Welcome!

Technology is no substitute for excellence in teaching and learning skills; we all agree. But in today’s world to ignore the benefits of technology would be a mistake.

During the next three days, you’ll learn how technology can benefit you, your students, and your institution. And if you have a question that isn’t answered directly in one of the workshops, ask around as you network with like-minded educators from a wide range of disciplines and institutions.

I admire and thank you for your dedication to teaching and learning. Please stop by the conference registration desk and say hello.

Sincerely,

William Haight
President of Magna Publications, producer of The Teaching Professor Technology Conference
W e appreciate the advisory board’s participation in a blind review of our proposals. The board’s efforts and knowledge have helped us put together a first-rate teaching and learning conference. We would like to thank the following individuals for their contributions to the 2015 Teaching Professor Technology Conference.

**Conference Chair: Tim Wilson**, associate professor, University of Western Ontario, tim.wilson@uwo.ca

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Conference Information

Networking opportunities: Attend as many conference events as possible to maximize your opportunity to learn from your peers. In addition to the sessions, consider these other activities:
- Attend the opening reception and poster sessions. They are a great way to meet other attendees and learn about the latest trends in teaching with technology.
- Sit with someone you don’t know at breakfast and lunch!

Evaluation: You will receive an electronic survey shortly after the conference. Please complete it! Your feedback will help us improve future programs and you will be entered into a drawing for a $100 gift card.

Email list: Please stop by the registration desk to make sure we have your email address on file. In doing so, you will be the first to receive the conference survey, future event information, and discounted registration information.

Messages: There is a message board at the conference registration area. Messages will be posted on the message board frequently throughout the conference. You are welcome to post messages for other conference attendees.

Nametags: Nametags are required for all conference functions. People without conference nametags will be asked to leave. Report lost nametags immediately to conference registration staff.

Staying elsewhere? Please let your family and/or office know where you can be reached in case of an emergency.

Photos: We may be photographing or videotaping functions. Please let us know if you would prefer not to be photographed or videotaped.

Exhibits: Visit the conference registration foyer for resources, products, and the latest technologies for higher education.

Note: Please keep in mind that sessions are available on a first-come basis. Please be prompt; some sessions will fill early. Please have your second and third choices ready.
Program-at-a-Glance

Friday, October 2
7:30 a.m. - 8:30 a.m.  Registration Open—Morning Preconference Workshop Participants Only—Galerie Booth, 2nd floor
8:30 a.m. - 8:00 p.m.  Registration Open to all Participants—Galerie Booth, 2nd floor
8:30 a.m. - 12:00 p.m.  Preconference Workshop: Enriched Learning through Online Interaction (Registration and Fee Required)
8:30 a.m. - 12:00 p.m.  Preconference Workshop: Using Technology to Breathe New Life into Your Classes through Creativity, Innovation, and Design (Registration and Fee Required)
10:00 a.m. - 8:00 p.m.  Exhibitor Displays Open—Galerie Foyer, 2nd floor
1:00 p.m. - 4:30 p.m.  Preconference Workshop: Leveraging Cognitive Science and Instructional Technology to Build Thinking Skills (Registration and Fee Required)
1:00 p.m. - 4:30 p.m.  Preconference Workshop: Online Course Development 101 (Registration and Fee Required)
5:00 p.m. - 5:15 p.m.  Conference Welcome—Acadia, 3rd floor
5:15 p.m. - 6:30 p.m.  Opening Plenary Session: Can Online Education Make Us Better Teachers?—Acadia, 3rd floor
6:30 p.m. - 8:00 p.m.  Reception, Poster Sessions, and Exhibitor Mingle—Galerie Foyer, 2nd floor
8:00 p.m.  Dinner on Your Own

Saturday, October 3
7:30 a.m. - 5:00 p.m.  Registration Open—Galerie Booth, 2nd floor
8:00 a.m. - 5:00 p.m.  Exhibitor Displays Open—Galerie Foyer, 2nd floor
7:30 a.m. - 8:30 a.m.  Continental Breakfast—Bissonet and Carnodelet, 3rd floor
8:30 a.m. - 9:30 a.m.  Breakfast Plenary Session: Changing Space, Changing Practice, Changing Culture—Bissonet and Carnodelet, 3rd floor
9:45 a.m. - 11:00 a.m.  75-Minute Concurrent Sessions
11:15 a.m. - 12:30 p.m.  75-Minute Concurrent Sessions
12:30 p.m. - 1:30 p.m.  Lunch—Bissonet and Carnodelet, 3rd floor
1:45 p.m. - 3:00 p.m.  75-Minute Concurrent Sessions
3:15 p.m. - 4:00 p.m.  45-Minute Concurrent Sessions
4:15 p.m. - 5:30 p.m.  Strategy Swap—Bissonet and Carnodelet, 3rd floor
4:15 p.m. - 5:30 p.m.  75-Minute Concurrent Sessions
5:30 p.m.  Dinner on Your Own

Sunday, October 4
7:30 a.m. - 12:00 p.m.  Registration Open—Galerie Booth, 2nd floor
7:30 a.m. - 8:30 a.m.  Continental Breakfast—Bissonet and Carnodelet, 3rd floor
8:45 a.m. - 9:30 a.m.  45-Minute Concurrent Sessions
9:45 a.m. - 10:30 a.m.  45-Minute Concurrent Sessions
10:45 a.m. - 11:30 a.m.  45-Minute Concurrent Sessions
11:45 a.m. - 12:30 p.m.  45-Minute Concurrent Sessions
12:30 p.m. - 1:30 p.m.  Lunch—Bissonet and Carnodelet, 3rd floor
1:30 p.m.  Conference Adjourns
Poster Sessions
Friday, October 2 | 6:30 p.m. – 8:00 p.m. | Galerie Foyer, 2nd floor

A Group Video Project that Engages Students from Multiple Disciplines
Ruth L. Eudy, University of Arkansas for Medical Sciences

Assessing a Blended Approach to Learning in Introduction to Sociology
Yvonne Luna, Northern Arizona University

Balancing Instructional Methods with Student Learning Styles
Donna Ross, Mount Ida College

Blending Old and New: Incorporating the Socratic Method into Online Discussions
Stephanie Maher Palenque, Grand Canyon University

Comparison of Hybrid and Traditional Lecture Formats in Introductory Microbiology
Alison Adams, Northern Arizona University

Developing an Online Undergraduate Statistics Course
Erin Hodgess, University of Houston – Downtown

Digital Fluency: Moving University Faculty from Literacy to Fluency
Debra Espinor, Linda Samek, and Anna Berardi, George Fox University

Introduction to Decision-based Learning
Ken Plummer and Richard Swan, Brigham Young University

Linking Classroom and Field Activities using Mobile Technology
Randall Griffiths and Heather Barton-Weston, University of the Incarnate Word

Matching Effective Mentoring Characteristics with Online Mentorship Training
Carol Marcotte, University of New England

Mobile Learning Innovation in Information Literacy Skills Training
Alice Schmidt Hanbidge, Nicole Sanderson, and Tony Tin, Renison University College, University of Waterloo

Old Dog, New Tricks! Using Learning Contracts in Online Courses
Kendra Hollern, Valdosta State University

Opportunities and Challenges of Videoconference as a Course Delivery Tool
Eleni Pliakoni, Sara Gragg, and Royce Ann Collins, Kansas State University

Optimizing Technology to Identify Faculty Interests and Develop Responsive Faculty Development Programming
Brian Smentkowski, Queens University of Charlotte and Steve Breiner, Appalachian State University

Picture This: Using Infographics to Transform Teaching and Learning
Hope Nordstrom, Lipscomb University

Pinning for Participation: How Pinterest Sparked Early Class Engagement
Beverly Amer, Northern Arizona University

Space to Teach: Adaptive Technology in the English Classroom
Karen Redding, Ashley Armour, Matthew Horton, Kelly Dahlin, and Shannon Gilstrap, University of North Georgia

Teaching New Faculty about the Technology Used on Campus
Susan Rolls, Texas State University

Technology for Advancing Pedagogical Reasoning
Stephanie Grote-Garcia, Ana Gonzalez, and Elda Martinez, The University of the Incarnate Word

Technology in Team-Based Learning
Michael, T. Dreznick, Our Lady of the Lake College

The Positive of Negative Grading
Richard W. Swinney, Northwest Mississippi Community College

The Use of Tablet Devices in the Practical Nurse Program
Amelia Chauvette, Thompson Rivers University

Virtual Proximity: Three Factors That Affect the Perception of Mobility
Thomas Dyer and Jacob Aroz, Grand Canyon University
Friday, October 2

7:30 a.m. - 8:30 a.m.
Registration open – Morning Preconference Workshop Only
Room: Galerie Booth, 2nd floor
Registration is open for those registered for one of the two preconference workshops taking place on Friday morning.

8:30 a.m. - 8:00 p.m.
Registration Open – All Participants
Room: Galerie Booth, 2nd floor
Registration is open to all participants.

8:30 a.m. - 12:00 p.m.
Preconference Workshop: Preregistration and Fee Required
Enriched Learning through Online Interaction
Lolita Paff, Penn State Berks
Room: Studio 1-2, 2nd floor
Online discussion is commonly used to engage students in learning. Unfortunately, it isn’t always easy to get students to post meaningfully online. Some students don’t want to participate. Others post short, tentatively offered comments. Sometimes those who participate do so a bit too often, or at great length without adding much substance. Perhaps most troubling are hostile comments, intentional or otherwise, that suppress discourse.

This workshop will explore the learning potential and the challenges posed by facilitating online interaction. We’ll identify the problems and their causes to scaffold experience-driven and research-based solutions to create and maintain purposeful online discussions with timely, meaningful and efficient feedback. Because a workshop dealing with online interaction and discussion should be interactive and online, the session will incorporate face-to-face and online activities. Participants should bring a laptop or mobile device.

Learning Goals:
• Implement policies and practices to establish and maintain a positive learning climate.
• Design/redesign an online discussion to facilitate critical thinking.
• Implement strategies to address the problems of under and over participation.
• Develop an efficient feedback and assessment plan to provide feedback that promotes deep learning.

8:30 a.m. - 12:00 p.m.
Preconference Workshop: Preregistration and Fee Required
Using Technology to Breathe New Life into Your Classes through Creativity, Innovation, and Design
Ken Alford and Taylor Halverson, Brigham Young University
Room: Studio 3-5, 2nd floor
What happens to teaching and learning when you combine technology (defined as any tool or process used by humans to solve problems) with proven principles of innovation and creativity? You unlock and engage more than just left brains in your classes. You make learning more meaningful, exciting, and relevant to your students, and you make teaching more enjoyable for you. Join us to discover and experience effective techniques you can implement in your courses at this exploratory, fun, interactive, and interdisciplinary pre-conference workshop. As a teacher, you are a learning designer. By learning and applying creativity and innovation design principles, you will become more than just a subject matter expert; you will be empowered with effective ways to engage your students in your field of study. Workshop participants will leave with the tools and basic skills they need to immediately begin unlocking creative and innovative solutions that will make a difference for their students.

Learning Goals:
• Discover and demonstrate creative and innovative learning designs.
• Experience the value of using interdisciplinary thinking and teams to solve compelling learning needs.
• Apply creative and innovative learning design solutions to help students reach their potential.
• Find new excitement for teaching and collaborating in your discipline.

10:00 a.m. - 8:00 p.m.
Exhibitor Displays Open
Room: Galerie Foyer, 2nd floor
Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

1:00 p.m. - 4:30 p.m.
Preconference Workshop: Preregistration and Fee Required
Leveraging Cognitive Science and Instructional Technology to Build Thinking Skills
Michelle D. Miller, Northern Arizona University
Room: Studio 1-2, 2nd floor
There is wide consensus that a college education should equip students with thinking skills such as critical reasoning, problem solving, and logical analysis. Yet these abilities can be surprisingly difficult to build, sometimes eluding even the most expert instructors. And without explicit focus on higher
thought processes, the learning experience can easily devolve into memorization and regurgitation. Fortunately, the research literature in cognitive science offers insights that teachers can use to deliberately strengthen thinking skills. In this interactive session, participants will learn techniques for promoting higher thought processes, particularly through the use of instructional technology and online teaching tools. The session will also incorporate major theoretical concepts including formal and analogical reasoning, insight and non-insight problem-solving, and structural elements of problems, expertise and transfer—all contextualized within teaching and learning.

Learning Goals:
• Explain how thinking skills develop through practice across varied problems and contexts.
• Generate strategies for eliciting effective practice using commonly available instructional technologies.
• Address your students’ gaps in specific thinking skills, particularly critical thinking.
• Use online peer-to-peer interactions (e.g., discussion boards) to reinforce thinking skills.
• Correctly structure analogies to facilitate transfer across problems and contexts.

1:00 p.m. – 4:30 p.m.
Preconference Workshop: Preregistration and Fee Required
Online Course Development 101
Renee M. Cicchino, Seton Hall University
Room: Studio 3-5, 2nd floor

Institutions are offering online versions of their face-to-face courses to meet the growing demand and needs of their learners. Courses are being rapidly built and faculty who are new to teaching online are being asked to develop and facilitate online courses. Are you ready to develop and facilitate an online course?

This workshop will demonstrate key standards and essentials for developing a quality online course. We will begin with an overview of best practices in faculty readiness, engagement strategies, appropriate use of technology, and course design. The creation of measurable learning objectives, appropriate activities, assessments, and the alignment of these elements will be our main focus.

Participants are asked to bring a course syllabus so that they can develop one unit, module, or week of their course and receive feedback. Templates for course development as well as a variety of resources will be shared.

Learning Goals:
• Assess your readiness to develop/teach an online course.
• Apply best practices in online course design to your own course.
• Create a module/unit/week with measurable learning objectives, activities, and assessments based on a quality assurance rubric.

5:00 p.m. – 5:15 p.m.
Conference Welcome
Bill Haight, Magna Publications; and Tim Wilson, Teaching Professor Technology Conference Chair
Room: Acadia, 3rd floor

5:15 p.m. – 6:30 p.m.
Opening Plenary Session
Can Online Education Make Us Better Teachers?
Marie Norman, co-author of How Learning Works: Seven Research-Based Principles for Smart Teaching
Room: Acadia, 3rd floor

Why is it that more than 30 years of learning research has not had a wider impact on classroom practices in higher education? Can the design considerations of online education shift the dominant paradigm once and for all?

In this presentation, we’ll discuss ways in which the affordances of online learning and the limitations of technologies used in online courses can push us toward more dynamic, creative, and effective teaching practices—not just online but face-to-face as well. You don’t have to teach online to benefit from or contribute to the conversation!

We’ll talk about some of the powerful ways that learning research can inform teaching, and look at why online courses provide an ideal incubator for bringing this research into practice. We’ll examine examples of effective online courses and brainstorm ways to put learning research to work in our own teaching contexts.

By the end of the session, you will be able to:
• Explain why online courses are well positioned to utilize learning research (and why face-to-face courses can too!).
• Identify insights from learning research that we can leverage to create dynamic and effective courses.
• Discuss examples of creative online courses and brainstorm ways to bring learning research to bear in your own teaching, whether on- or offline.

6:30 p.m. – 8:00 p.m.
Reception, Poster Sessions, and Exhibitor Mingle
Room: Galerie Foyer, 2nd 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 p.m.
Dinner on Your Own
Saturday, October 3

7:30 a.m. – 5:00 p.m.
Registration Open
Room: Galerie Booth, 2nd floor

8:00 a.m. – 5:00 p.m.
Exhibitor Displays Open
Room: Galerie Foyer, 2nd floor
Stop by and say hello to our exhibitors, who have products and services that support teaching and learning.

7:30 a.m. – 8:30 a.m.
Continental Breakfast
Room: Bissonet and Carnodelet, 3rd floor

8:30 a.m. – 9:30 a.m.
Breakfast Plenary Session
Changing Space, Changing Practice, Changing Culture
Ollie Dreon, Millersville University of Pennsylvania
Room: Bissonet and Carnodelet, 3rd floor

   Learning spaces come in many sizes, styles, and arrangements. Walk across any campus and you’re bound to encounter a variety of classrooms. There are those large lecture rooms where introductory courses are taught and smaller, more intimate environments where labs or upper-level classes are scheduled. Extend the lens to the variety of online class arrangements and you’re bound to see a diversity of design. But what impact do these learning spaces have on overall classroom culture and instructional practice?

   In this plenary address, Ollie Dreon will engage audience members to consider how the design of physical and online spaces can impact learning and pedagogy. By looking at case studies and examples from real college classrooms and online courses, we introduce different principles that can inform the design of learning spaces that support more student-centered practices.

9:30 a.m. – 9:45 a.m.
Break

75-Minute Sessions

9:45 a.m. – 11:00 a.m.
Practical Approaches to Using Technology for “Secure and Manageable” Course Delivery
Bruce Montes and Dan Vonder Heide, Loyola University Chicago
Room: Studio 1-2, 2nd floor

   Technology continues to be pervasive on campus, and faculty are often wrought with trying to understand the nuances and pitfalls of using technology for course delivery. Faculty who partner with technology-support personnel on campus to deliver on-the-ground and online courses can learn quickly about the technology landscape, better understand student technology practices, and gain confidence around technological change. This session demonstrates how Loyola University Chicago implements technology support for faculty; provides technology services to students; implements technology advances across campus; and helps maintain a safe, secure, and reliable technology environment.

Learning Goals:
• Understand the current technological landscape for course delivery.
• Describe the most important aspects of safe, secure, and manageable course delivery.
• Develop a framework for approaching technology change on campus as it relates to course delivery.

Branding Your Course: Use of an Interactive Syllabus
Sandra Cleveland, American Sentinel University
Room: Studio 3-5, 2nd floor

   Learn about the use and application of presentation technology in the classroom to develop an interactive syllabus. Begin with a brief audiovisual overview of three interactive syllabus technologies, learn advantages and disadvantages of each, and understand examples of its use in education. We’ll demonstrate access and use with your interaction. We’ll then facilitate a short activity, whereby you’ll have the opportunity to brainstorm and share ideas for using the interactive syllabus technology around common concepts often presented in the classroom.

Learning Goals:
• Describe the purpose and applicability of the interactive syllabus technology in the classroom.
• Describe one application of the presentation technology specific to interactive syllabus development.
• Evaluate the potential of interactive syllabus technology as an effective pedagogy.

Student Learning in a Flipped Organic Chemistry Course
Paul Primrose and Lynn Eaton, University of Mary Hardin-Baylor
Room: Studio 7-8, 2nd floor

   A small private university flipped a first-semester organic chemistry course. Using an iPad, the instructor created online videos, uploaded them to YouTube, and required students to watch them before coming to class. Students then worked in teams to solve and discuss problems during class time. Results of student evaluations and comments show overall satisfaction with the course format, as well as the effect flipping the course had on students’ learning and weekly workload. You are encouraged to bring a laptop or iPad to create your own video and upload it to YouTube.
Learning Goals:
- Use a laptop or iPad to produce and distribute lecture material in an accessible manner and with user-friendly applications (e.g., YouTube).
- Use low-cost production tools that reflect simplicity (something students can do as well).
- Decide if you are prepared to flip your classroom.

Leveraging Collaborative Technologies to Elevate Student Learning: A Case Study from TEDx
Rebecca Burdette and Annemarie Galeucia, Louisiana State University
Room: Studio 9-10, 2nd floor
To develop critical thinking, creativity, and communication skills, we engaged 48 students across disciplines and classifications in the planning, promotion, and execution of TEDxLSU. We'll show how we built a robust student-centric learning experience involving all AAC&U High Impact Practices and share the workflow technologies faculty and students used. We'll discuss how you might deploy these technologies, name which tools students found effective, and reveal where, surprisingly, students abandoned the technologies for face-to-face contact! Discover the pros and cons of using technologies to facilitate collaboration, even if you don't host a TEDx.

Learning Goals:
- Evaluate various communication, collaboration, and workflow technologies (primarily free or inexpensive tools) to enhance student learning.
- Design engaging, deep learning experiences by leveraging AAC&U High-Impact Practices.
- Justify the use and nonuse of communication and workflow technologies in the classroom.

Ain't Just Breaking Ice: Community Building as Pedagogical Practice
Brian Block and David Noffs, Columbia College Chicago
Room: Galerie 2, 2nd floor
Whether we are teaching online, in person, or with a combination of the two, community is one of the most important components of an engaged, inclusive student body. How do we create and sustain meaningful communities online? This hands-on, minds-on session provides interactive, practical, and learner-centered approaches to faculty development and community building for a diverse student and faculty body. Through a variety of innovative, inclusive activities designed to build community in a way that's thought provoking and (dare we say it?) fun, we'll model easily adaptable approaches to online and face-to-face teaching and learning.

Learning Goals:
- Engage in faculty development activities that foster community and collaboration.
- Discuss how to facilitate these activities (and possibly create new ones!) for your own students, classrooms, and institutions.
- Experience firsthand how allowing for risk taking in the classroom allows for deeper learning.

Topping Out on Bloom: Technology for Student Projects
Ike Shibley and Maureen Dunbar, Penn State Berks
Room: Galerie 3, 2nd floor
Putting technology in the hands of students with tools like VoiceThread, iMovie, podcasts, and blogs allows students to wrestle with course content at high levels of cognition. The highest levels of Bloom’s Taxonomic Classification are often ignored in course design. This session will encourage you to think of assignments that encourage students to use Bloom’s highest levels of cognition: synthesis and creativity. Participants will begin to design activities to use the next time they teach a course.

Learning Goals:
- Identify technology that students can use for out-of-class projects.
- Reconceptualize learning according to Bloom’s Taxonomy.
- Create assignments that utilize thinking at the two highest levels of Bloom’s Taxonomy.

Reclaiming Student Attention Using Interactive, Technology-Based Strategies
Jana Fallin, Ben Ward, David Fallin, and Whitney Jeters, Kansas State University
Room: Galerie 4-5, 2nd floor
Keeping students engaged and attention high is a challenging endeavor for most collegiate instructors. One way to reclaim the attention of our students is to reset our lectures by incorporating interactive, technology-based activities. This session demonstrates a variety of technology-based teaching strategies that are useful when resetting our lectures. These strategies range from interactive games with PowerPoint and i>Clicker technology, to student presentations that require no talking, to media:scape equipment requiring significant expenditures from a university. Importantly, each strategy can be easily adapted to fit any classroom environment and instructional style.

Learning Goals:
- Use technology to help students apply, create, and evaluate teaching and learning in your own situations, thus encouraging metacognition in students.
- Adapt modeled teaching strategies using technology to your own classes.
- Learn uses of technology to enhance learning rather than distract students.
Why Is My Class Going So Badly? Using Tech Well to Support Effective Course Design
Wally Nolan and Flower Darby, Northern Arizona University
Room: Balcony J-K, 4th floor

We’ve all experienced failed learning activities in our classes: painful class sessions that did not go the way we expected them to; group projects that everyone, including us, hated; or online tasks that blew up spectacularly. What went wrong? These failures often point to a larger problem with the foundational course design. We’ll consider big-picture questions around student learning, examine backward design and Quality Matters principles, and explore the intersection between teaching and intentional design. We’ll acquire practical strategies to plan well-aligned classes that effectively use technology to promote successful teaching and learning.

Learning Goals:
• Clarify your course learning goals.
• Align your course’s goals, assessments, and learning activities with appropriate technology tools.
• Begin to create an effective technology-facilitated learning activity for your course.

Fat Points and Game Mechanics: When the Points Don’t Matter, They Really Do
Thomas Heinzen, William Paterson University
Room: Balcony L-M, 4th floor

Grading schemes are a simple way to influence students’ perceptions. Francis and Schreiber’s (2008) interactive quizzes were so effective that students were disappointed when they were not quizzed. This presentation reports how point-based game mechanics and alternative grading schemes influenced students’ intrinsic motivation. Additional data indicate that game mechanics can be used to improve students’ perseverance to graduation. The take-home message is that ancillary benefits flow out of good design.

Learning Goals:
• Name three game mechanics related to grading schemes.
• Understand how your choices are likely to affect students’ motivation.
• Create new game-based interventions.

75-Minute Sessions
11:15 a.m. – 12:30 p.m.
Encouraging the Growth Mindset—LMS and Web Tools to Help Students Succeed
Stephanie Delaney, Seattle Central Community College
Room: Studio 1-2, 2nd floor

Faculty members are key in helping students overcome learning struggles with the growth mindset. In this session, you’ll learn about the growth mindset and how it supports student success and retention. You’ll then learn about some tools in your learning management system (LMS)—Blackboard, Canvas, Desire2Learn, etc.—that will make it easy to encourage the growth mindset. We’ll also explore web-based tools that can achieve similar outcomes. Collaborating with your peers in the session, you’ll devise an action plan to enable you to incorporate these strategies into your teaching right away.

Learning Goals:
• Define the growth mindset and its benefits and distinguish it from the fixed mindset and its challenges.
• Identify three or more tools in your campus LMS or on the web to support the growth mindset in your students.
• Create an action plan for the rapid adoption of LMS or web-based strategies to encourage the growth mindset in their students.

Integrating 21st-Century Learning Design in College Teaching
Mark Hofer, College of William & Mary
Room: Studio 3-5, 2nd floor

In this session you will explore how you can integrate 21st-century skills in meaningful, discipline-driven ways in your face-to-face, blended, and online courses. While “21st-century skills” is often a vague and unsubstantiated term, the 21st Century Learning Design (21CLD) framework developed by ITL Research (2012) is a research-based, practice-focused framework to help faculty members design and assess learning experiences enhanced through collaboration, knowledge construction, real-world problem solving and innovation, self-regulation, skilled communication, and the use of technologies for learning.

Learning Goals:
• Identify, describe, and apply the six dimensions of the 21st Century Learning Design framework.
• Collaboratively assess the level and quality of 21CLD integration in examples of college and university teaching.
• Reimagine a course assignment or project from your own teaching to enhance one or more of the 21st-century learning skills.
Early Communications That Repurpose the First Class Day
Gary Hafer, Lycoming College
Room: Studio 7-8, 2nd floor
The first day can shape semester-long student learning. This session shares a specific approach that predicts student engagement and establishes high expectations before the first class even meets. It showcases the subtle, introductory overtures that professors—through communications technology—can make to their students: the email letter campaign, with verifiable recipient data; the invitation to receive reminder texts; the first assignment, due on the first day, that outlines the first quiz; brief screencasts that introduce professors and their communications styles; and the occasional meaningful correspondence that ensues when professors enroll students early.

Learning Goals:
• Understand which foundational features of a course can be off-loaded to pre-first-day learning activities.
• Construct a package of activities that can create new space for engaging content on the first day.
• Apply new activities for a first day that more actively engages new learners.

Office Mix: Engage Students Using PowerPoint Tools
Margo Adkins, Carroll Community College
Room: Studio 9-10, 2nd floor
Generate interactive video presentations for online, hybrid, flipped, or face-to-face courses. Office Mix is an interactive add-in that incorporates the ability to record voice, video, and screencasts. Integrate quizzes, polls, and video apps to engage viewers and to review key concepts. Application analytics provide slide-by-slide data to track student access, progress, and time to complete task. We'll discuss and give examples of how it's been integrated into Introduction to Computer Information Systems courses for multiple formats. Bring computing devices with access to Microsoft Office 2013 for hands-on experience.

Learning Goals:
• Comprehend how to download, install, and navigate Office Mix for Microsoft PowerPoint 2013.
• Identify how to integrate Mix videos into curriculum for online, hybrid, and face-to-face formats.
• Create a Mix video upload and analyze user analytics.

Online Course Design: A Focus on Ease of Navigation and Constructivism
Jillian Yarbrough and Andrea McCourt, Texas Tech University
Room: Galerie 2, 2nd floor
The first step in course design is “comfort.” We will provide tools in two categories to help you with online course development. We'll offer specific strategies, supported by the most current research, and describe and demonstrate how to create a “comfortable” online classroom. Examples include clear toolbars, standardization of courses, and minimization of links. Then we'll cover research and strategies designed to create courses that exceed comfort and support students in exploring course content and experiencing unique, individualized discovery. Examples include methods for fostering group discussion and virtual study abroad.

Learning Goals:
• Recognize course design that supports ease of navigation and student-centered learning.
• Discuss specific course design issues related to your primary course of instruction.
• Identify course design strategies and apply course design tools relevant to your courses.

90%+ of Students Use Pinterest; Shouldn't We?
Kristin Haas, Merryellen Towey Schulz, Jennifer Kolker, and Aline Paris, College of Saint Mary
Room: Galerie 3, 2nd floor
Pinterest is one technology that can be used to engage students in course content. This session will give attendees a background on why to use Pinterest as a technological pedagogy, information on the theoretical framework on TPACK to apply to Pinterest projects, examples of Pinterest assignments and activities from various disciplines, successes and challenges from using Pinterest in the college classroom, a template for developing Pinterest assignments, and ideas for assessment of these activities.

Learning Goals:
• Identify various methods to utilize social media, specifically Pinterest, to support teaching and learning.
• Compare and contrast various methods of building social media (Pinterest) projects for pedagogical content delivery.
• Plan and design a Pinterest project, utilizing the provided template, suitable for use in professional teaching practice.
Creating Interactive Video Lectures to Increase Student Engagement
Lori Finn and Cheryl Davis, The Sage Colleges
Room: Galerie 4-5, 2nd floor

Video lectures are a common way to help students engage in online learning; however, students may not consistently view them. Embedding tasks within lectures can encourage student engagement and allow instructors to assess student engagement. This session covers designing video lectures to maximize interest, increase instructor presence, and encourage active learning. Topics include organization, use of graphics/text, length, different formats, and interactive tasks to facilitate active learning. We will review various tools for this purpose, including Captivate, Camtasia, Articulate, Screencast-O-Matic, Zaption, Vialogues, VoiceThread, and ScreenFlow, and demonstrate how to use Zaption to enhance lectures.

Learning Goals:
• Describe the basic video lecture formats and select one that would best meet your needs.
• Design interactive learning elements to include within videos.
• Use Zaption to embed interactive material in lectures.

Mobile-Learning Curriculum Initiating Improved Learning Outcomes for FYE Students
Mary Paul and Rudy Sanchez, California State University, Fresno
Room: Balcony J-K, 4th floor

We'll focus on the use of mobile-learning curriculum to engage, enhance, and improve the learning outcome of First Year Experience students, most specifically in the composition classroom. The implementation of tablet curriculum encourages the most at-risk college freshmen to enter the academic conversation and succeed in a technology-enriched instructional environment. The use of specific mobile apps will illustrate an advanced opportunity for instructor guidance, student retention, and instructional workload management and thus focus the lens of digital pedagogy and implementation from both institutional and instructional viewpoints.

Learning Goals:
• Implement mobile pedagogy immersion.
• Digitally engage at-risk students.
• Illustrate student-centered pedagogy.

Transforming Wikipedia and Transforming Learners
Greg Szczyrbak, Millersville University of Pennsylvania
Room: Balcony L-M, 4th floor

Editing Wikipedia as part of a course assignment offers novel opportunities for learner engagement around topics of critical thinking, research, and writing. With support from the Wikipedia Education Program, students and professors navigate the open yet sometimes enigmatic community of Wikipedians. Bring your laptop or tablet to this session, where an experienced Wikipedia campus ambassador will share his stories and guide you from passive consumer of Wikipedia to active contributor. No experience necessary.

Learning Goals:
• Examine Wikipedia’s fundamental principles, known as the Five Pillars.
• Identify key components of a successful Wikipedia-based assignment.
• Create a Wikipedia account and edit an article in Wikipedia’s sandbox area.

12:30 p.m. – 1:30 p.m.
Lunch
Room: Bissonet and Carnodelet, 3rd floor

1:30 p.m. – 1:45 p.m.
Break

75-Minute Sessions

1:45 p.m. – 3:00 p.m.
How to Earn a Black Belt in Technology-Enhanced Instruction
Eric Kyle, Vicky Morgan, Rebecca Hoss, and Virginia Tufano, College of Saint Mary
Room: Studio 1-2, 2nd floor

Providing professional development that focuses on effective teaching through technology is often a challenge in small colleges. We will offer an approach that utilizes a series of modules through which faculty can progress as they demonstrate evidence of competency. The revised Bloom’s Taxonomy is the framework for this system. We’ll also explore and create new ideas for activities that would fit into a system of modules.

Learning Goals:
• Describe a professional development system that is based on modules and uses Bloom’s taxonomy as a framework.
• Apply ideas from the described professional development system to activities at your own institutions.
• Analyze and evaluate professional development activities, both from the described system and from your own institutions, using as criteria the potential effect of the activities on teaching improvement.
The Truth About Copyright and Fair Use: Myths and Misconceptions Meet Reality

Linda K. Enghagen, Isenberg School of Management, University of Massachusetts at Amherst
Room: Studio 3-5, 2nd floor

In this session, 10 of the most common myths and misconceptions will be explored. Is it possible to copyright an idea? If a use is educational, it is also a fair use—right? As long as I include a citation, I'm protected. If I do commit an infringement, the university will get sued—not me. If it's free, it is in the public domain. Learn the truth about these and other copyright and fair use issues and questions.

Learning Goals:
• Participants will learn how to copyright an idea.
• Participants will learn the steps in analyzing fair use.
• Participants will be able to differentiate between plagiarism and copyright infringement.

Attention Matters! An Open Resource for Students

John J. Doherty and Michelle Miller, Northern Arizona University
Room: Studio 7-8, 2nd floor

The best-designed lesson in the world won't work if students don't focus on it. This session presents Attention Matters!—a new shareable resource for faculty to integrate into courses or practices. It uses a combination of linked online media and original interactive learning activities to teach students about the limits of attention and the impact of multitasking on learning. Explore how Attention Matters! specifically targets behaviors, such as texting during class, with the aim of building student awareness and changing attitudes about them.

Learning Goals:
• Describe the science behind Attention Matters!
• Evaluate the relevance of Attention Matters! to your own instructional contexts.
• Discover how to employ the Attention Matters! module in your own courses.

High Tech or Low Tech: Engage Your Students with Confidence

Sabrina Timperman, Mercy College
Room: Studio 9-10, 2nd floor

Engaging students is of the utmost importance to facilitate learning, and this session provides practical, easy-to-implement ways to excite students and keep them involved. Whether you're technically inclined or a digital novice, this session will provide helpful information that you can use to help grab students' attention and keep them excited about learning. From high-tech options such as e-portfolios and e-books to low-tech options such as crossword puzzles, games, and word searches, this session has something for all educators.

Learning Goals:
• Discuss several ways instructors can engage students using technology.
• List several low-tech tools that can be used to motivate students.
• Create engaging collaborative assignments for your class.

Leveraging Digital Tools for Formative Assessment

Trish Harvey, Karen Moroz, Bill Lindquist, and Vivian Johnson, Hamline University
Room: Galerie 2, 2nd floor

Technology integration often focuses on teaching a specific tool rather than teaching how a specific tool can facilitate using a research-based teaching strategy. It's documented that formative assessment is an effective teaching strategy that increases student achievement and the development of metacognitive skills—important 21st-century learning skills. This session introduces technology-enhanced formative assessment and provides practice using technology tools to get students and teachers to use it more. Build your understanding of formative assessment and practice using digital tools (especially free, online tools that do not require an account) that support its use.

Learning Goals:
• Explore technology-enhanced formative assessment, including at least one digital learning tool for back channels, one student response tool, and one infographic/concept map tool.
• Access an electronic resource describing the nature of formative assessment, the research supporting its effectiveness in increasing student achievement, and an extensive listing of technology tools that facilitate its use during instruction.
• Engage in pre- and post-assessment of your awareness of technology-enhanced formative assessment.

The Right Stuff: Weaving Technology to Support Course Content

Kathleen Williamson, Midwestern State University and Nicole Williamson, Ursuline Academy
Room: Galerie 3, 2nd floor

Introducing technology in the classroom can be time consuming. We'll explore ways to creatively integrate technology tools and applications into pedagogical strategies to deliver
content. You'll learn how to select suitable technology and applications to incorporate in your courses to deliver innovative content in an online, blended, and/or face-to-face environment. An overview of the interconnections between content, pedagogy, and technology provides a framework for exploring the use of technology. This presentation provides an avenue for choosing the right stuff to successfully weave technology tools to support course content.

Learning Goals:
• After the introduction to the TPACK and the Substitution Augmentation Modification Redefinition (SAMR) Model, you'll have a framework in which to identify suitable technology tools to achieve learning goals using pedagogical/technological approaches.
• Assess your current technology and through collaboration and reassessment discover alternative ways to better employ and use your technology tools.
• Discover new, innovative and original ways to integrate technology into your courses in order to deliver innovative content in an online, blended, and/or face-to-face environment.

Bam!!! Student Engagement—Kick It Up a Notch Online!
Paula Bigatel, Julie Lang, Vicki Williams, and Stephanie Edel-Malizia, The Pennsylvania State University
Room: Galerie 4-5, 2nd floor

We will share our evaluation toolkit (a peer review evaluation, a faculty checklist, a student checklist, and a student survey) for student engagement in online and blended courses. We'll review results of a student survey, reflecting the “Indicators of Engaged Learning” framework, that measures student engagement. We'll apply it to creating evaluation tools for use by faculty, administrators, and instructional designers. We'll implement evaluation tools in critiquing course design (e.g., instructional strategies, assessments, activities/tasks), instructor teaching behaviors, and the use of technology that emphasizes 21st-century skills in terms of the “Indicators of Engaged Learning.”

Learning Goals:
• Review and implement polling and discussion tools.
• Use a student survey, faculty checklist, and peer review tools based on indicators of student engagement.
• Implement the principles of engaged learning into your own teaching and learning environment.

Supporting Online Instructional Improvement Using Dashboards and Targeted Interventions
Carmen (Lizy) Lamboy-Naughton, Celeste Campbell, and Kimberly Cowan, Ashford University
Room: Balcony J-K, 4th floor

How do we support continuous instructional performance improvement based on meaningful data? Learn how one online university is transitioning from being “data rich and information poor” to successfully gathering, organizing, analyzing, and interpreting instructor performance metrics. Perhaps even more important, learn how to leverage those multiple measures to identify and implement the “Just-in-Time” supports and interventions for each adjunct faculty member. Experience a demonstration of our instructor performance dashboard and learn how faculty support personnel collaborate to foster a culture of high expectations, support, connection, and continuous improvement.

Learning Goals:
• Identify which instructor performance data you currently gather and which additional metrics would help you make better decisions about faculty support and interventions.
• Analyze how to best leverage technology to access the aforementioned instructor performance data.
• Evaluate your institution's faculty support and intervention system in terms of the response to intervention multitiered model.

Let 'Em Fail!
Laura Lawrence, Northwest Vista College (Alamo Colleges)
Room: Balcony L-M, 4th floor

Most of us learn best by doing—repeatedly, without penalty, gradually perfecting a concept or skill—until we get it right. In the classroom, we shy away from, criticize, and penalize failure. Instead, we need to embrace failure as a critical part of the learning process. Using examples from your own syllabi, assignments, and class schedules, we'll identify areas that could be enhanced by low-stakes or no-stakes opportunities to make and learn from mistakes. Experiential learning is the art of creating opportunities for failure in order to help students succeed.

Learning Goals:
• Critically analyze your teaching methods and lessons.
• Find opportunities to embrace and incorporate failure as a teaching tool.
• Create activities and assignments that embrace experiential learning.

3:00 p.m. – 3:15 p.m.
Break
45-Minute Sessions

3:15 p.m. – 4:00 p.m.

Engaging Online Learners to Create an Effective Learning Environment
Kimberly Hardy, University of Central Florida
Room: Studio 1-2, 2nd floor

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. Adult learners in particular face many challenges, and typically approach learning in a different context than their younger counterparts. Given the plethora of multimedia options today, it often can be difficult to assess what the most appropriate approach is for your students. This session will offer tips on discovering who your students are and how to use a variety of multimedia tools to engage students in an evolving educational landscape.

Learning Goals:
• Participants will learn simple and quick strategies to discover who their students are and how to assess their varying levels of experience and learning backgrounds.
• Participants will be provided with tips on how to accommodate the diversity of learners within the classroom to create an effective learning environment.
• Participants will learn about a variety of multimedia tools that they can apply to their online classes to best engage learners.

Using Short Screencasts to Promote Student Engagement
Jill Purdy, Cedar Crest College
Room: Studio 3-5, 2nd floor

Learn to use short screencasts to engage students in mini-lectures to explain content, to clarify assignments and expectations, and to promote questioning and discussions. I’ll demonstrate that using screencasts in both online and face-to-face classrooms promotes better student engagement and success. This session is based on both research and personal teaching experience. You’ll gain many resources for using screencasts as an instructional technique to engage all learners.

Learning Goals:
• Assist students in taking responsibility for learning through self-regulation skills.
• Increase the quality of student responses and assignments.
• Engage students with academic content.

Audio Lectures: Value of Personalized Multimedia in Online Learning
B. Jean Mandernach, John Steele, Sarah Robertson, and Rick Holbeck, Grand Canyon University
Room: Studio 7-8, 2nd floor

Incorporating personalized content into the online classroom can make students feel more connected with their instructor. We’ll describe a study that examined the impact of instructor-generated audio lectures as a means of personalizing the online classroom learning experience; the students’ perception of the usefulness of audio lectures; and the differential value of instructor-generated, personalized audio supplements versus standardized audio supplements. A comparison of students’ perceptions of value and engagement revealed no significant differences in quantitative ratings between standardized and personalized audio lectures, yet qualitative data indicated that the personalized audio lectures fostered greater student-instructor connections.

Learning Goals:
• Create and integrate audio lectures into the online classroom.
• Construct engaging audio lectures and identify where they will be most effective.
• Understand the findings of the study, which show the correlation between personalized audio lectures and student-instructor connections.

How to Be Human: Teaching Real People in Digital Spaces
Deidre Price, Northwest Florida State College
Room: Studio 9-10, 2nd floor

A common problem in the online classroom is the absent or robot professor. Personality is a key part of any classroom experience. Through this engaging presentation, learn ways to “be yourself” online by creating a strong faculty presence and modeling for students what it means to be an active, involved member of a learning community. Get new ideas you can implement immediately for how to personalize your online classroom, from news to discussions, from content to grades, and more.

Learning Goals:
• Understand how improved faculty presence fosters a stronger learning community consisting of students who connect, engage, and succeed in the digital classroom.
• Analyze and evaluate faculty presence in your own course design to see whether you are most effectively reaching students and modeling online interactions in ways that benefit students.
• Create courses that reflect a present, engaged, active, and approachable professor.
Creating a Presence Online: Making Online Learning Multisensory
Shaunna Kelder, Grand Valley State University
Room: Galerie 2, 2nd floor
Online courses have historically included all text-based content, contributing to a lack of a multisensory experience. With today's vast recording resources, distance learning no longer should be delivered via text-only information. Voiced PowerPoint, Camtasia, video-embedded PowerPoint and screenshot instruction, YouTube, and voice features can turn an impersonal text-based course into a learning environment more like a typical classroom. You can more effectively deliver content and feedback, therefore producing an improved learning opportunity.

Learning Goals:
• Recognize the importance of creating a multisensory learning environment in the virtual classroom.
• Identify a variety of resources that can be used to add voice and video content and feedback to online courses.
• Create a plan to increase voice and video content and feedback in current online courses.

Student Engagement and Meaningful Learning in the Blended Classroom
Maria Zafonte and Laura Terry, Grand Canyon University
Room: Galerie 3, 2nd floor
Incorporating meaningful learning through the use of technology in the blended classroom allows students to be more engaged and has the potential to deepen their learning and critical thinking. Integrating technology in blended learning means more than just posting prerecorded lectures and should be used judiciously. In this presentation, we will discuss some of our triumphs and failures in integrating various technology tools, demonstrate best practices, and share ideas through discussion. We'll share our experiences of integrating technology, including LMSs, classroom aids, podcasts, and social media sites.

Learning Goals:
• Identify best practices for integrating technology into blended-learning classrooms.
• Discuss and demonstrate various tools and technologies and share our classroom experiences in utilizing them.
• Develop ideas for how these tools might be used within various classroom settings and disciplines.

Evening the Playing Field in the Online Classroom
Tammie Kaufman and Cynthia Mejia, University of Central Florida
Room: Balcony L-M, 4th floor
Undergraduate students enjoy the flexibility of online instruction, and institutions depend on online learning to
offset challenges from budget cuts, respond to physical space limitations, and increase enrollment. Yet not every student adjusts to the online classroom. Predictors can help identify students who may need additional assistance in order to be successful. This presentation will focus on students' readiness to succeed in an online course based on their source of motivation and emotional intelligence, as well as outline online tools designed to help students succeed.

Learning Goals:
- Use a tested assessment tool to identify students who may have a harder time with online learning.
- Analyze plans that assist online students who have a poor online learning assessment.
- Choose a plan best suited for students in your classes who might present issues succeeding in the online learning environment as identified by the assessment tool.

4:00 p.m. – 4:15 p.m.
Break

4:15 p.m. – 5:30 p.m.

Strategy Swap
Room: Bissonet and Carnodelet, 3rd floor

You asked for an opportunity to have more informal discussions with your peers, and that's what the Strategy Swap is all about. These interactive roundtable discussions provide a forum for you to pose challenges, learn about solutions, and share ideas on effective teaching and learning practices.

Join us for two 30-minute discussions where you can share what's working for you, learn from your peers, and meet others with similar challenges. Tables will have designated topics. Find one that interests you, take a seat, and begin swapping strategies. After 30 minutes, you'll rotate to a new table.

75-Minute Sessions

Go Team! Win Big with Technology and Team-Based Learning
Jennifer Welch and Katrina Florea, Madisonville Community College
Room: Studio 3-5, 2nd floor

Team-based learning (TBL) is an instructional strategy that places students in teams and emphasizes both individual and collective achievement. We will share our experiences incorporating TBL in our classrooms and how we combined it with multiple technologies—including specific websites and iPad apps—to improve student participation, critical thinking, and academic success. You'll experience TBL from both the student and the instructor perspectives in an interactive demonstration. These websites and apps will be useful no matter your discipline, and they will revolutionize your student engagement.

Learning Goals:
- Describe the principles of team-based learning and its benefits for student engagement and academic success.
- Identify specific websites and iPad apps that support team-based learning activities and assessments.
- Demonstrate basic usage skills for featured apps and the ability to use them for instructional purposes.

Using Adobe Connect Pro to Engage Students during Practicum
Patricia Desrosiers and Amy Cappiccie, Western Kentucky University
Room: Studio 9-10, 2nd floor

We'll discuss the challenges and successes of adapting an online graduate practicum course from a typical asynchronous online discussion board forum format (Blackboard course management software) to a synchronous Adobe Acrobat Connect Pro format (online video conferencing software). We'll describe best practice strategies for guiding student reflection of active learning activities that occur in practicum settings. Classroom activities such as discussions, presentations, and lectures can occur in real time, and students report these learning experiences are more beneficial than are asynchronous ones.

Learning Goals:
- Understand the basic strategies required for successful implementation of Adobe Acrobat Connect Pro synchronous software.
- Generate ideas for adaptation of your course content into a synchronous online classroom format.
- Evaluate the utility of utilizing synchronous learning formats for your courses.

Just in Time! Applying a Blended-Learning Strategy across the Academy
Randyl Smith, Courtney Rocheleau, Jeffrey Loats, and G. Arlene Sgoutras, Metropolitan State University of Denver
Room: Galerie 2, 2nd floor

Just-in-Time Teaching, or JiTT, is a teaching and learning strategy that holds students accountable for online active reading assignments, which the instructor reads “Just in Time” to adjust the classroom lesson to suit the students’ needs. Use of JiTT increases the likelihood of students’ coming to class prepared.
and enhances the quality and depth of learning in the classroom. We will share hands-on guidance for implementing JiTT across a range of courses (e.g., natural sciences, social sciences, and humanities) and will share outcomes data from our research on this blended-learning tool.

Learning Goals:
• Apply Just-in-Time Teaching protocols to your classes.
• Create effective questions.
• Evaluate and incorporate student responses into in-class learning.

Using a Learning Management System (LMS) to Differentiate Instruction
Julie Saam, Indiana University Kokomo
Room: Galerie 3, 2nd floor

With the diverse learning styles/experiences/frameworks of our college-level students, we have found ourselves teaching varying groups of students within one course. We’re cognizant of the differences and are seeking ways to meet the needs of all students. After researching and analyzing the differentiated instruction model used in P-12 classrooms, I have isolated the parts that can be transferred successfully to the college classroom. I will share how I use an LMS to organize the syllabus, differentiate rubrics and assignments, and focus content to meet the needs of all students.

Learning Goals:
• Acknowledge the need for differentiated instruction in the college classroom.
• Analyze the differentiated instruction model from the P-12 educational context.
• Brainstorm ideas to design differentiated courses using the functions of an LMS.

Preparing the Professorate to Use Technology: Supporting Innovation in Teaching
Candace Roberts and Holly Atkins, Saint Leo University
Room: Galerie 4-5, 2nd floor

How do professors develop the theoretical and practical skills required to reach 21st-century learners? How can college administrators encourage and support their faculties to become digital educators? Four critical components are required for building this capacity within faculties: time, tools, training, and teamwork. The key is how these four elements are intentionally cultivated together and structured in ways that promote their dynamic interdependence to yield powerful results! This presentation explores one department’s successful journey to engage 100 percent of faculty members to effectively integrate technology in teaching.

Learning Goals:
• Analyze your own professional contexts and experiences to identify components of successful/unsuccessful technology integration.
• Discuss how to apply the critical components of effective technology professional development in your unique contexts.
• Plan (synthesize) strategies to implement in your own professional environments to build capacity within the professorate to use technology in effective ways.

5:30 p.m.
Dinner on Your Own

Sunday, October 4

7:30 a.m. – Noon
Registration Open
Room: Galerie Booth, 2nd floor

7:30 a.m. – 8:30 a.m.
Continental Breakfast
Room: Bissonet and Carnodelet, 3rd floor

8:30 a.m. – 8:45 a.m.
Break

8:45 am. – 9:30 a.m.

Experiential Learning Lessons from Design Education
Lora Kim and Tes Zakrzewski, Wentworth Institute of Technology
Room: Studio 1-2, 2nd floor

Learn how our first-year architecture curriculum situates 21st-century learners in an environment that meets the increased challenges of project-based learning. Design education provides experiential learning, using the city as a learning laboratory for engagement with real-world problems. Explore the challenges inherent in this approach and lessons learned that shape recommendations for lesson planning, inspiring student motivation, and assessment. Walk away with an introduction to Kolb’s experiential learning cycle and an action plan to construct multiple ways of learning for different types of learners.

Learning Goals:
• Experience Kolb’s experiential learning cycle through the session design.
• Reflect on and compare your project-based learning experiences with Wentworth’s case.

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• Create an action plan to construct multiple ways of learning for different types of learners.

From Our Passion to Their Practice: Engaged Learning Using Students’ Own Devices
Kevin Ketchner and John Doherty, Northern Arizona University
Room: Studio 3–5, 2nd floor

Are students checking their text messages on smartphones instead of listening to your passionate presentation? What went wrong? In this session we will explore the opportunities presented by integrating our students’ own devices into our classroom pedagogy. We will demonstrate how doing so engages students with our own passion for our subject. We will share lessons in which we had students create presentations on the fly on a variety of timely topics. BYOD! Bring your own device, as we will model our practice.

Learning Goals:
• Discuss the value of using students’ own technology in your learning context.
• Create a lesson based on shared examples that leverage students’ use of their own devices.
• Reflect on best practices for when to use (and when not to use) technology in the classroom.

Designing across LMSs: Effective Practices
Cari Mathwig Ramsier, Viterbo University
Room: Studio 7–8, 2nd floor

Every learning platform, LMS or a “learning ecosystem,” works differently. Some are tool driven—content here, assignments there—while others are curriculum driven, allowing you to create a task checklist for students. So which one is best for you? How can instructors determine how best to set up online courses within an LMS and within a template that often seems foreign to both faculty and students? This session taps into the commonalities of most LMSs and articulates some effective practices to help you communicate with students and keep your course sites organized.

Learning Goals:
• Communicate more effectively with students via institutionally recognized tools.
• Organize courses more effectively.
• Take action to improve and foster student engagement with you, their learning, and other students.

Using Problem-Based Learning to Promote Online Student Engagement
Andrea McCourt, Jillian Yarbrough, and Suzanne Tapp, Texas Tech University

Room: Studio 9–10, 2nd floor

Integrating problem-based learning (PBL) activities into online discussion groups promotes student engagement. Additionally, when students collaborate and create unified solutions to real-world problems, they develop personal critical thinking abilities as well as skills that will help them be successful in the workforce. However, it can be difficult to design PBL activities, facilitate online small-group discussion, and assess student participation in group work. It can also be challenging to select the best technology (Google docs, wikis, blogs, etc.) for small-group discussion activities. This session will provide strategies and tips for meeting these challenges.

Learning Goals:
• Create problem-based learning (PBL) activities for online classes and facilitate small online discussion groups working on these activities.
• Identify effective technology to support PBL.
• Develop assessments for individual and group participation in group PBL assignments.

Increase Student Success in Online Learning by Increasing Social Presence
Danya Burks, Butler Community College
Room: Galerie 2, 2nd floor

Educational research claims that social presence is necessary for success in technology-based classrooms. Social presence is a critical factor that contributes to the success of the learners. In this presentation, we’ll examine best practices and strategies to create social presence in online and blended classrooms. We need online social presence because online learning is becoming a preferred method for many students to gain access to education and job preparation opportunities, and social presence is vital to achieving student success in an online class.

Learning Goals:
• Discuss the importance of social presence in the online learning environment.
• List at least five activities that can improve student perception of social presence in online classes.
• Create classroom activities that improve student perception of social presence in online classes.

Blended-Learning Strategies to Extend the Learning Day
Joshua Elliott, Sacred Heart University
Room: Galerie 3, 2nd floor

The effective use of technology can help teachers manage the challenge of needing to teach an increasing amount information and skill sets in a finite amount of time. Rather than using
random technologies for the sake of using technology, technologies should be selected thoughtfully with specific learning objectives in mind. In this session, communication resources, assessment tools, and strategies such as asynchronous discussion will be addressed. Multiple technology resources will be shown, but only one resource will be demonstrated and discussed for each strategy in order to maximize productivity in the session.

Learning Goals:
• Identify and apply effective strategies and resources to incorporate into existing lessons and result in improved learning.
• Evaluate the effectiveness of chosen strategies and resources so lessons can be modified to optimize learning.
• Synthesize new lessons for currently taught content that demonstrate effective use of new strategies and resources discussed in the session.

How Is Your Pedagogical and Technological Marriage?
Dave Yearwood, University of North Dakota
Room: Galerie 4-5, 2nd floor
Most educators live in a marriage of convenience, conflict, or comfort. Pre-service teachers receive pedagogical and technological training and are licensed prior to practicing. Presidents and deans in post-secondary institutions proclaim that their “choir of faculty” sing from the academy's pedagogical songbook. However, few choir members in higher education understand the genre or lyrics of e-pedagogy. How are you assessing your pedagogical and technological assets and deficits? What are the levels of cooperation and compromises, and how are pedagogical and technological conflicts resolved? And what should 21st-century teaching and learning look and feel like?

Learning Goals:
• Conduct an audit of your pedagogical and technological assets and deficiencies as a precursor to assessing strengths and weaknesses.
• Identify the level of cooperation, compromises, and technological conflicts in an effort to understand how ePedagogy could be leveraged to promote connection and engagement in the classroom.
• Determine what 21st-century practices faculty could or should change in order to improve the viability of your pedagogical and technological marriages—and provide for a blissful marriage.

Using Discussion Forums and Blogs in an Online Graduate Counseling Class
Mary Jo Carnot, Chadron State College
Room: Balcony J-K, 4th floor
It is challenging to get students to meaningfully engage with each other and course content and to reflect on their learning. This session identifies approaches to online discussion that promote meaningful interaction, including following a jigsaw process, using smaller groups, and structuring discussion requirements. For example, requiring students to write learning reflection blogs after each major content session—with topics such as their achievements in the section, integration with other classes, later application of knowledge and skills, and challenges they experienced—helps them become competent with challenging material and integrate new material with prior learning.

Learning Goals:
• Describe and create discussion forums that promote engagement and meaningful interactions among learners.
• Explain the utility of student reflections on learning and explore the best ways to implement them.
• Determine meaningful places for reflection and construct reflective blog assignments for students.

Video to Go! Record, Edit, and Publish Video Right from Your iPhone
Mark Pergrem and Dana Pergrem, Georgia Highlands College
Room: Balcony L-M, 4th floor
Regardless of the format of your courses—face-to-face, completely online, or something in between—your course can benefit from short video clips featuring your personalized message. Be it a review of the course syllabus or an explanation of a subtle concept in your own words, your students will be better served by online videos that can be watched over and over again. This session will explain how to record video using an iPhone/iPad, edit recorded video using iMovie, and publish your final product to the Web via YouTube.

Learning Goals:
• Record video using an iOS device.
• Edit video using iMovie.
• Share video using YouTube.

9:30 a.m. - 9:45 a.m.
Break
Gamification on a Shoestring: Implementing Game Mechanics Using Free Tools
Curby Alexander, Texas Christian University
Room: Studio 1-2, 2nd floor
Implementing gamification strategies in a college class has the potential to create a motivating and engaging learning environment for the students. Despite the opportunities, gamification can present complex technology and course design challenges for the instructor. This session addresses strategies for designing course requirements to fit within a gamification framework and then introduces a suite of free Web-based tools that allow instructors to record, track, and report data to students. I'll include authentic examples from classroom practice, as well as provide templates for you to implement these strategies in your own courses.

Learning Goals:
• Recognize components of course design that align with gamification concepts.
• Identify areas of your own courses, such as attendance, weekly readings, or participation that may benefit from gamification strategies.
• Modify a dynamic leaderboard for your course by using free Web tools and simple programming.

Catch Me if You Can! Keeping Students Interested and Invested
Michael Jolley, Sushma Jolly, Shital Chheda, University of Nebraska-Lincoln
Room: Studio 3-5, 2nd floor
Interactivity and constructive learning are important to student performance. This session addresses several challenges related to improving student engagement in different learning environments. We will provide you with selected theoretical frameworks and pedagogical foundations for fostering student engagement, demonstrate various Web 2.0 tools for creating engaging student-centered activities, and provide a hands-on activity encouraging practical applications.

Learning Goals:
• Understand theoretical concepts in the development of interactive activities designed to improve instructor presence and enhance student engagement.
• Design and create student-centered learning activities—individual and group—that promote active learner-learner, learner-instructor, and learner-content engagement.
• Identify and utilize relevant Web 2.0 tools for specific instructional needs.

Fitting Square Pegs into Round Holes
Meghan Foster and Tracy Thompson, The George Washington University
Room: Studio 7-8, 2nd floor
Putting iPads in the hands of your students isn’t enough. What happens once they have the iPad? How will they get content? Who will support them? An entire ecosystem (both technological and human) must be built that can effectively support the use of iPads in learning. This session will describe how a small team spontaneously formed to discuss, address, and resolve issues related to implementation, as well as proactively plan for the future use of iPads and other technologies in the newly revised curriculum. You’ll brainstorm how to solve similar problems in your own institution.

Learning Goals:
• Identify key stakeholders within your institution that are vital to the success of moving course content to digital repositories.
• Design solutions to maximize ease of use for students and faculty while minimizing the workload for support staff.
• Evaluate existing technologies both inside and outside your institution to find the most efficient method to deliver course content.

Applying Lean Principles and Practices to Design and Deliver Online Courses
Elina Ibrayeva, University of Nebraska–Lincoln
Room: Studio 9-10, 2nd floor
While many believe that applying lean principles to education is needed because education and knowledge creation are not repetitive and can’t be unambiguously defined, this presentation will discuss the application of lean production principles to certain aspects of teaching, in particular course design and administrative elements. Applying lean production principles in education involves carefully thinking out the course design, making tacit knowledge explicit, rooting out administrative time wasters, and solving emerging problems quickly. Lean principles can be effectively used in online, blended, and on-campus courses.

Learning Goals:
• Understand the lean system’s major principles.
• Apply lean principles to course design and administration in online, on-campus, and blended courses in order to increase efficiency and improve the student experience.
• Brainstorm multiple specific improvements that can be made to course objectives, syllabi, course materials, assignment instructions and timing, and rubrics.
Avoiding Online Teaching Headaches: What the Books Don’t Tell You
Dave Kaszuba, Susquehanna University
Room: Galerie 2, 2nd floor

Strategies for building a community of engaged online learners often overlook up-front preparation work, including early outreach to make sure that students have their books; that computers are properly configured for the course-management software; and that the syllabus identifies preferred Web browsers, connectivity speeds, etc. By addressing this before an online semester begins, faculty can minimize headaches that threaten to derail forming an engaged community of learners later on. Additionally, communications literature outlining language, formatting, and organization strategies helps faculty craft online posts and instructions that minimize student confusion and misinterpretation.

Learning Goals:
• Understand the importance of early outreach to online students.
• Identify key items that must be reviewed with these students.
• Analyze elements of effective online posts/instructions.

Promoting Student Learning with Effective Instructional Technology
Elda Martinez, University of the Incarnate Word
Room: Galerie 3, 2nd floor

Is it challenging to keep up with the digital natives in your classroom? Are you hesitant to try new tools when students may know more than you do? It may seem technology is advancing too fast to learn and much too fast to implement. This session presents strategies to engage students via instructional technology and allow for ongoing assessment with a variety of resources. Learn how apps such as Nearpod, Quizlet, and GoClass can be imbedded into class sessions and prepared modules to provide self- and formative assessment. Watch short student-generated videos to observe content application.

Learning Goals:
• Prepare instructional plans imbedding instructional tools to provide formative assessment for the learner and the teacher.
• Develop an assessment using a technology tool for individual and whole-class instruction.
• Evaluate instructional technology tools for specific instructional aims.

Improving Mathematics Course Delivery Using iPad, Air Sketch, and Screencasting
Jason Price, Nichols College
Room: Balcony J-K, 4th floor

Air Sketch is an iPad app that allows one to present and annotate documents wirelessly. I started using Air Sketch to streamline content delivery in my first-year mathematics courses, and it ended up transforming the way that I teach at all levels. I lecture less and interact with my students more. Air Sketch allows students to hold the chalk without leaving their seat. In this interactive session I will show you how to get started with Air Sketch and discuss ways to integrate it into any course. Teachers of all disciplines are welcome.

Learning Goals:
• Employ Air Sketch to present material using files you already have access to.
• Plan to integrate Air Sketch within a class you already teach.
• Enhance your teaching methods with this technology.

Diversity Awareness Using Simulation-Based Learning to Supplement Field Experiences
David Collum, Timothy Delicath, and Melanie Bishop, Missouri Baptist University
Room: Balcony L-M, 4th floor

It is documented that preservice teachers’ experience is ineffective preparation for understanding diverse learners. Using simSchool simulation-based learning (SBL) as a supplement to coursework and field experiences, preservice teachers experience a simulation of a variety of classroom environments dealing with different types of diversity. This session will provide an overview of this sequential mixed method study recently conducted at Missouri Baptist University. You will be introduced to SBL, learn how SBL can be used in education and other fields, and learn how SBL can be used to increase diversity awareness.

Learning Goals:
• Understand simulation-based learning.
• Understand how simulation-based learning can be used in education.
• Understand how simulation-based learning can be used to increase the understanding of diversity.

10:30 a.m. – 10:45 a.m.
Break
Continued — Sunday, October 4

10:45 a.m. – 11:30 a.m.

**Practical Ideas to Make Your Online Teaching More Human**
Ryan Baltrip, Southern Baptist Theological Seminary
Room: Studio 1-2, 2nd floor

Online learning can be dreadfully boring for both students and teachers. It can be impersonal, uninteresting, and lifeless. Is online learning destined for a robotic, transactional future or is there something that you can do to be more human in your online teaching? This session will explore practical ways that you can move your online course from death to life. Leave this session with practical strategies to give your online teaching humanity and life.

Learning Goals:
• Understand why the lack of humanity in online learning is a problem.
• Identify and describe practical ideas on how online instructors can be more human.
• Discover, via the presentation handout, additional resources and best practice tips for being human in online learning.

**Better Feedback in Less Time: Increase Your Impact with Technology**
B. Jean Mandernach, Grand Canyon University
Room: Studio 3-5, 2nd floor

Research clearly establishes the value of feedback for enhancing student learning, satisfaction, and engagement, yet providing sufficiently detailed feedback in the one-to-many format of the online classroom can be time consuming and, frankly, overwhelming. Complicating the issue further, depending on the nature and format of the feedback, students often fail to use the information provided to them. This presentation will demonstrate how to use technology to maximize the impact of feedback without overburdening your teaching schedule. The session includes demonstrations of free Web 2.0 technologies.

Learning Goals:
• Efficiently create and implement feedback banks using technology.
• Utilize Web 2.0 technologies to develop multimedia feedback.
• Increase the impact and diversity of feedback via technology integration.

**Game On! Level Up Your Students’ Learning**
Hope Nordstrom, Lipscomb University
Room: Studio 7-8, 2nd floor

Are you up to the challenge? Jump into a gamified learning environment to experience how to create an instructional model that increases student engagement and provides motivation for learning. Choose your avatar and come “play” to earn badges and skills points in order to direct your own learning. As you level up, explore tools and strategies to help you gamify your own classroom. Challenge accepted!

Learning Goals:
• Learn about research and resources that support gamification as a powerful learning and teaching strategy.
• Explore how to use digital tools to enhance gamification in a variety of classrooms.
• Discuss ways to incorporate gamification elements into classrooms.

**Increasing Multimedia Usage in the Learning Environment**
Cynthia Thomas, Louisiana State University at Alexandria
Room: Studio 9-10, 2nd floor

To compete in the modern higher education arena, we must ensure that faculty can strengthen their academic programs by providing relevant and appropriate educational experiences. This session provides practical, technology-based assignments that can be integrated into most curriculums as you redesign courses. You can integrate assignments presented across most disciplines. We'll discuss challenges for redesigning assignments and assessing economical technology. We'll provide strategies for using specific technologies.

Learning Goals:
• Identify areas in courses where technology can be integrated in a meaningful manner.
• Design and develop assignments that promote learning through the use of technology.
• Generate ideas for additional assignments through collaborations with peers.

**Engaging Faculty with Innovative Pedagogy and Technology**
Becki Paynich, Christine Sacco, and Amanda Crabb, Curry College
Room: Galerie 2, 2nd floor

Coming from a small college where faculty professional development is not required, we found ourselves asking: How do we get faculty to engage with technology in a meaningful way that is pedagogically driven? The Faculty Center at Curry College modeled innovative pedagogy and technology in its communications, training, and faculty meetings. In essence, we used the best practices of technology that we would like to see faculty use. In this session we'll discuss what worked, what
yielded promise, and what did not seem to engage faculty.

Learning Goals:
• Understand the main challenges facing faculty in pursuing professional development.
• Explain two or three technologies that administration can model for faculty development.
• Leverage early adopters to encourage other faculty to utilize innovative pedagogy and technology.

Formative Feedback: Encouraging Original, Thoughtful Writing Through Technology
Chandra West-Fort and Cristen Martin, North American University
Room: Galerie 3, 2nd floor

Turnitin can be used for more than just policing plagiarism. Through PeerMark, students can receive instructor and peer formative feedback as well as conduct self-edits of their own drafts. Moodle also offers several assessment and feedback assignments. We will demonstrate those, and you’ll use the system within a mock course. We use these techniques in our classes and we will share feedback with you as part of our presentation. Additionally, we’ll assess information on the usefulness of Moodle in a university classroom and how valuable its feedback features are to students.

Learning Goals:
• Evaluate student drafts using Turnitin to provide formative feedback, and show students how to apply that knowledge in furnishing other students with feedback through PeerMark.
• Analyze student drafts using Moodle and give students feedback on their essays, which students should then apply as they revise their drafts.
• Understand and evaluate the results of surveys conducted with North American University students concerning their opinions of the assessment features of the two platforms, Turnitin and Moodle.

Blending 101: Dos and Don’ts for First-Time Flippers
Anthony Sweat, Brigham Young University
Room: Galerie 4-5, 2nd floor

Using personal experience and response data from 1,000 university students about their learning experience in a first-time blended learning university classroom, this session will share lessons learned in the trenches to help first-time flippers more successfully incorporate blended learning in the classroom. In the session I will model principles and procedures to plan and create an effective blended-learning video in one of your own subjects or classes.

Learning Goals:
• Understand effective principles of blended-learning videos.
• Apply principles of effective blended-learning videos to subject matter.
• Create a plan to implement effective principles of blended-learning videos in the teaching of subject matter.

Embedded Digital Resources: Providing Resources, Engaging Students, Unburdening Support Staff
Patianne Stabile, Berkeley College; Eva Daniels, CUNY School of Professional Studies; and Rose Arszulowicz, Berkeley College Online
Room: Balcony J-K, 4th floor

As student populations change and more nontraditional students enter college, academic support and writing centers are challenged to provide progressive assistance to developmental education populations. This interactive session illustrates the ways in which an interactive e-learning module can assist in meeting the academic needs of this student group across the curriculum without consuming class time. We’ll provide a demonstration of a digital resource (the writing workshop) and include a presentation of possible methods for developing an e-learning module. We’ll conclude the session by identifying possible steps for application.

Learning Goals:
• Supplement students’ writing skills with the use of a digital learning object.
• Determine how technology can aid support centers in reaching a wider audience of students to keep them engaged.
• List and examine the tools to create an e-learning object for a developmental student population.

11:30 a.m. – 11:45 a.m.
Break

11:45 a.m. – 12:30 p.m.

Practical Advice When Teaching Adult Learners in Real Time/Online
Carmine Gibaldi, Harvard University and St. John’s University
Room: Studio 1-2, 2nd floor

Instructing adult learners online presents a variety of challenges, including meeting the technological skills required; managing numerous cultures, age groups, and educational levels; and building an online learning community. I’ll present a series of
practical suggestions and recommendations for this environment drawn from my experiences and rooted in theory, including my work with adult learners. I'll offer advice as to how to create an engaged, lively, cohesive, and extremely productive learning community within the virtual classroom space.

Learning Goals:
• Understand how to teach adult learners online and in real time.
• Learn to build an online learning community.
• Develop a series of strategies to employ when teaching adult learners online and in real time.

Challenging Faculty Mindsets: Technology to Enhance Teaching, Learning, and Operations
Bill Lindquist, Karen Moroz, Trish Harvey, and Vivian Johnson, Hamline University
Room: Studio 3-5, 2nd floor

Developing the faculty mindset necessary to shift current teaching and learning practices from one of stand and deliver to one focused on the student as a central and active agent of learning is critical to higher education in the 21st century. We’ll share our story addressing this work as a platform to initiate dialogue with you. We will also share the shifts in workplace use of efficient and collaborative tools that took place simultaneously. Web 2.0 technology tools will be integrated throughout the fabric of this dialogue.

Learning Goals:
• Generate strategies to realize a shift in faculty mindsets toward the use of digital tools placing the student as an active, central agent of teaching, learning, and organizational practices.
• Examine selected Web 2.0 technology tools as platforms to support faculty and staff development.
• Assess whether your environment supportive of technology tools and develop a next-best step to help shift the faculty mindset away from stand-and-deliver teaching.

Immersed in Authentic Learning
Michele Garabedian Stork and Charles Xioxue Wang, Florida Gulf Coast University
Room: Studio 7-8, 2nd floor

Students who are immersed in authentic learning become engaged and are more likely to develop the important skills of analyzing, evaluating, and creating. In this session, you’ll learn how to use the three-dimensional virtual world Second Life to provide students with opportunities to be immersed in authentic learning experiences. We’ll explore practical suggestions for making connections, creating attachments, and defining context within the virtual world. Learn how to create engaging activities supported by the proper scaffolding within Second Life. We will share reflections and feedback from former students.

Learning Goals:
• Implement authentic learning activities into your teaching practice using the immersive virtual world Second Life.
• Evaluate students’ ability to think, solve problems, and create in Second Life.
• Assess the value of using Second Life as an immersive learning environment.

Technology and Pedagogy: Personal Transformation from Face-To-Face to Online Teaching
Kevin Walsh, William Paterson University
Room: Studio 9-10, 2nd floor

Explore a yearlong professional development plan designed to support initial steps in the acquisition of knowledge, skills, and dispositions needed to effectively implement online teaching. Focus on technology-enhanced pedagogical approaches to teaching while examining the complex issues associated with developing online teaching expertise. Evaluate the instructional effectiveness of several online teaching tools, including Screencast-O-Matic, PowToon, Blackboard Collaborate, Poll Everywhere, and infographics. Finally, learn how to apply this plan to your online course development and teaching.

Learning Goals:
• Develop an awareness of the history and current trends in online education while acquiring an understanding of the knowledge, skills, and dispositions necessary to implement online teaching.
• Take part in, examine, and evaluate the instructional effectiveness of several online teaching tools.
• Make use of and apply the process of developing an online course using Quality Matters (QM), a rubric designed to ensure quality of online course design and online components.

Let’s Keep Them Engaged: Deep and Sustained Knowledge Builders

Colleen McMillan, Alice Schmidt Hanbidge, and Deborah DeJong, Renison University College (University of Waterloo)
Room: Galerie 2, 2nd floor

Engage online students as active participants in the virtual classroom through practice-relevant content that is grounded in professional competencies. Informed by Bernstein’s (2000) pedagogical model of cumulated knowledge, our online graduate program is constructed to deliver both horizontal and vertical
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discourse reflective of the model. Pragmatic avenues to achieve this outcome include content that is student driven, simulates actual practice settings, is interactive, and builds upon learners’ lived knowledge. Assignments reinforce the principles of cumulated knowledge, resulting in deep and sustainable learning.

Learning Goals:
• Create learning modules that are student driven and engaging yet sustainable.
• Develop curriculum content incorporating horizontal and vertical discourse.
• Understand the potential of experiential instruction.

Facilitating Faculty Success Teaching Online
Mary Talbut and Kris Baranovic, Southeast Missouri State University
Room: Galerie 3, 2nd floor
What happens when instructors become comfortable teaching online and want to bring online pedagogy into the face-to-face learning environment? An extensive pedagogical training program was implemented to help faculty teach better online, or to help ensure student success. Did the lessons learned at these meetings and subsequent redesign of their online classes impact the teaching in the face to face class. This session will present early data on the impact of a faculty development program implemented at a midwestern university to prepare instructors for a mandated Quality Matters rollout.

Learning Goals:
• Identify unexpected benefits of training faculty for the online teaching environment.
• Critique a professional development program.
• Plan an evaluation of a professional development program.

Using TED Talks for Teaching Presentation Skills in Any Discipline
Melissa Thompson, Louisiana State University
Room: Galerie 4-5, 2nd floor
Cultivate students’ presentation skills using TED Talks. We’ll share our lesson plans, which call on students to observe and critique TED Talks and then adapt what they’ve learned for discipline-specific presentations. Students do not focus on the content of the TED Talk but rather techniques the speaker uses to articulate ideas and how the students themselves can apply these techniques. Through this approach, students learn to give and receive feedback. This is applicable for face-to-face, flipped, and online classrooms across disciplines where you are helping students gain the skills and confidence to execute effective presentations.

Learning Goals:
• Incorporate the teaching and learning of presentation skills in a way that empowers students to identify, discuss, and demonstrate best practices for speaking assignments and presentations in the disciplines.
• Modify the TED Talks activity for use in your own courses.
• Effectively and efficiently leverage TED Talks to teach students how to give and receive feedback.

Designing a Blended-Learning Faculty Development Course for Adjuncts
Lazaros Simeon, George Brown College
Room: Balcony J-K, 4th floor
An increasing number of adjunct faculty are teaching at postsecondary institutions. They often have other full-time work, may teach at more than one college, or may teach only a few courses. Integrating “educational contractors” into the school community can be challenging for faculty development professionals. You’ll learn how one community college created a teaching practices platform for its adjuncts in an effort to align their work with the college’s overall mission. You’ll also discover how to leverage online technology beyond the on-boarding process to create an authentic learning experience.

Learning Goals:
• Build on organizational strengths that can help the development of your adjunct faculty development programs.
• Use online technology to foster community and interaction among adjunct faculty.
• Leverage online technology to create an adjunct faculty development program that supplements on-boarding and orientation with an authentic learning experience.

12:30 p.m. – 1:30 p.m.
Lunch
Room: Bissonet and Carnodelet, 3rd floor

1:30 p.m.
Conference Adjourns

Thank you for a great conference. Please take the tools and connections you’ve made at The Teaching Professor Technology Conference and use them on your campus. We hope to see you next year, September 30–October 2, 2016, at the Sheraton Atlanta Hotel in Atlanta, Ga. Have a safe trip home!
Conference Host

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