



SPRING CONFERENCE

New England Faculty Development Consortium

Spring 2012 Conference

Program

New England Faculty Development Consortium

*...Enhancing the professional development
of faculty and administrators*

**“Making the Technology Transparent –
The Professor’s Dilemma”**

June 8, 2012

New England Institute of Technology
East Greenwich, RI



Overview of the Day

8:00	Continental Breakfast
8:30 – 9:00	Conference Registration
9:00 – 9:15	Welcome and Introductions
9:30 – 11:45	Concurrent Session One
12:00 to 1:00	Lunch/Discussions/Networking
1:15 – 3:30	Concurrent Session Two
3:45 – 4:00	Closing Session
4:00 – 5:00	Poster Session and Wine and Cheese Reception

PLEASE NOTE: Since this is a "hands-on" conference; some sessions are limited to 15 attendees in order to provide the best possible experience.



9:30 – 11:45

Concurrent Session One

Room N101 Grading Tools That Influence Learning and Save Time

Roben Torosyan – Fairfield University

Often we spend time grading and explaining criticisms only to discover that students make the same mistakes again. Worse, students admit they often don't even read feedback that's overlong. Come see tools to deepen student writing (with Dragon Dictation or Talk), and to share grading criteria and sample work showing strengths and weaknesses (with Track Changes and Comments). Have students self-assess their own work or participation (with rubrics), and provide more informed student peer review (with guidelines), saving your time only for feedback they will actually use. Take away ways to offer these resources to colleagues in your own setting.

Room N102 Teaching Tip 1 (9:30 to 10:30): Psychology Live! Using Skype and Camtasia to Connect Undergraduates and Fifth Graders

Allison Butler, Dave Gannon - Bryant University

This session will describe an innovative videoconference-based learning partnership taking place between undergraduates in an educational psychology course and fifth grade students at a local elementary school. Videoconferencing is used to provide educational psychology students with a "window" into a live classroom, thus allowing undergraduates to see theories and principles in action. In addition to learning about our project, session attendees will take part in and record a remote video chat. Ultimately, participants will leave with the knowledge and skills required to implement videoconferencing at their home institutions using Skype and Camtasia.

Room N102 Teaching Tip 2 (10:45 to 11:45): Fostering Student Learning of Course Material Using Lecture Recordings

Tracie Marcella Addy - Quinnipiac University

For some faculty, face time with students is limited to a few hours each week covering specific material. Consequently, there is less time for students to apply what they learn in class. The goal of this session is to practice using free web software to record lecture material. One usage of this technology is allowing students to view content before class, such that in-class time can be focused upon review, application, or skills development. Additionally, recordings of challenging topics can later be used by students as review for exams.

Room N202 Building your Faculty Learning Network: Technology Enhanced Professional Development

Cassandra Horii - Curry College

Constraints of time/place/funding may seem like obstacles to participating in professional development experiences, yet faculty increasingly need to connect with colleagues, build multi-faceted mentoring networks, and access practices easily. In this experiential workshop, designed for faculty and other higher education professionals, participants will first articulate and discuss goals (e.g., teaching, scholarship, and service). With hands-on activities, we'll explore Web 2.0 tools such as Twitter, RSS feeds and others to help clarify goals and build a Personal Learning Network of people and resources. Participants leave with a plan and new sources of inspiration, connected digitally into their professional routines.

Room N203 Moving Students Beyond Google: The Library as a Technology Toolbox

Patricia McPherson, Heather Perry, Stacy Grooters - Stonehill College

Academic Librarians hear faculty members speak of their dissatisfaction with the quality of student research, frustration at undergraduates' reliance on Google and Wikipedia and concerns that today's learners can't skillfully evaluate resources. Librarians have access to a host of technological tools that can address each of these problems by improving students' information literacy skills. We partnered with the college's Center for Teaching and Learning to develop the Faculty Librarian Partnership Program to promote use of such learning devices. Customized library instruction, course-specific library guides, blogs and wikis were just some of the tools that were developed through these collaborations.

Room N205 Ubiquitous Presenter software as a Superior Alternative to Clickers

Joseph Burdo - Boston College

Hardware based clickers are a good way to involve students in active learning. However, clicker questions are typically multiple choice, with a limited set of answers. This restricts their usefulness in assessing student learning and uncovering misconceptions. Ubiquitous Presenter (UP) software, free to both faculty and students, allows students to use a laptop, tablet, smartphone or cell phone to answer open ended questions discussed inside or outside of the classroom. These submissions are both sent to the instructor for in class review and also stored for students to review later. Compared to clickers, UP allows for more powerful formative assessment in the classroom.

Room N210 Can You Sakai?

Linda L. Beith - Roger Williams University

Many institutions are investigating different options for their course management system. Roger Williams University made the decision to migrate away from Blackboard 8 to the Sakai open source course management system last year and is finishing its first full year solely on the new system. This session will invite faculty to explore some of the core tools of Sakai utilized in courses and provide a good overview of the differences and similarities of the system compared to others. All participants will have a guest account and test course to work with during the session.

Room N212 Teaching Tip 1(9:30 to 10:30): Engaging Distance Learners: Dynamite Discussions and Mind-blowing Blogs

Lisa Sheldon - Greenfield Community College

Distance education by its very nature is independent and self-directed which can leave some students feeling unsettled and adrift. When constructed properly, discussion forums, blogs and learning journals create stronger learning communities, help students interact and deepen understanding of course content. Blogs and discussions can heighten the experience for students when instructors participate in meaningful ways. But, faculty can be unsure how best to support student interactions, promote learning and provide a proxy for the classroom social experience. Learn to guide discussions, prompt deeper engagement and create community in online classes.

Room N214 Kickin' it up a Notch: iPads/Tablets in the Classroom

Alison Terry, Marc Wagoner - Worcester State University

So you've got a tablet (or you're thinking of getting one), and you're wondering what you can use it for besides reading e-books and playing Angry Birds. With the recent proliferation of apps for education and productivity, there's a lot to choose from, and it's hard to know where to start. This session will demonstrate a few of the apps we have found to be especially helpful and easy to incorporate in the classroom. Most apps are free or under \$10, and aid with everyday tasks like attendance/participation, presenting lectures, recording and distributing whiteboard notes/diagrams, and managing your Blackboard sites.

Room N215 YouTube Skills and Tricks Everyone Can Use

Nicolas Barnes - Nichols College

In a classroom with Internet, YouTube is arguably the most powerful tool at an educator's disposal. You are probably aware of the staggering quantity of videos available on the site (one new hour of content is uploaded every second), but YouTube also places several powerful tools at your disposal. This session will teach attendees how to find, embed, customize, and manipulate YouTube content in a number of ways. You will learn how to tailor videos to your needs, make your presentations more professional, and make YouTube more accessible than ever before!

Room N246 Great Gobs of Google: Getting the Most Out of Google Apps

Matthew Ragan - Keene State College

Collaborative endeavors are simultaneously some of the most challenging and most rewarding work many of us will ever do. One of today's leading innovators in the field of collaborative and shared working environments is Google. While many educators have had the chance to experiment with individual Google applications, few have had an opportunity see how they can work together across the web. In this session participants will have an opportunity to both see Google's various web applications in action (docs, spreadsheets, presentations, maps, and sites), and experiment with the tools themselves.

Room N248 Moodle 2.0 – A Different Learning Management System

Michelle Barthelemy, Anthony Gasperini, Fraser Stowe - Greenfield Community College

After using various versions of Blackboard for 10+ years, Greenfield Community College in Greenfield, MA made the decision to move to Moodle in June 2011. The challenge with the transition from Blackboard to Moodle for many of our instructors is rethinking how to present their online content. Blackboard allowed faculty to create areas where content could be grouped by category. Moodle is a module set-up. Although most syllabi are set-up in a weekly or topic format, the placement of additional resources, extra-credit assignments pose an obstacle that can be addressed in several ways.

Room S105J Smartboards in the Classroom!

Doug Wilkins - Greenfield Community College

Do you have a Smartboard in your classroom that you don't know what to do with? This session will investigate strategies that will help you use them to the fullest.

Room S202 Introducing VoiceThread! Web 2.0 Software for Weaving Multimedia Collaborations into your Course

Ellen Foust - University of Massachusetts Boston

VoiceThread is free browser-based software used to create interactive group conversations based around images, documents, and videos. VoiceThread can enliven any course in any subject whether in a classroom or any online environment ranging from web-enhanced, hybrid, to fully online. In this workshop you will see a short demo of a VoiceThread, create your own VoiceThread, comment on the Workshop Leader's demo VoiceThread, and then, through brainstorming with your colleagues, generate ideas for incorporating VoiceThread into your course. This workshop is for you if you want to add pizzazz to your course using a multimedia, social media communication tool that research shows is loved by the Instant Messaging generation.



12:00 to 1:00

Lunch

Food Court



1:15 – 3:30

Concurrent Session Two

Room N101 Digital Storytelling for Everyone

Marc Boots-Ebenfield - Salem State University

What is a digital story and how are digital narratives affecting our understanding of literacy? What does it mean to be a reader and what does it mean to be a writer in the digital age? When YouTube videos go viral in hours and newspapers are folding, are we truly teaching our students how to communicate persuasively? You will create your own digital story using images, narration, video, text and music- either your own or freely available on the web. We will discuss implementation and assessment of digital stories in a variety of disciplines.

Room N102 Producing Interactive Online Learning Modules Using SoftChalk Software

Rob Schadt, Liam Hun, MPS, Jennifer Tsoi, MPH, Liz Faye, MPH - Boston University School of Public Health

One of the most popular topics in literature on teaching and learning is the idea of “flipping the classroom” this refers to exporting passive learning activities like lecture out of the classroom and using class-time in more active learning modalities. One effective way of exporting content is to create web-based learning modules that allow students to access information online instead of in a live lecture, and incorporate a variety of media formats and engaging interactive learning activities. In this session we will show examples, discuss implementation and engage participants in producing their own online modules using the SoftChalk® software. Producing Interactive Online Learning Modules Using SoftChalk Software.

Room N202 e-portfolio: The advantages of integrating this Emerging Tool into Your Curricula.

Aleta May Deyo, Alison Poor-Donahue - Mount Ida College School of Design

E-Portfolios are a way to show and archive students’ achievements. Whether you teach in Design, Art, Dental Hygiene, Fashion Merchandising, Business, English or head the Honors Program, e-portfolios are being used as an emerging tool for learning. This kind of digital site offers a repository for the collection of student ideas, works in progress, assessment and the final outcome of both image and written word assignments. These electronic sites are easily managed, can be easily taught, and are universally accessible from anywhere at any time. Join us as part of a panel of peers who will share their experiences of building and incorporating these electronic sites into current pedagogy.

Room N203 PPT+: Creating Course Materials for Inverted Learning

Rick Branscomb - Salem State University

“Inverted Learning” is the term that has been applied to a “new teaching and learning style [which] makes the students the focus of the class...by having students watch a lecture at home and then apply the lesson with the teacher in the classroom.” But an online lecture is still a lecture, a talking head. Using multimedia tools, teachers can actually create materials that go beyond talking heads to provide rich learning materials for students. And believe it or not, the workhorse PowerPoint fits the bill. But you have to be careful: bullet points kill.

Room N205 Rhetorical Simulations: Teaching Writing with Interactive Technology

J.M. Grenier, Peter Shea - Middlesex Community College

Rhetorical Simulations are simple to use interactive tools that allow students to practice critical thinking and rhetoric within the writing process. Participants will have the opportunity to experience using the simulations and working collaboratively in this session. We also share findings and best practices developed from three semesters of working with students in these tools in Basic Writing, Composition and Humanities courses, in classroom, hybrid, and learning community formats.

Room N210 Rapidly Gauging Student Comprehension with Online Tools

Charlie Wiseman, Joey Lawrance, Durga Suresh - Wentworth Institute of Technology

One of the most difficult and most important aspects of teaching is gauging students' understanding of a topic. In order to maximize student learning for an entire class, an instructor needs rapid feedback from the students and feedback from as many of the students as possible. This session will demonstrate the use of online document processing tools to accomplish this task. Namely, it will be shown how to create forms for in-class exercises, ungraded quizzes, and simple questionnaires using Google Docs. These forms ultimately allow an instructor to check students' comprehension in a matter of minutes. NOTE: Attendees must have a Google account.

Room N212 Teaching Tip 1 (1:15 to 2:15): Encouraging Collaboration by Using a Wiki with Your Course

Julia Cho - Northeastern University

A wiki can be used in conjunction with face-to-face, hybrid, and online courses as a place for faculty and students to connect and share information. Because wikis are easy to use and edit, they are an excellent collaboration tool and can help motivate students to be active learners, especially during group work. This session will get you up and running with your own personal wiki, show you how to add interactive content, and use privacy controls. We will also view inspirational examples of wikis created by educators for facilitating collaborative work and creating digital portfolios.

Room N212 Teaching Tip 2 (2:30 to 3:30): Engaging Students Using the iPad and Airsketch

Jason Price - Nichols College

Air Sketch is an iPad app that permits one to use iPad with a projector and markup PDFs wirelessly. I started using Air Sketch in the Fall of 2011 and have found that it is a good tool for working through examples with a class. It allows a student to "hold the chalk" without leaving their seat. In this teaching tips session, I will demonstrate how I implement this technology in class and show you how to get started.

Room N215 The Other 95% of Office

Nicolas Barnes - Nichols College

According to Microsoft, users of the Office suite of software (Word, PowerPoint, and Excel) use approximately five percent of the features. Imagine using only five percent of your home or office, or eating five percent of a meal. What a waste of resources! This session will delve into more advanced features, with the goal being to demonstrate more of Office as well as to improve users' quality of life while using the software. We will even learn one of the most powerful components: the dreaded mail merge! These advanced features will save you time and frustration in the future.

Room N246 Enhancing the Learning Environment with the Use of Ensemble Video Service

Amy Butzier - New England Institute of Technology

Participants in this session will learn how to incorporate video material into their lectures and presentations in a way to enrich the classroom. No matter what discipline you teach your students will benefit from the increased emphasis through your videoed presentations, skills review, etc. In this session we will go over how to create a quality video presentation and then how to utilize the Ensemble Video Service to deliver that presentation to the classroom.

Room N248 Knowledge Forum: Facilitating Development of Idea-Centered Learning Environments

Patricia DiBartolo, Al Rudnitsky, Kevin Shea - Smith College

Successful college graduates must have a deep understanding of their subject area and a capacity for collaboration that produces innovative solutions to complex, interdisciplinary problems. We will explore a potentially transformative approach that supports the development of these skills through idea-centered learning environments. Using the concept of knowledge building, students participate in discourse in an online digital workspace called Knowledge Forum to share knowledge, reformulate problems, and continually improve their collective ideas and understanding of authentic problems of understanding. We will introduce participants to knowledge building and Knowledge Forum in an interactive session focused on the design of learning environments.

Room S202 Camtasia: Capture, Produce, & Post Your Lectures!

Doug Wilkins - Greenfield Community College

Learn how to make a video of your actual lectures that you can post on-line for students in both your face-to-face courses as well as your on-line courses. The workshop will cover how to use Camtasia to capture your lectures, including what you need for equipment, how to do basic editing of your video to add screens or to edit the content, how to create the final video (a process called "rendering"), and what you need to do with the video to make it available to students. Participants will have the opportunity to practice these techniques.



3:45 – 4:00

Closing Session



4:00 – 5:00

Poster Session (Wine & Cheese)

Using Interactive Audiovisual web-based Exercises as First Exposure to Learning. Donna L. Ross, Mount Ida College