



PROGRAM

October 4-6, 2013 Westin Peachtree Plaza Atlanta, GA



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The following Magna staff members are here to assist you throughout the conference. Please don't hesitate to contact them if they can be of service.



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Welcome!



We're all breaking new ground here with the first *Teaching Professor* Technology Conference. I think it promises to become a popular complement to the annual *Teaching Professor* Conference. The spring conference has been selling out in recent years, and it always features a healthy dose of tech-related topics. So it's only a natural progression to add this new conference to the annual schedule.

The Teaching Professor Conference is a highlight of my year, primarily because of the cordial, talented, and dedicated people I meet. I know this new Technology conference will be likewise. The conference theme for the event is "Blended, Flipped & Massive," and how better to describe technology's impact on teaching? During the next three days, you'll learn about the latest research, catch up on best practices, and enjoy a unique opportunity to 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.

Sincerely,

William H. Haight

William Haight

President of Magna Publications, producer of *The Teaching Professor*



Welcome to a New Tradition from the *Teaching Professor* Family!

It is my pleasure to welcome you to the inaugural *Teaching Professor* Technology Conference. This conference will provide an excellent opportunity to engage with an interdisciplinary group of faculty members and instructional designers around the topics of teaching and technology. This conference was created in response to the impact that technology is having on teaching, learning, student engagement, and accessibility. Technology has catalyzed rapid change in the higher education community and in the ways courses and content are designed, delivered, and assessed. During these next three days, you will have the opportunity to learn from and interact with instructional technology thought leaders and instructors in the trenches on topics such as online and blended courses, the flipped classroom, MOOCs, digital resources, screencasting, and tablet-based instructional methods.

The Teaching Professor Technology Conference is built upon the strong educational foundation of the annual Teaching Professor Conference, which has meant so much to me and my teaching career for the past 10 years. You should expect the same quality of presentations and workshops and the same attention to learner-centered principles that are the cornerstone of all Teaching Professor events. Even though technology is the unifying theme for this event, the commitment to sound, proven pedagogical techniques remains and will be prevalent in all presentations, workshops, and poster sessions.

It has been my pleasure to work with the conference advisor, Ike Shibley, and the entire advisory board for this event. Each of them has a unique perspective on the role technology is playing in higher education, and I hope you get the chance to interact with them at the conference. Also, the team from Magna Publications has done another outstanding job of organizing the fine details of the conference to ensure that you have a productive experience. After the conference, they will send you an email requesting your feedback about specific events you attended and the conference site. Please take this opportunity to give us needed feedback on the organization of the event and the quality of the workshops and plenary sessions. This evaluation will also help us select invited speakers for next year's event.

I am confident that this inaugural conference will set a very high bar for future *Teaching Professor* Technology Conferences. You will have the opportunity to make new friends, reconnect with colleagues, and learn about practices that can support and transform your teaching. You will also have the opportunity to talk with various higher education vendors and purchase books by leading pedagogical scholars. This conference is packed with information and ideas and delivered in a friendly environment designed to engage and inspire. Welcome to Atlanta and to this new conference that is sure to comfort, challenge, and shape your views on teaching, learning, and technology.

J. Ricky Cox, Ph.D. Conference Chair



2013 Teaching Professor Technology Conference Advisory Board

We 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 2013 Teaching Professor Technology Conference.



Conference Chair: J. Ricky Cox, professor, Murray State University, jcox@murraystate.edu



Conference Advisor: Ike Shibley, associate professor, Penn State Berks, ias1@psu.edu

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Facebook.com/TeachingProfessor



The Teaching Professor



Conference Information

Please vote! Your ballot is in your folder. Please select the best 75-minute session and the best 30-minute session from Saturday's schedule. The top two will present again on Sunday. Please turn your ballot into the conference registration desk by 5pm on Saturday.

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. It's a great way to meet other attendees and learn about the latest trends in teaching with technology.
- Looking for someone to share ideas with? Check out the dinner sign-up sheet at the conference registration area or arrange a tweet up.
- · 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 \$50 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.

Folder: Please write your name inside your folder and program. Extras are not available.

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.



Friday, October 4

7:00 a.m. - 8:00 a.m.

Registration open – Morning Preconference Workshop Only Room: The Overlook, 6th Floor

8:00 a.m. - 8:00 p.m.

Registration Open – All Participants Room: The Overlook, 6th Floor

8:00 a.m. - 11:30 a.m.

Preconference Workshop: Engaging Student Interactions: In Class and Online

Preregistration and Fee Required Room: International BC, 6th Floor

10:00 a.m. - 8:00 p.m.

Partnership Displays Open Room: The Overlook, 6th Floor

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Designing a Technology Plan for a Learner-Centered Classroom

Preregistration and Fee Required Room: International BC, 6th Floor

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Flip a Lesson: Enhance Student Learning and Engagement

Preregistration and Fee Required Room: International DE, 6th Floor

5:00 p.m. - 5:15 p.m.

Conference Welcome

Room: Peachtree Ballroom, 8th Floor

5:15 p.m. - 6:30 p.m.

Opening Plenary Session
The Teaching Professor in 2020: Shaping
the Future in a Time of Rapid Change
Room: Peachtree Ballroom, 8th Floor

6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and Partner Exhibit

Room: The Overlook and Vinings Room, 6th Floor

8:00 p.m.

Dinner on Your Own

Saturday, October 5

7:30 a.m. - 5:15 p.m.

Registration Open

Room: The Overlook, 6th Floor

8:00 a.m. - 5:00 p.m.

Partner Displays Open

Room: The Overlook, 6th Floor

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: Peachtree Ballroom, 8th Floor

8:45 a.m. - 9:30 a.m.

Morning Plenary Session Gradually, Then Suddenly: How Technology Has Changed Teaching in Higher Education

Room: Peachtree Ballroom, 8th Floor

9:30 a.m. - 9:45 a.m. Break

9:45 a.m. - 11:00 a.m. 8 Concurrent Workshops

11:00 a.m. - 11:15 a.m. Break

11:15 a.m. - 12:30 p.m. 8 Concurrent Workshops

12:30 p.m. - 1:30 p.m. Lunch

Room: Peachtree Ballroom, 8th Floor

1:30 p.m. - 2:15 p.m.

Luncheon Plenary Session The Vortex of Technology: Enabling and Enhancing Engagement with Students

Room: Peachtree Ballroom, 8th Floor

2:15 p.m. - 2:30 p.m. Break

2:30 p.m. - 3:00 p.m. 8 Concurrent Workshops

3:00 p.m. - 3:15 p.m. Break

3:15 p.m. - 3:45 p.m. 8 Concurrent Workshops

3:45 p.m. - 4:00 p.m. Break

4:00 p.m. - 4:30 p.m. 8 Concurrent Workshops

4:30 p.m. - 4:45 p.m. Break

4:45 p.m. - 5:15 p.m. 8 Concurrent Workshops

5:15 p.m.

Dinner on Your Own

Sunday, October 6

8:00 a.m. - 12:00 p.m.

Registration Open

Room: The Overlook, 6th Floor

8:00 a.m. - 9:00 a.m.

Continental Breakfast

Room: Peachtree Ballroom, 8th Floor

9:00 a.m. - 9:15 a.m. Break

9:15 a.m. - 10:30 a.m. 8 Concurrent Workshops

10:30 a.m. - 10:45 a.m. Break

10:45 a.m. - 11:15 a.m. 8 Concurrent Workshops

11:15 a.m. - 11:30 a.m. Break

11:30 a.m. - 12:00 p.m. 8 Concurrent Workshops

12:00 p.m. - 1:00 p.m.

Lunch and Informal DiscussionsRoom: Peachtree Ballroom, 8th Floor

1:00 p.m.

Conference Adjourns



6:30 p.m. – 8:00 p.m.

The Overlook and Vinings Room, 6th Floor

1. Free and Easy Screen Capture with Voice & Cam Using Screencast-O-Matic

Audrey Cutler, Towson University

2. Using Blended Learning to Teach Freshman English

Presenter: Catherine Macdonald, Chatfield College

3. Social Media and Student Learning: A Winning Combination?

Presenter: Dawn McGuckin, Durham College & University of Ontario Institute of Technology

4. Flipping with Students Who Might Flop

Presenter: Dixie Hickman, American InterContinental University

5. Using Twitter for Undergraduate Student Engagement in a Human Resources Course

Presenter: Erinn Tucker, Boston University

6. Tapping Multiple Intelligences in Online Classes

Presenter: Kirsten Loutzenhiser and Kristie Roberts, *Troy University*

7. Flipping Your Course in Stages: Engaging Student and Professional Growth

Presenter: LaShawn Williams-Schultz, *Utah State University*

8. Integrating Simulation Technology and Simulation in Nursing Education

Presenter: Loretta Aller, Kent State University – Stark Campus 9. The Flipped Classroom: Learning, Innovation, & Technology

Presenter: Lynn Walsh, Arkansas Tech University

10. Boot Camps for Success: A Blended Learning Approach

Presenter: Rachel Choudhury, Chamberlain College of Nursing

11. Science and Digital Stories: Can it be Done?

Presenter: Sabrina Timperman, Mercy College

12. Using Clickers to Increase Student Reading, Engagement and Learning

Presenters: Sarah Smith, Suffolk University and Rebecca Paynich, Curry College

13. Re-thinking Instructor Presence in a Fully Online Course

Presenters: Vivian Johnson and Julia Reimer, *Hamline University*

14. Continuing the Classroom Community

Presenters: Forrest Anderson and Erin Wood, *Catawba College*

15. Engaging the Change: From Hardback to No Back

Presenters: Erin Wood and Forrest Anderson, *Catawba College*

16. Digital Tools for Tomorrow's Teachers: Blended Classes & Technology Integration

Presenter: Judy Britt, Winthrop University

17. Hybridizing Humanities: Ideas for Engagement In and Out of Class

Presenter: Clayton Brown, *Utah State University*

18. Integrating the iPad into the Classroom for Value Added Teaching

Presenters: Judy Bhatti, *Palmer*Collage of Chiropractic and Elissa
Twist, *Palmer Center for Chiropractic*Research

19. Learning in Overcrowded Lecture Halls: Mobile Audio Lecture to the Rescue

Presenters: Fowoyo Oluwafemi Anthony and Olonikawu Samuel, Kogi State College of Education

20. Point-of Care Mobile Technology: Geriatric Fast Facts

Presenters: Diane Brown and Gabriel Manzi Froedtert, *Medical College of Wisconsin*

21. Transforming Students from Passive Bystanders to Active Participants

Presenter: Robin Tuchscherer, Northern Arizona University

22. Lurking & Spying: Valuable Online Teaching Tools

Presenters: Tim Hibsman, *Indiana* University of Pennsylvania and Gail White, DeVry University

23. Writing Across the Curriculum Using Technology

Presenters: Gail White, *DeVry University*, and Tim Hibsman, *Indiana University of Pennsylvania*



Friday, October 4

7:00 a.m. - 8:00 a.m.

Registration open – Morning Preconference Workshop Only Room: The Overlook, 6th Floor

Registration is open for those registered for the morning preconference workshop.

8:00 a.m. - 8:00 p.m.

Registration Open – All Participants

Room: The Overlook, 6th Floor

Registration is open to all participants.

8:00 a.m. - 11:30 a.m.

Preconference Workshop: Preregistration and Fee Required

Engaging Student Interactions: In Class and Online

Maryellen Weimer, Penn State Berks and editor of *The Teaching Professor*, and Lolita Paff, Penn State Berks

Room: International BC, 6th Floor

Classroom interaction has enormous potential. It can engage students, develop important communication skills, and promote learning. But it often fails to do so. Some students never participate, others do so reluctantly, and a few tend to dominate the exchange. Rarely does participation in class or online segue into robust intellectual exchanges that leave students with new ideas, different perspectives, and follow-up questions.

Good classroom interaction involves teacher and student skills that can be developed. In this workshop, we will explore questioning techniques and strategies for responding to answers. We will consider policies that promote the quantity and quality of student contributions in class and online, and offer promising ways of assessing their skills and insights.

Our goal: an interactive workshop that provides participants with greater insights into classroom interaction, plenty of practical strategies, questions that merit further consideration, a good collection of resources, and a renewed commitment to more and better classroom interaction.

In this workshop, participants will:

- Explore strategies for asking questions and responding to answers
- Consider the role of classroom policies in promoting or discouraging – student contributions to discussions
- Explore student engagement techniques for online and faceto-face classes
- Explore methods of assessing interaction and discussion in online and face-to-face classes.

10:00 a.m. - 8:00 p.m.

Partnership Displays Open

Room: The Overlook, 6th 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

Designing a Technology Plan for a Learner-Centered Classroom Ike Shibley, Penn State Berks; and Lisa Shibley, Millersville University

Room: International BC, 6th Floor

Technology is transforming teaching ... and it has the potential to improve learning. This workshop will help you take a proactive approach to making changes in your use of technology in your classroom.

We will review the broad technological categories and link them to learner-centered teaching strategies. We then will use case study-based discussions to generate an action plan for implementing learner-centered technology. Your plan will include the purpose, the rationale (based upon theory and use of assessment or research findings), a list of potential champions on campus, resources needed, and a timetable for implementation.

By participating in this preconference workshop you will:

- Be able to distinguish among broad categories of technological tools for higher education
- Connect your goals for implementing technology to the concepts of a learner-centered classroom
- Link technological tools with learning objectives
- Employ a rubric to identify appropriate learner-centered technology
- Share ideas about how to create a climate on campus where innovation happens
- Design an action plan for implementing desired change.

1:00 p.m. - 4:30 p.m.

Preconference Workshop: Preregistration and Fee Required

Flip a Lesson: Enhance Student Learning and Engagement Barbi Honeycutt, Flip It Consulting and North Carolina State University

Room: International DE, 6th Floor

Bring a lesson plan to this preconference workshop and we'll flip it! In this interactive workshop, you will put your lesson planning skills to the test when you create a flipped lesson from start to finish. You will analyze current definitions and models of



Continued — Friday, October 4

the flipped class, experience a variety of flipped strategies, and design your own flipped lesson and assessment plan. This preconference workshop will be packed with flipped strategies so you can experience this dynamic learning environment for yourself. All of the strategies, tools, and resources used in the workshop will be made available to you at the end of the session.

What is a flipped class? Flipping means you reverse the way you design the learning environment so students engage in activities, apply course concepts, and focus on higher level learning outcomes during class time. You switch from instructor-centered design to participant-centered design. You move from being the "sage on the stage" to being the "guide on the side," which allows you to create a learning environment that is engaging, motivational, and productive.

In this workshop, you will:

- Analyze current definitions and models for the flipped class
- Identify flippable moments in your lesson
- Explore a variety of ideas and strategies for flipping your lesson
- Create an assessment plan for your lesson
- Identify areas for your continued professional development.

All participants will receive a resource packet that includes a references list, worksheets, articles, and templates.

5:00 p.m. - 5:15 p.m.

Conference Welcome

Bill Haight, Magna Publications; and J. Ricky Cox, Murray State University

Room: Peachtree Ballroom, 8th Floor

5:15 p.m. - 6:30 p.m.

Opening Plenary Session

The Teaching Professor in 2020: Shaping the Future in a Time of Rapid Change

Joshua M. Kim, Director of Learning and Technology for Dartmouth's Master of Health Care Delivery Science

Room: Peachtree Ballroom, 8th Floor

Higher education is poised to undergo more changes in the next seven years than it has in the past 70. The convergence of a set of powerful trends, ranging from continued upward cost pressures and declining public investments, has accelerated the

pressure on institutions of higher education to increase their levels of productivity. The growth of blended and online learning, the appearance of MOOCs, and the surge of non-profit/for-profit partnerships, are all set to fundamentally alter the higher education landscape.

Too often lost in all the debate and discussion about the future of higher education is an understanding of how these shifts will affect the teaching professor.

In this talk, we will review some of the major forces impacting higher education, including new technologies and new business models, and discuss how these forces will change the role of the teaching professor in the next decade.

Some of the questions that we will explore will include:

- What are the possible scenarios of what a teaching faculty position may look like in 2020 given the trajectory of the technological, economic, and policy trends?
- How can today's teaching faculty play an active role in shaping the destiny of the profession by engaging with the opportunities that new technologies may afford?
- What are the skills and abilities that today's teaching professors must develop in order to thrive in a higher education system that is being fundamentally re-ordered by the forces of technology, competition, and scarcity?

6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and Partner Exhibit Room: The Overlook and Vinings Room, 6th 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 with technology. Conference attendees can meet directly with the presenters to discuss the project, program, or research. This is also a good opportunity to visit the partners who have products and services that support teaching and learning.

8:00 p.m.

Dinner on Your Own

If you are interested in getting together with colleagues for dinner, please see the dinner sign-ups that are available on the bulletin board by *The Teaching Professor* Technology Conference registration desk. Various restaurant locations will be suggested.



Saturday, October 5

7:30 a.m. - 5:15 p.m.

Registration Open

Room: The Overlook, 6th Floor

8:00 a.m. - 5:00 p.m.

Partner Displays Open

Room: The Overlook, 6th Floor

Stop by and say hello to our partners, who have products and services that support teaching and learning.

7:30 a.m. - 8:30 a.m.

Continental Breakfast

Room: Peachtree Ballroom, 8th Floor

8:45 a.m. - 9:30 a.m.

Breakfast Plenary Session

Gradually, Then Suddenly: How Technology Has Changed Teaching in Higher Education

Brian Kibby, President, McGraw-Hill Higher Education Room: **Peachtree Ballroom**, **8th Floor**

How are instructors using technology to drive student results? Why do some instructors succeed at bringing technology into the classroom while others struggle?

McGraw-Hill Higher Education President Brian Kibby will lead an honest, frank conversation about how technology is changing teaching on today's college campuses – and why that's a good thing. In addition to discussing how instructors are using personalized learning technology to create more engaged, higher-performing classrooms, Kibby will talk candidly about the challenges some instructors face when implementing technology, and what they can do to overcome them. Kibby will list the three skills instructors need to fully take advantage of the possibilities of personalized learning – and explains why he believes that in the era of the digital classroom, the value of an instructor is higher than it's ever been before.

9:30 a.m. - 9:45 a.m.

Break

75-Minute Workshops

9:45 a.m. - 11:00 a.m.

Converting Student-Owned Smart Devices into Experiential Learning Resources

Christopher McCullough and Renee Robinson, Saint Xavier University

Room: International BC, 6th Floor

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

Participants will:

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

Best Practices for Designing and Assessing Online Discussion Questions

Jillian Yarbrough and Marcus Tanner, Texas Tech University Room: International DE, 6th Floor

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

Participants will:

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



The Human Touch and Communication in Online Learning Invited presenter: Jill Schiefelbein, Arizona State University

Room: International FGH, 6th Floor

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

Blending in the Humanities

Astrid Klocke, Northern Arizona University

Room: Vinings 1&2, 6th Floor

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

Participants will:

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

A Three-Dimensional Approach to Online Instruction

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

Room: Atlanta BCD, 7th Floor

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

Participants will:

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

10 Ways to Improve Blended Course Design

Invited presenter: Ike Shibley, Penn State Berks

Room: Atlanta EF, 7th Floor

The best blended courses capitalize on the synergistic combination of online and face-to-face (F2F) pedagogy. The flexibility of a blended course allows teachers to imaginatively redesign almost any course to best fit the needs of the learners. This seminar will involve participants in reflection about how blending could improve learning. By examining 10 issues related to blended design participants should have a clearer idea how to increase learning through blending.

Participants will:

- Begin analyzing their own courses to decide how to create a blended course
- Select learning activities that are best accomplished in-class and those best accomplished online
- · Create a class guide to help organize the course
- Reconceptualize learning according to Bloom's Taxonomy.

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

Tawnya Lubbes, Nancy Knowles, and Stephen Clements, Eastern Oregon University; Heidi Harris, University of Arkansas at Little Rock; and Jacob Harris, Pulaski Academy, Little Rock

Room: Augusta 1, 7th Floor

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

Participants will:

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

Using Technology to Support Learners with Cognitive Disabilities in Online Environments

Dana Reinecke, Laura Stolfi, and Michelle Caminos, The Sage Colleges

Room: Augusta 2&3, 7th Floor

Students with cognitive disabilities are pursuing postsecondary education at an increasing rate. Online education



provides ways to accommodate and support these students in their learning. This workshop provides information about how best practices in online education can be used to meet special needs, including increased accessibility, access to multiple learning formats, and increased flexibility in assessment.

Participants will:

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

11:00 a.m. - 11:15 a.m.

Break

75-Minute Workshops

11:15 a.m. - 12:30 p.m.

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

Invited presenter: Bruce Chaloux, Sloan Consortium Room: International BC, 6th Floor

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

This session is sponsored by Sloan-C.

The Flipped Classroom: Determining Online and In-Person Activities

Maria Vazquez and Melody Whiddon, Florida International University

Room: International DE, 6th Floor

Many professors spend most instructional time lecturing

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

Participants will:

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

Creativity, Collaboration, and Changing Assignment Submissions – Wiki Wonders

Jason Craig, Marymount University

Room: International FGH, 6th Floor

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

Participants will:

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

Leveraging Social Media to Enhance Course Content

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

Room: Vinings 1&2, 6th Floor

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



Participants will:

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

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

Kay Gregory and Donna Ross, Catawba Valley Community College

Room: Atlanta BCD, 7th Floor

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

Participants will:

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

Narrowing Modalities: The Evolution and Implementation of a Flipped Curriculum

Mike Bartlett, University of Wisconsin-Marinette

Room: Atlanta EF, 7th Floor

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

Participants will:

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

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

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

Room: Augusta 1, 7th Floor

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

Participants will:

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

Mobile Learning: Designing and Delivering a Campus-Wide Implementation

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

Room: Augusta 2&3, 7th Floor

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

Participants will:

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

12:30 p.m. - 1:30 p.m.

Lunch

Room: Peachtree Ballroom, 8th Floor



1:30 p.m. - 2:15 p.m.

Luncheon Plenary Session

The Vortex of Technology: Enabling and Enhancing Engagement with Students

Ray Schroeder, Associate Vice Chancellor for Online Learning and founding director of the Center for Online Leadership and Strategy at the University Professional and Continuing Education Association

Room: Peachtree Ballroom, 8th Floor

Technology enables our teaching and student learning in new and unique ways. Big data has arrived in the classroom bringing with it analytics, dashboards, adaptive learning, and accommodations for individual needs. We are blending, flipping, and simulating more than ever before.

At the vortex of all of these technologies is the faculty-student relationship. This talk explores how technology changes the dynamic between faculty and students.

Technology can take the rote out of teaching and enable us to devote energy and enthusiasm in addressing individual student needs and differences. This is where learning takes place and leaders are cultivated. And, that is why we chose to become teaching professors in the first place!

2:15 p.m. - 2:30 p.m.

Break

30-Minute Sessions

2:30 p.m. - 3:00 p.m.

Creating Annotated Presentation Videos

Carrie Meyer, Fort Lewis College

Room: International BC, 6th Floor

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

Participants will:

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

Blend or Flip? What to Consider Before You Commit

Beverly Amer, Northern Arizona University

Room: International DE, 6th Floor

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

Participants will:

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

Tools and Tips for the Beginning Screencaster

Invited presenters: Oliver Dreon, Millersville University of Pennsylvania; and Tim Wilson, University of Western Ontario Room: International FGH, 6th Floor

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

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

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

Two Sides of the Blended Coin: Student and Instructor Experiences

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

Room: Vinings 1&2, 6th Floor

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



vibrant blended learning environment.

Participants will:

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

Diary of a Flipped Classroom

Darlene Smith, Walters State Community College

Room: Atlanta BCD, 7th Floor

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

Participants will:

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

Incorporating Interactive Training Assignments in the College Classroom

Catherine Ramsdell, SCAD Atlanta

Room: Atlanta EF, 7th Floor

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

Participants will:

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

Academic Misconduct in Online Courses

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

Room: Augusta 1, 7th Floor

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

Participants will:

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

Online Quizzes as Formative Assessments in an Introductory Statistics Course

David DiBattista, Brock University

Room: Augusta 2&3, 7th Floor

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

Participants will:

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

3:00 p.m. - 3:15 p.m.

Break



75-Minute Workshop

3:15 p.m. - 4:30 p.m.

Note: This is the only 75-minute session in the afternoon. Using the iPad in Your Classroom

Invited presenter: Dave Yearwood, University of North Dakota Room: International DE, 6th Floor

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

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

Attendees will:

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

30-Minute Sessions

3:15 p.m. - 3:45 p.m.

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

Debra Espinor, George Fox University

Room: International BC, 6th Floor

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

Participants will:

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

Envisioning an Interprofessional Health Care Education Model: MOOCs and Beyond

Krista Meinersmann and Carla Randall, University of Southern Maine

Room: International FGH, 6th Floor

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

Participants will:

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

Using Course Development Templates to Develop Quality Online & Hybrid Courses

Invited presenter: Renee Cicchino, Seton Hall University Room: Vinings 1&2, 6th Floor

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

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

Extreme Course Makeover: Building E3 Instruction in the Digital World

Dean Goon, Mount Vernon Nazarene University

Room: Atlanta BCD, 7th Floor

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



for quality teaching and learning.

Participants will:

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

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

Jasmine Renner, East Tennessee State University

Room: Atlanta EF, 7th Floor

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

Participants will:

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

Moving an Experiential Course Online while Maintaining Practice Focus

Debra Hunt Young and Helen Hartnett, West Virginia University

Room: Augusta 1, 7th Floor

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

Participants will:

· Identify ways an experiential, practice-based class can be

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

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

Diane Onorato, Mercyhurst University

Room: Augusta 2&3, 7th Floor

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

Participants will:

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

3:45 p.m. - 4:00 p.m.

Break

30-Minute Sessions

4:00 p.m. - 4:30 p.m.

Engaging Student Learning with Flipped and Blended Learning Strategies

Debra Harper-LeBlanc, Lone Star College-Greenspoint Center Room: International BC, 6th Floor

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

Participants will:

- Receive and discuss a flipped and blended learning tool kit
- Discuss best practices



 Review my checklist of what faculty members need to establish (clear routines and procedures around the use of data).

Tools and Tips for the Beginning Screencaster

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Technology Tools to Increase Social Presence in Online Learning Environments

Kathleen Mathieson and Joan Leafman, A.T. Still University Room: Vinings 1&2, 6th Floor

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

Participants will:

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

Engaging First-Year Students: Blended Learning Strategies That Work

Kevin Ketchner and John Doherty, Northern Arizona University Room: Atlanta BCD, 7th Floor

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

Participants will:

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

Preparing Digitally Savvy Future Faculty

Britt Watwood, Virginia Commonwealth University Room: Atlanta EF, 7th Floor

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

Participants will:

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

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

Melissa Langridge, Niagara University

Room: Augusta 1, 7th Floor

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

Participants will:

 See how faculty members and librarians can benefit by collaborating to create online library instruction for students, especially when instruction can be tailored toward the instructor's course topic and prepare the students for specific course assignments



- Learn how students benefit from asynchronous, activelearning, online library tutorials that can be accessed and viewed anytime during the research process
- Observe how incremental instruction on research is successful, especially when each step requires students to learn something new and build on the prior assignment. This teaches them how to search for, select, and analyze sources.

"Sizzle with Substance:" Methods for Improving Student Speeches

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

Room: Augusta 2&3,7th Floor

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

Participants will:

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

4:30 p.m. - 4:45 p.m.

Break

30-Minute Sessions

4:45 p.m. - 5:15 p.m.

Multiple Tools for Online Engagement: Creating Authentic Learning Experiences

Lauren Provost and David Hobbs, University of New Hampshire

Room: International BC, 6th Floor

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

Participants will:

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

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

Susanna Ferrara, Northern Virginia Community College, Annandale Campus

Room: International DE, 6th Floor

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

Participants will:

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

Making Online Learning Accessible Using Universal Design Michelle Fowler, Suffolk County Community College Room: International FGH, 6th Floor

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

Participants will:

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



Effective Strategies for the Diverse Learning Environment

Invited presenter: Kim Hardy, Florida State College at Jacksonville Room: Vinings 1&2, 6th 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. Students may be attending college for the first time, or they may be returning after becoming parents and working full- or part-time jobs. Adult learners in particular face many challenges, and typically approach learning in a different context than their younger counterparts.

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

Showcasing Student Achievement through Electronic Portfolios

Dean Beckman, Saint Mary's University of Minnesota

Room: Atlanta BCD, 7th Floor

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

Participants will:

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

Service-Learning & Reflection through Social Media and Blackboard

Margaret Sass, Purdue University

Room: Atlanta EF, 7th Floor

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

Participants will:

• Learn creative ways to use Blackboard's discussion section

- Learn how students can reflect through blogging
- Learn how students can use Twitter when reflecting.

Student Learning in a Computer Science Flipped Course

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

Room: Augusta 1, 7th Floor

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

Participants will:

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

Interval Real-Time Course Assessment

Michael Pregot, Long Island University

Room: Augusta 2&3, 7th Floor

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

Participants will:

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

5:15 p.m.

Dinner on Your Own

If you are interested in getting together with colleagues for dinner, please see the dinner sign-ups that are available on the bulletin board by *The Teaching Professor* Technology Conference registration desk. Various restaurant locations will be suggested.



Sunday, October 6

8:00 a.m. - 12:00 p.m.

Registration Open

Room: The Overlook, 6th Floor

8:00 a.m. - 9:00 a.m.

Continental Breakfast

Room: Peachtree Ballroom, 8th Floor

9:00 a.m. - 9:15 a.m.

Break

75-Minute Workshops

9:15 a.m. - 10:30 a.m.

Encore Presentation

Come hear the top-rated 75-minute workshop from yesterday, as voted by attendees.

Room: International BC, 6th Floor

Flipped Class Videos: The Director's Cut

Rich Etchberger, Utah State University

Room: International DE, 6th Floor

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

Participants will:

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

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

Kisha Daniels, North Carolina Central University

Room: International FGH, 6th Floor

We collaborated to redesign an intermediate-level science course, using the flipped approach as a strategy to build independence, innovation, self-motivation, and active learning; and to develop metacognitive and cognitive learning skills. We'll describe how we incorporated pre-assessments, coupled with

videos or selected readings before class, for each chapter. We'll share our methods and our results.

Participants will:

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

Flipping and Clicking in the Large Lecture Classroom

Alison Green, University of Nevada, Las Vegas

Room: Vinings 1&2, 6th Floor

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

Participants will:

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

Better Together: Empowering Online Discussions Through Student-Led Blogging

Matthew Cazessus, Greenville Technical College

Room: Atlanta BCD, 7th Floor

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

Participants will:

- Articulate the terminology of blogging and the advantages that student-led blogging provides over traditional discussion boards
- Identify how student-led blogging could be integrated into an existing or planned academic course



• Construct an outline of best practices and a grading rubric for the blog posts from students.

Marinating Minds: Getting Started Before We Get Started Ellen Smyth, Austin Peay State University

Room: Atlanta EF, 7th Floor

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

Participants will:

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

Person-Environment Fit in Online Teaching

Vicki Hartley, Delta State University; and Steve Street, Winona State University

Room: Augusta 1, 7th Floor

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

Participants will:

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

How Much Technology? Flipping the History and Composition Classrooms

Scott Horton, Steve Thulin, and Renee Dechert, Northwest College

Room: Augusta 2&3,7th Floor

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

Participants will:

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

10:30 a.m. - 10:45 a.m.

Break

30-Minute Sessions

10:45 a.m. - 11:15 a.m.

Encore Presentation

Come hear the top-rated 30-minute session from yesterday, as voted by attendees.

Room: International BC, 6th Floor

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

Shawn Apostel, Bellarmine University

Room: International DE, 6th Floor

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

Participants will:

• See how Prezi Meeting is a viable alternative to chat screens



- Learn how Prezi Meeting facilitates classroom discussion and online engagement
- Understand how Prezi Meeting can be useful to stimulate class participation on visual presentation aids used for lectures.

Creating Accessible Online Learning Environments

Stephanie Maatta, Wayne State University

Room: International FGH, 6th Floor

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

Participants will:

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

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

Ruth Eudy, University of Arkansas

Room: Vinings 1&2, 6th Floor

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

Participants will:

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

Using Technology to Create Community in an Introductory Online Course

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

Room: Atlanta BCD, 7th Floor

Online course delivery faces unique challenges with

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

Participants will:

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

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

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

Room: Atlanta EF, 7th Floor

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

Participants will:

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

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

Randy Newbrough, Indiana University-Purdue University Indianapolis

Room: Augusta 1, 7th Floor

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



Participants will:

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

Using CMS Tools for Feedback to Help Students Succeed

Dudley Turner, University of Akron

Room: Augusta 2&3, 7th Floor

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

Participants will:

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

11:15 a.m. - 11:30 a.m.

Break

30-Minute Sessions

11:30 a.m. - 12:00 p.m.

Twitter as a Multi-Use Communication Tool

Elizabeth VanDeusen-MacLeod, Central Michigan University Room: International BC, 6th Floor

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

Participants will:

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

Using Course Development Templates to Develop Quality Online and Hybrid Courses

Invited presenter: Renee Cicchino, Seton Hall University Room: International DE, 6th Floor

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

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

Wrestling with Rubrics in the Online Classroom

Jill Purdy, Cedar Crest College

Room: International FGH, 6th Floor

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

Participants will:

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

Using Pinterest for Reports: Promote Learning and Anchor Student Interest

Barbara Looney, Black Hills State University

Room: Vinings 1&2, 6th Floor

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

Participants will:

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



Effective Strategies for the Diverse Learning Environment Invited presenter: Kim Hardy, Florida State College at Iacksonville

Room: Atlanta BCD, 7th 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. Students may be attending college for the first time, or they may be returning after becoming parents and working full- or part-time jobs. Adult learners in particular face many challenges, and typically approach learning in a different context than their younger counterparts.

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

Experiences with a Blended, Active Physics Class

Timothy Garrison, York College of Pennsylvania Room: **Atlanta EF, 7th Floor**

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

Participants will:

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

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

Vivian Johnson and Carol Mayer, Hamline University Room: Augusta 1, 7th Floor

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

Participants will:

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

Optimizing Oral Communication Skills in General Education Online Classes

Amanda Baron, Sheri Blok, and Robert Zetocha, Southeast Community College

Room: Augusta 2&3,7th Floor

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

Participants will:

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

12:00 p.m. - 1:00 p.m.

Lunch and Informal DiscussionsRoom: **Peachtree Ballroom, 8th Floor**

1:00 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 utilize them on your campus. We hope to see you next year.

Have a safe trip home!



Preconference Presenters

We would like to thank the following individuals for their expertise and outstanding contributions to *The Teaching Professor* Technology Conference.

See page number in parenthesis for their session description.

Barbi Honeycutt, Flip It Consulting and North Carolina State University, (p. 7)

Lolita Paff, Penn State Berks, (p. 7)

Ike Shibley, Penn State Berks, (p.7,10)

Lisa Shibley, Millersville University, (p. 7)

Maryellen Weimer, Penn State Berks and editor, *The Teaching Professor* newsletter, (p. 7)

Plenary Presenters

See page number in parentheses for their session description.

Brian Kibby, President, McGraw-Hill Higher Education, (p. 9)
Joshua M. Kim, Director of Learning and Technology for
Dartmouth's Master of Health Care Delivery Science, (p. 8)
Ray Schroeder, Associate Vice Chancellor for Online
Learning and founding director of the Center for Online
Leadership and Strategy at the University Professional and
Continuing Education Association, (p. 13)

Invited Presenters

Our conference program lineup is a combination of invited and selected presenters. Each year, we invite outstanding presenters from the previous conference so that more conference attendees can learn from them. We also invite experts, including those who have written books, had experiences with special programs, or possess recognized knowledge about a particular instructional area. We would like to thank the following invited presenters for their expertise and outstanding contributions to *The Teaching Professor* Technology Conference.

See page number in parentheses for their session description.

Bruce Chaloux, Sloan Consortium, (p. 11)
Renee Cicchino, Seton Hall University, (p. 15, 23)
Oliver Dreon, Millersville University of Pennsylvania, (p. 13, 17)
Kim Hardy, Florida State College at Jacksonville, (p. 18, 23)
Jill Schiefelbein, Arizona State University, (p. 10)
Tim Wilson, University of Western Ontario, (p. 13, 17)
Dave Yearwood, University of North Dakota, (p. 15)

Selected Presenters

Our Call for Proposals generates a significant number of session proposals. The conference advisory board members conduct a blind review process to select the best presentations. We would like to thank the following selected presenters for their outstanding contributions to *The Teaching Professor* Technology Conference.

See page number in parentheses for their session description.

Jennifer Alexiou-Ray, University of Montevallo, (p. 11)

Beverly Amer, Northern Arizona University, (p. 13)

Shawn Apostel, Bellarmine University, (p. 21)

Amanda Baron, Southeast Community College, (p. 24)

Mike Bartlett, University of Wisconsin-Marinette, (p. 12)

Andrew Battista, University of Montevallo, (p. 11)

Dean Beckman, Saint Mary's University of Minnesota, (p. 19)

Sheri Blok, Southeast Community College, (p. 24)

Michelle Caminos, The Sage Colleges, (p. 10)

Matthew Cazessus, Greenville Technical College, (p. 20)

Stephen Clements, Eastern Oregon University, (p. 10)

Tammy Cook, University of Montevallo, (p. 11)

Wayne Cox, Anderson University, (p. 12)

Nathan Cox, Anderson University, (p. 12)

Jason Craig, Marymount University, (p. 11)

Bryan Cribb, Anderson University, (p. 12)

Kisha Daniels, North Carolina Central University, (p. 20)

Benjamin Deaton, Anderson University, (p. 12)

Renee Dechert, Northwest College, (p. 21)

David DiBattista, Brock University, (p. 14)

John Doherty, Northern Arizona University, (p. 17)

Lynn Eaton, University of Mary Hardin-Baylor, (p. 19, 20)

Steve Elliott-Gower, Georgia College, (p. 22)

Joe Eshleman, Johnson & Wales University, (p. 18)

Debra Espinor, George Fox University, (p. 15)

Rich Etchberger, Utah State University, (p. 20)

Ruth Eudy, University of Arkansas, (p. 22)

Susanna Ferrara, Northern Virginia Community College, Annandale Campus, (p. 18)

7 minandale Campus, (p. 10)

Chris Finnin, Drexel University, (p. 13)

Michelle Fowler, Suffolk County Community College, (p. 18)

Timothy Garrison, York College of Pennsylvania, (p. 24)

Joan Geller, Johnson & Wales University, (p. 18)

Dean Goon, Mount Vernon Nazarene University, (p. 15)

Lee Graham, University of Alaska Southeast, (p. 12)

Alison Green, University of Nevada, Las Vegas, (p. 20)

Kay Gregory, Catawba Valley Community College, (p. 12)

Paul Griesemer, University of Mary Hardin-Baylor, (p. 19)

Debra Harper-LeBlanc, Lone Star College-Greenspoint Center, (p. 16)

Heidi Harris, University of Arkansas at Little Rock, (p. 10) Jacob Harris, Pulaski Academy, Little Rock, (p. 10)



Selected Presenters (continued)

Vicki Hartley, Delta State University, (p. 21)

Helen Hartnett, West Virginia University, (p. 16)

Karen Hattaway, San Jacinto College North, (p. 10)

David Hobbs, University of New Hampshire, (p. 18)

Tanya Hodges, Monroe College, (p. 13)

Keisha Hoerrner, Kennesaw State University, (p. 22)

Renate Hood, University of Mary Hardin-Baylor, (p. 22)

Scott Horton, Northwest College, (p. 21)

Debra Hunt Young, West Virginia University, (p. 16)

Vivian Johnson, Hamline University, (p. 24)

Kevin Ketchner, Northern Arizona University, (p. 17)

Astrid Klocke, Northern Arizona University, (p. 10)

Nancy Knowles, Eastern Oregon University, (p. 10)

Carrie Koenigstein, Anderson University, (p. 12)

Dawn Konrady, Richard Stockton College of New Jersey, (p. 13)

Melissa Langridge, Niagara University, (p. 17)

Joan Leafman, A.T. Still University, (p. 17)

Barbara Lindsey Brown, San Jacinto College Central, (p. 10)

Sandra Long, Carson-Newman College, (p. 12)

Barbara Looney, Black Hills State University, (p. 23)

Tawnya Lubbes, Eastern Oregon University, (p. 10)

Stephanie Maatta, Wayne State University, (p. 21)

Karen Mann, Johnson & Wales University, (p. 18)

Kathleen Mathieson, A.T. Still University, (p. 17)

Carol Mayer, Hamline University, (p. 24)

Christopher McCullough, Saint Xavier University, (p. 9)

Krista Meinersmann, University of Southern Maine, (p. 15)

Carrie Meyer, Fort Lewis College, (p. 13)

Shala Mills, Fort Hays State University, (p. 22)

Cheryl Mixon Smith, Columbus State University, (p. 14)

Randy Newbrough, Indiana University-Purdue University Indianapolis, (p. 22)

Sheri R. Noviello, Columbus State University, (p. 14)

Diane Onorato, Mercyhurst University, (p. 16)

Michael Pregot, Long Island University, (p. 19)

Lauren Provost, University of New Hampshire, (p. 18)

Jill Purdy, Cedar Crest College, (p. 23)

Catherine Ramsdell, SCAD Atlanta, (p. 14)

Carla Randall, University of Southern Maine, (p. 15)

Cassie Raulston, University of Montevallo, (p. 11)

Dana Reinecke, The Sage Colleges, (p. 10)

Jasmine Renner, East Tennessee State University, (p. 16)

Renee Robinson, Saint Xavier University, (p. 9)

Donna Ross, Catawba Valley Community College, (p. 12)

Margaret Sass, Purdue University, (p. 19)

Darlene Smith, Walters State Community College, (p. 14)

Ellen Smyth, Austin Peay State University, (p. 21)

Laura Stolfi, The Sage Colleges, (p. 10)

Steve Street, Winona State University, (p. 21)

Marcus Tanner, Texas Tech University, (p. 9)

Steve Thulin, Northwest College, (p. 21)

Dudley Turner, The University of Akron, (p. 22)

Elizabeth Van Deusen-MacLeod, Central Michigan University, (p. 23)

Maria Vazquez, Florida International University, (p. 11)

Britt Watwood, Virginia Commonwealth University, (p. 17)

Melody Whiddon, Florida International University, (p. 11)

Jillian Yarbrough, Texas Tech University, (p. 9)

Robert Zetocha, Southeast Community College, (p. 24)

Poster Session Presenters

The conference advisory board also selects the poster sessions. We would like to thank the following poster session presenters for their outstanding contributions to *The Teaching Professor* Technology Conference.

Please see page 6 for poster session information.

Loretta Aller, Kent State University - Stark Campus

Forrest Anderson, Catawba College

Judy Bhatti, Palmer College of Chiropractic

Judy Britt, Winthrop University

Clayton Brown, Utah State University

Diane Brown, Medical College of Wisconsin

Rachel Choudhury, Chamberlain College of Nursing

Audrey Cutler, Towson University

Fowoyo Oluwafemi Anthony, Kogi State College of Education

Tim Hibsman, Indiana University of Pennsylvania

Dixie Hickman, American InterContinental University

Vivian Johnson, Hamline University

Kirsten Loutzenhiser, Troy University

Catherine Macdonald, Chatfield College

Gabriel Manzi Froedtert, Medical College of Wisconsin

Dawn McGuckin, Durham College & University of Ontario Institute of Technology

Olonikawu Samuel, Kogi State College of Education

Rebecca Paynich, Curry College

Julia Reimer, Hamline University

Kristie Roberts, Troy University

Sarah Smith, Suffolk University

Sabrina Timperman, Mercy College

Robin Tuchscherer, Northern Arizona University

Erinn Tucker, Boston University

Elissa Twist, Palmer Center for Chiropractic Research

Lynn Walsh, Arkansas Tech University

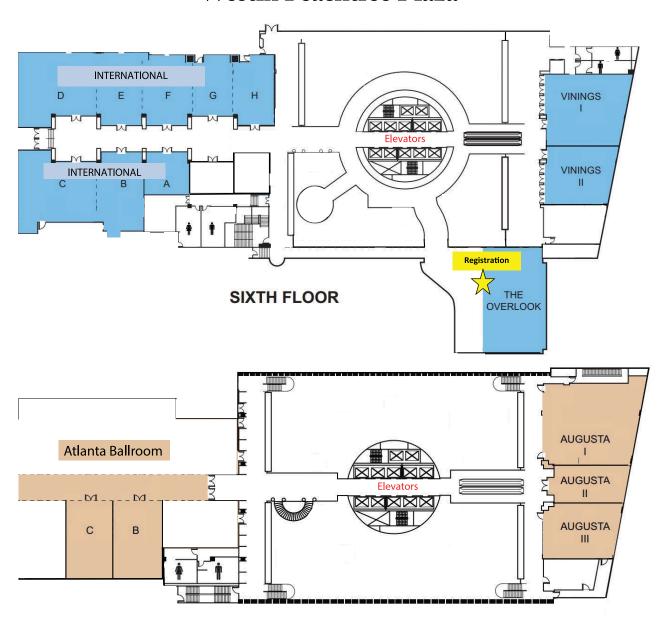
Gail White, DeVry University

LaShawn Williams-Schultz, Utah State University

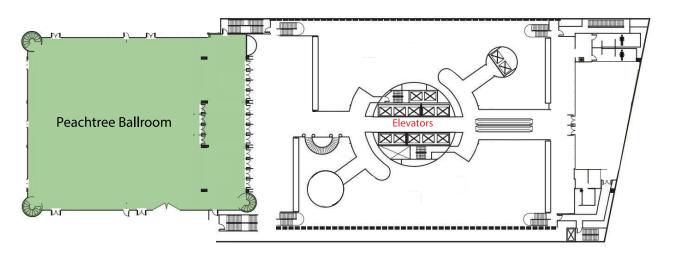
Erin Wood, Catawba College



Westin Peachtree Plaza



SEVENTH FLOOR



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