of synchronous and asynchronous telecommunication on students’ success
• Implement effective strategies for engaging students
• Infer the importance of usability and course design in eLearning
• Examine tools that support the learning styles of today’s technologically savvy student population

FACULTY DEVELOPMENT (EXPERIENCE BASED)
Building the Ship while Sailing: Faculty Learning Communities and Technology
Allen Brown, Brenda Knox, and Qiaona Yu, Wake Forest University
Harborside Ballroom E, 4th Floor
Faculty learning communities (FLC) offer a collaborative environment in which instructors across disciplines come together to research, workshop, develop, and implement new learning strategies. This session describes one such community that equipped a small group of faculty to each implement one or more new technologies to better address a specific learning goal of an existing course. In doing so it provides detail on the design, implementation, and outcomes of the FLC while also reflecting on its relative strengths and weaknesses.

Learning goals:
• Describe the FLC model and its value for supporting faculty in designing new learning strategies
• Adapt the FLC model to facilitate faculty development at their own institution
• Compare several faculty-designed instructional strategies that incorporate technology or media to achieve new learning goals
• Explore the implementation of FLCs

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Business and Technology Approaches to Augmented Reality
Mark Frydenberg, Bentley University
Dover A-C, 3rd Floor
The BYOD (bring your own device) phenomenon has enabled new ways to engage students in creating and consuming multimedia content. Augmented reality technologies have become popular classroom tools, as students use their mobile devices to engage in learning experiences that enhance their understanding of the real world. I share results of an international collaboration between students at universities in the United States and Romania, exploring the research applications of augmented reality in various industries. I demonstrate tools and student examples that show how students express their technological creativity and learning.

Learning goals:
• Explore augmented reality and classroom examples
• Understand the different tools available for creating augmented reality
• Examine the TalkTech project
• Better understand augmented reality and how it affects creativity and learning

EMERGENT TECHNOLOGIES (EXPERIENCE BASED)
Moblab: Experiential Learning Using Decision-making Experiments and Games
Christy Spivey, University of Texas at Arlington and Jeffrey DeSimone, University of Alabama at Birmingham
Waterview Ballroom, Lower Level
Moblab solved a problem for us, namely how to increase
engagement in online economics courses. This session explains how to conduct decision-making games and experiments in online, blended, or face-to-face classes. This is a unique way to engage students and to have them uncover through their own actions whether human behavior matches up with theoretical predictions.

Learning goals:
- Learn to set up and run games in Moblab
- Experience participating in a Moblab game
- Learn to quickly view the results of games in Moblab
- Learn to conduct polls and tests in Moblab

12:15–1:15 pm

Lunch
Grand Ballroom 5-6, 3rd Floor

1:15 pm

Conference Adjourns

Thank you for a great conference. Please take the tools and connections you’ve made at the Magna Teaching with Technology Conference and use them on your campus. We hope to see you next year, October 5-7, 2018 in St. Louis, Mo. Have a safe trip home!