

15 Weeks

3 Week blocks  
x 5 major topics

Block

Week 1

Lectures  
Readings



Quiz Q Development  
Blog

System  
News Hunt  
"In the wild"  
Problem ID — needs menu



Quiz 1  
Term ID for concept map  
Discuss

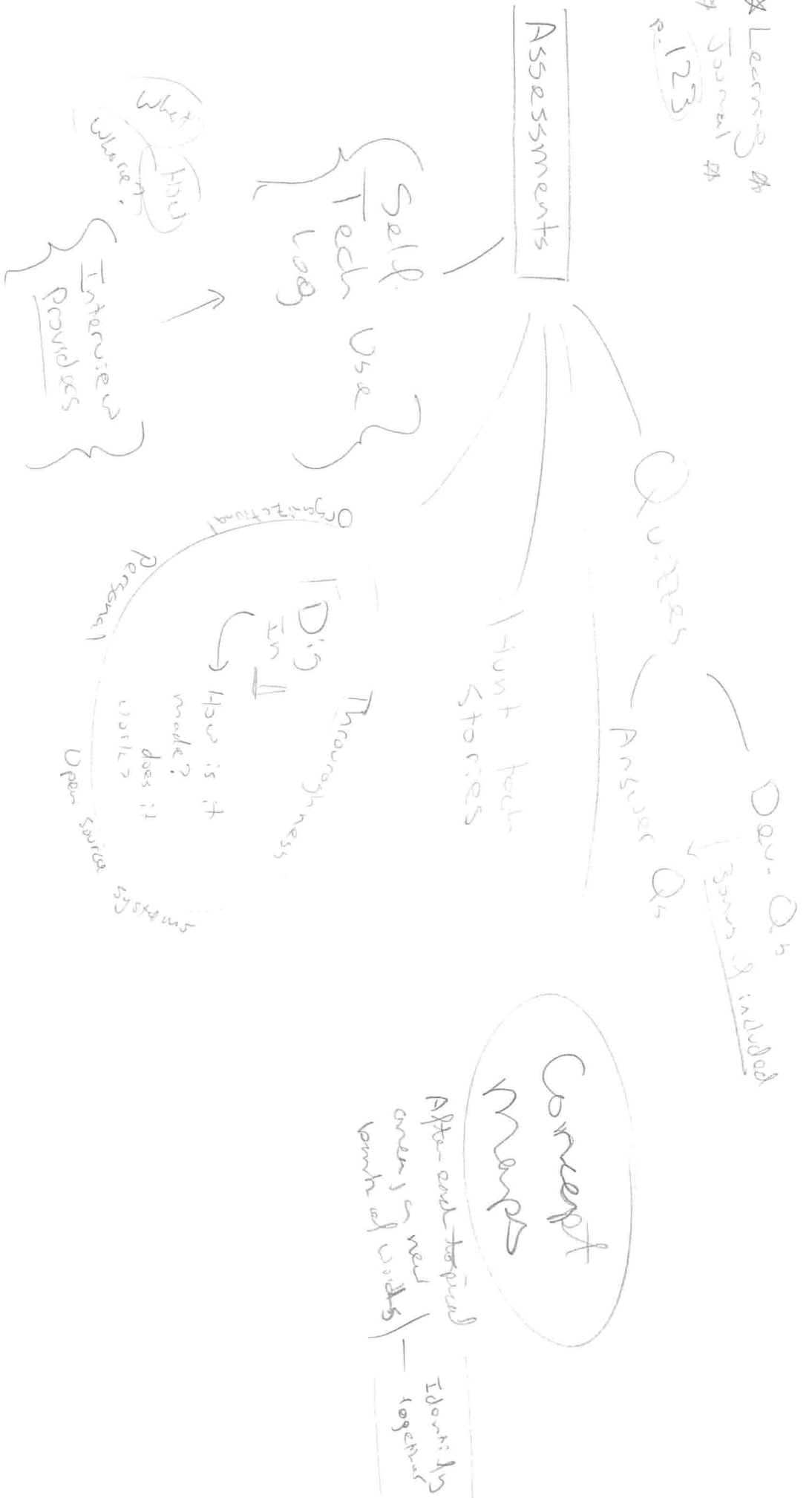
In the  
wild  
Analysis



Problem solve

Concept map  
Reflection (3-5 sentences)  
Quiz 2  
On Questions  
Learning Journal  
Process  
Architecture

\* Learning  
Journal  
p. 123



- G-12 Graduate Students
- Boring, boring professionals & Dual Degrees
- Online - [Bi-weekly] modules ★?

- "Think like an information" w/ regard to
  - ① Processes (500)
  - ② Tech. (501)
    - ↳ confident, (also useful)
    - explorers, problem solvers
- Align w/ ASPIA / CAHIM areas
  - Foundation of thought for IT ~, e.g.
    - EHRs (502)
    - DB's (503)
    - Analytics (503)
    - Software Information System Architecture
    - I.S. (600)

- Got comfortable w/ Tech-
  - meet Req's
  - could have no tech-knowledge ... could be C.S. or M.I.S. ~~courses~~ ...
  - Very Rapid, continual change in the field ... but long studying tools.
- 
- 2nd time teaching ↩
  - relative novice @
  - High comfort w/ topic - deep comfort zone.

## Skill 3

- ▷ Install & use complex Server Software using distros  
↳ multi-piece, but pre-configured
- ▷ Rapidly explore new user interfaces to accomplish goals. Figure it out.
- ▷ Find solutions to tech problems in Docs? Online.  
IT

## Knowledge

- [Outline in UML] → Also Hieratic Structure,
- I.S. Architectures
- Process thinking

## Innovate 2018

### What's Next?

- Innovate alumni will continue to have access to the Innovate 2018 Canvas course site. Please feel free to utilize the "Question & Answer" forum throughout the development of your project.
  - The grant funding provided by the Office of the Provost may be secured by committing to any *one or more* of the following activities during the 2018-2019 academic year:
    - At least three modules of a newly designed (or redesigned) online course based upon principles identified during Innovate 2018
    - Submission of a newly designed (or redesigned) syllabus based upon principles identified during Innovate 2018
    - Commitment to participate in "Weeks of Beginning" poster presentations showcasing a course design or redesign based upon principles identified during Innovate 2018
    - Commitment to create a "powerful assignment" in furtherance of Samford's Quality Enhancement Plan including reporting of pre and post assessment of student learning
    - Commitment to present your project at a "Lunch & Learn" faculty development session (Office of Online & Professional Studies)
    - Commitment to participate in a CTLS faculty development session
    - Commitment to contribute to the scholarship of teaching & learning through publication or presentation
    - Commitment to present course level data at a "Data and Doughnuts" session (Office of Institutional Research & Assessment)
- could be presented at a conference?*

\*\* Short breakout sessions will be available Friday afternoon to facilitate further planning associated with each activity above.

For your reference, a summary of presenters, contact information, and area of expertise is provided below:

Bernadette Beavers-Forrest: [bbeavers@samford.edu](mailto:bbeavers@samford.edu)

Instructional design

Online pedagogy

Student-to-student and student-to-faculty online interactions

Don Bradley: [dbradley@samford.edu](mailto:dbradley@samford.edu) / x2888

Quality Enhancement Plan

Powerful assignments

General education assessment  
→ Rubrics & assessment tools

Eric Fournier: [ejfourni@samford.edu](mailto:ejfourni@samford.edu) / x2113  
Center for Teaching, Learning & Scholarship  
Powerful assignments  
Transparency & assessment

Bryan Gill: [bdgill@samford.edu](mailto:bdgill@samford.edu) / x2898  
Themed-based courses  
→ Building community in online and face-to-face courses  
Quality Matters  
Online pedagogy

Katherine Jarnigan: [kjarniga@samford.edu](mailto:kjarniga@samford.edu) / x2138  
Instructional design  
Using technology to collaborate in online courses or face-to-face courses  
→ Assessment strategies in online courses  
Online pedagogy

Marci Johns: [mjohns1@samford.edu](mailto:mjohns1@samford.edu) / x2448  
Samford online course approval process (Departmental training available)  
Credit hour (instructional contact time) compliance  
Quality Matters  
Online pedagogy

Katrina Mintz: [kmintz@samford.edu](mailto:kmintz@samford.edu) / x4097  
General curriculum design and assessment  
Accreditation and compliance

Joe Zellner: [jmzellne@samford.edu](mailto:jmzellne@samford.edu) / x2108  
Instructional design  
Instructional media creation and delivery  
Designing instruction to engage students in non-traditional ways  
Accessibility in online courses  
Online pedagogy

## Applying It, Part 2: Thinking

Consider a *teaching challenge* relating to **thinking**.

The Challenge:

Learn -  
new tech?

*costs & benefits*  
Evaluate the ~~pros, cons~~, *costs & benefits* of new, esp. hyped  
technologies w/ potential healthcare applications.

1. Describe the thinking skill you want students to have, and the typical gap between where students are and where they need to be in terms of this skill.

Describe the Skill:

*Hint: You may need to break this down into sub-components*

- understand the tech
- " " processes it would replace.
- evaluate & articulate the improvements it would offer.
- " " " costs to make the change,  
short & long term
- compare the costs & benefits to make a recommendation

What's the Gap?

Fear?

*They often get caught up in the hype, & don't  
eval. in light of evidence. N.I.H. syndrome.*

2. Identify at least one concept from today's sessions that applies to this challenge.

Simulate, often with variation  
↳ vary the hypotheticals.

3. Using what you learned about the concept, articulate a strategy for how to address the challenge.

*Hints: This can be a new learning activity, or a more global change in teaching approach. Try to include specific tools or technologies that can make the strategy successful.*



## Applying It, Part 1: Memory and Attention

Consider a *teaching challenge* relating to **memory or attention**.

Your Challenge:

Real Practice

Quizz perception → the students don't like  
them ...

Now, articulate a strategy for addressing this challenge using concepts from the keynote or today's workshop.

How You Will Address the Challenge:

- Increase ownership & interest
- Better communicate purpose

Specific Techniques and/or Technologies You Would Use:

- Intro video for the first Quiz lays out the purpose
- Let the generate the Qs, Quiz is week #2
- more "integrated" Quizzes w/ videos, etc.
- Encourage mobile Quizzes  
→ change availability windows

App: 501