Monday, May 17, 2010
12:00–5:00 PM  Registration  Alice Campbell Alumni Center
2:30–5:00 PM  Learning Teams I  Various Locations
5:30–6:30 PM  Keynote Speaker: Raymond Schroeder  Alice Campbell Alumni Center
   *A Wave to the Future of Technology in Higher Education*
6:30–7:30 PM  Welcome Reception  Alice Campbell Alumni Center

Tuesday, May 18, 2010
7:30 AM–12:00 PM  Registration  Alice Campbell Alumni Center
8:30–9:45 AM  Concurrent Sessions I  Various Locations
10:15–11:30 AM  Concurrent Sessions II  Various Locations
12:00–1:15 PM  Lunch and Panel Presentation  Alice Campbell Alumni Center
1:30–2:45 PM  Concurrent Sessions III  Various Locations
3:00–5:00 PM  Learning Teams II  Various Locations

Wednesday, May 19, 2010
8:00 AM–12:00 PM  Registration  Alice Campbell Alumni Center
8:30–9:45 AM  Concurrent Sessions IV  Various Locations
10:15–11:30 AM  Concurrent Sessions V  Various Locations
12:00–1:00 PM  Lunch and Digital Posters  Alice Campbell Alumni Center
1:30–2:45 PM  Concurrent Sessions VI  Various Locations
3:00–5:00 PM  Learning Teams III  Various Locations
5:15–7:00 PM  Social Networking Dinner  Alice Campbell Alumni Center

Thursday, May 20, 2010
8:30–9:30 AM  Hot Breakfast Buffet  Alice Campbell Alumni Center
9:30–10:30 AM  Plenary: Presentations by Learning Teams
   *“Five Minutes of Fame”*
10:45–11:30 AM  Closing Speaker: Kevin Johnson  Alice Campbell Alumni Center
   *Using Distance Technologies Means Never Having to Say Goodbye*

Hosts

ILLINOIS
Office of Continuing Education
Campus Information Technology and Educational Services

Sponsors
Illinois Board of Higher Education
Opening Keynote Presentation
Monday, May 17, 2010 • 5:30–6:30 PM • Alice Campbell Alumni Center
Raymond E. Schroeder
Professor Emeritus & Director
Office of Technology-Enhanced Learning
Center for Online Learning, Research and Service
University of Illinois at Springfield

Presentation Summary
A Wave to the Future of Technology in Higher Education

With Wave, Google has answered the question: “What would e-mail look like if we were to have invented it today rather than 40 years ago?” The answer is a rich, multimedia platform that is based on a wiki and supports a host of Web 2.0 technologies, gadgets, and bots—many of which have never been possible before. This tool promises to change the way we collaborate in higher education. Concomitant technologies are emerging to foreshadow the death of the browser as we know it. We will look forward to the changes on the near horizon and how they may change our learning environment.

Biography
Ray Schroeder is Professor Emeritus of Communication and founding director of the Center for Online Learning, Research, and Service at the University of Illinois at Springfield. Schroeder has numerous national presentations and publications in online and technology-enhanced learning. He has published the popular Online Learning Update and Educational Technology blogs for the past decade. He was a Sloan Consortium Distinguished Scholar in Online Learning 2002–03, recipient of the 2002 Sloan-C award for the “Most Outstanding Achievement in ALN by an Individual,” University of Southern Maine “Visiting Scholar in Online Learning” 2006–09, and co-founder of the New Century Learning Consortium.

Closing Keynote Presentation
Thursday, May 20, 2010 • 10:45–11:30 AM • Alice Campbell Alumni Center
Kevin Johnson
The Cutting Ed, Inc.

Presentation Summary
Using Distance Technologies Means Never Having to Say Goodbye

As the physical conference comes to a close it’s important to remember that the learning, networking, and collaborating with one another doesn’t have to end. As a matter of fact, it is at this time that the new skills we’ve learned be put to use, the new connections we’ve made be cultivated, and the tools we’ve learned about be utilized. This is a concept Kevin Johnson understands. As a distant education consultant, distant instructor, distant student, and co-author of Online Education for Dummies, Johnson rarely meets face-to-face with clients, colleagues, students, or faculty. This session will explore the challenges of communicating and collaborating with other professionals in the field and efficient strategies for continuing dialogue as we leave the conference to return to our respective campuses and organizations.
Biography

Kevin Johnson’s interest in technology began when he was 14. He worked detassling corn for a summer, saved up, and bought his first computer: a Commodore 64. Hours were spent learning to program, which later led to a programming position with the University of Illinois. Anyone remember Plato terminals? Kevin spent three years working with the Computer Adaptive Testing and Measurement team developing online study materials for domestic and international audiences.

For the past 13 years, Johnson has developed curriculum and taught in both academic and corporate environments. He has also facilitated a statewide initiative focusing on the creation of a quality design rubric for online courses. In December 2008, he became the president and CEO of The Cutting Ed, Inc., an on-ground-to-online education consulting company for the 21st century. Finally, in January 2007, he decided to continue his educational journey and has since completed his doctoral coursework in instructional technology and distance education. His dissertation research focuses on “The Institutional Contributors to Perceived Levels of Job Satisfaction among Distant Adjunct Faculty.”

Panel Presentation

Tuesday, May 18, 2010 • 12:00–1:00 PM • Alice Campbell Alumni Center

Moving Your Course Online: A Discussion of Design

More and more college courses are being created in online or blended formats. Instructors are challenged to think through issues of designing and presenting via multiple media. New and experienced educators are invited to join this discussion focused on design questions. We’ll consider issues such as how to make the most of new technologies, how to compensate for what is lost when a course is put into a new format, as well as what may be gained. We hope everyone will leave with fresh ideas to apply to their classes.

Moderator: Alan Bilansky, University of Illinois at Urbana-Champaign

Panelists: Chip Bruce, Rae-Anne Montague, and Mike Twidale, University of Illinois at Urbana-Champaign

Steering Committee

Robert Baird, University of Illinois at Urbana-Champaign
Anna Brown, Northeastern Illinois University
Howard Carter, Southern Illinois University–Carbondale
Michelle Chappell, University of Illinois at Urbana-Champaign
Hannah Choi, University of Illinois at Urbana-Champaign
Jeff Cross, Eastern Illinois University
Tiffany Davis, Chicago State University
JP Dunn, Southern Illinois University–Carbondale
Ed Garay, University of Illinois at Chicago
Leslie Hammersmith, University of Illinois at Urbana-Champaign
Scott Johnson, Illinois Online Network (ION)
Faye Lesht, University of Illinois at Urbana-Champaign
Shari McCurdy, University of Illinois at Springfield
Michelle Marquart, University of Illinois at Urbana-Champaign
Sam Martin, Harper College
Jamie Nelson, University of Illinois at Urbana-Champaign
Jim Onderdonk, University of Illinois at Urbana-Champaign
Jason Rhode, Northern Illinois University
Roger Runquist, Western Illinois University
Matthew Schmitz, Southern Illinois University–Edwardsville
Angela Velez, Northeastern Illinois University
Mark Walbert, Illinois State University
Eric Wignall, Governors State University
Ava Wolf, University of Illinois at Urbana-Champaign
Learning Teams will meet Monday, Tuesday, and Wednesday. See pages 12–13 for a complete schedule.

Teaching with Wikis and Google Docs

Location: Engineering Hall 406 B8 (EWS Lab)
Facilitators: Joe Grohens and Norma Scagnoli, University of Illinois at Urbana-Champaign
Target Audience Level: Beginner
Prerequisite Skills: None

This Learning Team will learn how to use wikis and Google Docs themselves and then create teaching plans around them for their own disciplines. Special attention can be given to using Wikipedia and Wikibooks as learning exercises and assignments. For example, co-author groups within the Learning Team can collaborate to write or edit a Wikipedia article.

Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications

Location: Engineering Hall 106 B3
Facilitators: Jason Rhode, Northern Illinois University and Sam Martin, Harper College
Target Audience Level: Intermediate
Prerequisite Skills: Basic computing skills

Microblogging is the practice of posting small pieces of digital content—which could be text, pictures, links, short videos, or other media—on the Internet. Users can make posts either online, from software on their computer, or even from a mobile device. The simplicity and ability to post frequently are among the most compelling characteristics of microblogging and present some of the most exciting potential for educational applications. This Learning Team will explore the pedagogical value of microblogging tools like Twitter, Tumblr, and Google Buzz. We’ll experience using these microblogging tools firsthand, discuss best practices, brainstorm ideas for use in the classroom, and develop sample learning activities using microblogs that we can implement into our teaching. Bring your own wifi-capable laptop and/or mobile device.

Producing Audio and Video Micro-lectures Can Be Super Easy

Location: Illini Hall 23
Facilitators: Rick Langlois and Ed Glaser, University of Illinois at Urbana-Champaign
Target Audience Level: All
Prerequisite: Basic computer skills

Participants should bring their own digital camera. A point-and-shoot camera is fine. There will be a few for anyone who needs to borrow one.

We will briefly talk about what we need to do to make an instructionally sound micro-lecture for delivery to the learner via the Internet. Then we will make them! Working in teams of two, every participant will produce an audio, a video, and a screen capture micro-lecture and upload it for playback via the Web. We will use the tools listed, and Web-based software, to demonstrate the basics of the Learning Team.

Using Visual Explanations in the Classroom

Location: Illini Hall 27
Facilitators: Brian McNurlen, University of Wisconsin–Madison and Jim Witte, University of Illinois at Urbana-Champaign
Target Audience Level: Beginner
Prerequisite Skills: Basic skill in PowerPoint, Keynote, or other presentation or layout. Please bring your own laptop.

This Learning Team will focus on the conceptual, technical, and pedagogical issues involved in representing course content in a visual way, primarily in course presentations. College students’ number one complaint is about poorly made PowerPoint slides used during class. This is but one of the topics we would like to address, but there are many issues that surround it. Some of the main issues fall under the umbrella of instructional design. We are also interested in technologies that can enhance the live lecture experience, as well as student-led presentations, and the ideas of Edward Tufte. Tufte is a professor at Yale University who is well-known for his writings on information design.
Screencasting in Higher Education
Location: Illini Hall 28
Facilitators: Daniel Cabrera, Northern Illinois University and Richard Furr, University of Illinois at Urbana-Champaign
Target Audience Level: Beginner
Prerequisite Skills: None
Screencasting is a digital recording of a computer screen's sequence of actions. With an accompanying voice narration or background audio, screencasts can be ideal for developing on-screen tutorials and distributed for easy viewing in an online setting. This technology is valued for its support of self-paced learning, just-in-time instruction, and 24/7 access. Additionally, screencasts can be designed to engage learners and enhance collaboration through a well-conceived sequence of planned activities and assignments.

The Screencasting Learning Team provides a supportive environment for faculty who are new to this technology or who are considering incorporating this tool into their curriculum. Team discussions will focus on the pedagogy rather than the mechanics of screencasting. Sample screencasts that support differing approaches and rationales to instruction will be reviewed and discussed. The Learning Team will develop its own screencast. Portions from each team members' screencast will be combined and made available for viewing by all participants of the 2010 FSI.

Meet, Work, and Play: Communities in the Cloud
Location: Oregon Lab
Facilitators: Ava Wolf and Al Weiss, University of Illinois at Urbana-Champaign
Target Audience Level: Intermediate
Prerequisite Skills: None
This Learning Team will explore a variety of Web tools for building and supporting online communities. Each day will feature something different pertaining to ways we meet (social networking sites), ways we work (Google applications), and ways we play (online gaming). We'll have fun sharing ideas and information about how collaborative tools are being used in interesting ways to grow learning and professional communities of practice.

Student-Generated Course Material with Google Wave
Location: Nevada A
Facilitators: L.D. Nicholas May and Charity Anne Caldwell, University of Illinois at Chicago
Target Audience Level: Intermediate
Prerequisite Skills: 1. Familiarity with social networking and cloud computing technologies. 2. Independent explorers.
Using one of the latest cloud-computing applications, Google Wave, explore how instructors can encourage students to easily collaborate on and construct a course-long, wiki-like research project or a course-cumulative note-taking project. Richer and more seamless than wikis, Google Wave is an online application that makes group or class-wide projects less cumbersome than currently available tools by integrating Web technologies that until now have been inconveniently disconnected. Threaded discussions, videocasts, useful apps, embedded Web pages, image and document sharing, and more, can all be included. A wave allows clear organization on one shared document for easy knowledge contribution and retrieval by students, instructors, and participants from beyond campus.

After seeing examples of educational waves, learn technical skills and effective practices for emphasizing Google Wave's collaborative potential. Discover how to implement it in a course as a means to allow students to take responsibility for the knowledge-building process and end-of-course cumulative product.

In the end, each individual or small group will have structured and developed a wave template to motivate students to collaboratively build, share, and e-publish persistent course material based on lectures, readings, projects, research, and independent exploration. Applies to all disciplines!
Making a Quality Difference by Exploring Online Best Practices

Location: Nevada B
Facilitators: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale
Target Audience Level: Intermediate
Prerequisite Skills: Some level of familiarity with online or blended instruction

This Learning Team will take a step back to look at how our online tools and strategies stand up against quality standards. Using Blackboard's Exemplary Course Program criteria as a starting point, this Learning Team will explore, assess, discuss, and determine what is involved in meeting these and other best-practice criteria to build not only a good course but an exemplary one. Members will begin by participating in an activity to evaluate a sample course by using Blackboard's 2010 Exemplary Course Program Rubric. Participants will share what they learn from this assessment activity and discuss what is involved in quality improvement. The Learning Team should walk away with, at a minimum, a "short-list" of specific strategies to implement in their course(s) when they return to their campuses.

Digital Eye on Campus

Location: Alice Campbell Alumni Center (main hall)
Facilitators: Robert Baird and Rick Hazlewood, University of Illinois at Urbana-Champaign
Target Audience Level: Beginner
Prerequisite Skills: Ability to point and shoot a digital camera, record audio, and enjoy trying new approaches

This Learning Team is meant to be more fun and leisurely, and to explore some of the amazing places on campus: The Spurlock Museum and Krannert Center for the Performing Arts are just possible stops on our tours. As we take our guided tours, however, we will use hand-held and portable technologies to capture and record our visits, using point-and-shoot digital cameras that record in HD (high definition), “flip” cameras, small audio recorders, netbooks, and GPS-enabled handholds. We will use Web 2.0 resources such as Blogger, YouTube, Picasa, and others to publish our highlights. If you want to have fun and explore ways in which newer, hand-held, consumer-grade media might be used for field research, citizen journalism, and science, study abroad programs, community engagement and service-learning programs, then this is the Learning Team for you.

Building Communities

What does it mean to build learning communities? Can collaborative group tools change our classrooms for the better? What is it about collaborative activities that bond students to each other, to their instructors, and to their schools?

As Web-based technologies in all disciplines allow for more and more effective, social interaction, the process of creating, modifying, and building knowledge is redefining the roles of students and instructors. Careful consideration of pedagogical and technological perspectives is needed to understand how group dynamics and a sense of ownership affect teaching and learning in today’s classrooms.

This conference track will explore the theory and practice of building communities through collaborative activities—from social networking and video sharing sites, to blogs, wikis, and more. Building Communities explores the importance of community to the online world, and the compelling nature of collaboration in education.

Connecting Classrooms

The structure, delivery, and evaluation of learning is no longer confined to the traditions of a single space, whether online or F2F (face to face). Innovative Internet-based environments and media-rich in-class systems coexist with social media and other online resources. How can educators connect structured student learning experiences with wider learning communities and experiences?

Presentations in this track focus on new collaborations, improved outcomes, and increased student retention as a result of innovations in learning environments. Presentations should illustrate real-life ideas to bring learners, resources, and teachers together through a combination of interactive technologies (such as voice, video, podcasting, blogging, wikis, instant messaging, application sharing, polling, and whiteboard, etc.).

In the Cloud

Cloud computing is about convenient, on-demand network access to servers, storage, applications, and services that can be accessed from anywhere one has the Web. Learning in the clouds emphasizes collaborative technologies and strategies based on cloud-based tools. A central understanding is the reality that no one school is hosting the application only for itself. From Twitter to Facebook, YouTube to Google applications, learning in the clouds is everywhere and anywhere.
**Tuesday, May 18, 2010**

**8:30–9:45 AM**

**Connected to Teaching and Learning—Web 2.0 Tools to Connect You**

**Location:** Engineering Hall 106 B1  
**Presenters:** Lisa Dallas and Linda Simpson, Eastern Illinois University  
**Track:** Connecting Classrooms  
**Format:** Presentation  
**Target Audience Level:** Intermediate  
**Prerequisite Skills:** None  

For our techno tasker or digitally distracted students, connection is a non-thought. With all of the Web 2.0 tools, which ones help and encourage the learning landscape for you, your colleagues, and your students? Looking at recent information and best practices, this presentation will provide an insight into Web 2.0 tools to help you be connected and reach your learning and teaching goals.

**A Day in the Life of...**

**Location:** Engineering Hall 106 B3  
**Presenters:** Kevin Johnson, The Cutting Ed, Inc. and Susan Manning, University of Wisconsin–Stout  
**Track:** Connecting Classrooms  
**Format:** Presentation  
**Target Audience Level:** Beginner  
**Prerequisite Skills:** None  

If you followed a typical, white-collar American worker for a day, you might be surprised at how many technology tools he uses and the degree to which he collaborates with others on the job. This session will step through the work lives of four such professionals. We will then align their work practices with instructional strategies and tools we can use in the traditional, hybrid, or online classroom. Come prepared to collaboratively build an instructional matrix or skill set, tools, and instructional strategies.

**Making a Class a TEAM: Groups That Work**

**Location:** Engineering Hall 106 B6  
**Presenter:** Tami Eggleston, McKendree University  
**Track:** Building Communities  
**Format:** Presentation  
**Target Audience Level:** Intermediate  
**Prerequisite Skills:** Some knowledge of CMS Blackboard or other online platform  

This interactive presentation will use the social psychology theory of Bruce Tuckman’s stages of group development (forming, norming, storming, performing, and adjourning) to frame specific activities to transform a class into a team. Some of the specific aspects will include team assignments, captains, competitions, projects, presentations, grading, and team assessments. Participants will leave with specific activities, a theoretical framework, and a chance for sharing and reflection.

**Keep It Short and Tweet: Intro to Microblogging Using Twitter**

**Location:** Illini Hall 23  
**Presenter:** Jason Rhode, Northern Illinois University  
**Track:** Building Communities  
**Format:** Hands-On Training  
**Target Audience Level:** Beginner  
**Prerequisite Skills:** Basic computing skills  

Twitter is an online application that is part blog, part social networking site, and part cell phone/IM tool. It is designed to let users describe what they are doing or thinking at a given moment, in 140 characters or fewer. This hands-on session will introduce the Twitter microblogging tool and discuss its mobile collaboration potential in the learning environment.
If You Organize It They Will Come (and Learn)—Part 1

Location: Illini Hall 27
Presenter: Mary Elizabeth Smith, University of Illinois at Springfield
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Secondary or new e-mail address to use

If you are an educator who is struggling with pushing relevant, easily updatable, and visually stimulating Web references to students, then this session is for you. This workshop focuses on tagging information via social bookmarking sites, RSS feeds, Twitter, or Web site, and then pushing the information, via an LMS (learning management system) or Web page or other electronic format, to students.

Screencasting: Design, Development, and Delivery—Part 1

Location: Illini Hall 28
Presenter: Daniel Cabrera, Northern Illinois University
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills

Screencasting is becoming an increasingly common tool for online instruction. The workshop Introduction will focus on the process of conceptualizing educational tutorials, asking important pedagogical questions, story boarding ideas, and deciding on the most appropriate method for distribution of content. Participants will use Camtasia Studio, a screencasting program offering features and options that enhance instruction by capturing lectures, recording and highlighting interaction with Web site tours or software applications, and using closed captioning to expand accessibility. Participants will create a brief instructional screencast demonstrating various features.

Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 1

Location: Oregon Lab
Presenter: Jan Engle, Governors State University
Track: Building Communities
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Prior online teaching experience

Part I of this workshop presents a design model that integrates group development theory, technology considerations, and facilitation strategies to assure the successful design of collaborative projects for online courses. In Part II, participants will work in small groups to apply the model to the design of a collaborative project for a fully online class. Groups will share their design solutions via a Google Docs presentation at the end of Part II.

Starting from Scratch: Building a New Course—Part 1

Location: Nevada A
Presenters: JP Dunn and Heidi Jung, Southern Illinois University–Carbondale
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Basic computer and Internet skills

This two-part hands-on workshop is intended for participants who need to get started at building an online course in Blackboard Learning System CE 8 / Vista (WebCT). This session was designed with ready-made content to work with as participants are given step-by-step instruction on how to manage content and build an online course. An overview of Blackboard tools will be discussed. The principles learned in this session also apply to other learning management systems.
### Getting Started in Second Life—Part 1

**Location:** Nevada B  
**Presenter:** Roger Runquist, Western Illinois University  
**Track:** Building Communities  
**Format:** Hands-On Training | 2-part session  
**Target Audience Level:** Beginner  
**Prerequisite Skills:** None

Second Life is an exciting new venue for collaboration, training, distance learning, new media studies, and marketing. This session will introduce participants to the basics of this new medium. This session is intended for those who have never explored Second Life.

Participants will explore the educational uses of Second Life by:
- Creating and customizing their identity
- Communicating with others
- Learning to navigate and find useful locations
- Exploring creative spaces

### Apple: Made For Learning

**Location:** Alice Campbell Alumni Center  
**Presenter:** Representative from Apple, Inc.  
**Track:** Commercial Vendor Training  
**Format:** Hands-On Workshop  
**Target Audience Level:** All  
**Prerequisite Skills:** None

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom, and educators are finding new ways to reach them anytime, anywhere. At this event, you’ll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.

### Facilitating Collaborative Learning with the Web 2.0 Tools of Blackboard Learn Release 9

**Location:** Engineering Hall 106 B1  
**Presenter:** Liam Ferris, Blackboard, Inc.  
**Track:** Commercial Vendor Training  
**Format:** Presentation

This session will review Blackboard Learn’s new built-in blogs, journals, and wikis, as well as other enhancements to group tools, discussion boards, and Wimba Pronto instant messenger to enable active collaboration around course content and group projects, simplify group communication and collaboration, and facilitate real-time class text and audio chats.

The presenter, Liam Ferris, is a Solutions Engineer with Blackboard, Inc.

### Working Online with Working Professional Students

**Location:** Engineering Hall 106 B3  
**Presenters:** Marc Thompson and Jim Schultz, University of Illinois at Urbana-Champaign  
**Track:** Building Communities  
**Format:** Presentation

We will share our experience of developing online courses for mid-career professionals in the online Master’s of Human Resources and Industrial Relations program and what we learned in the process. Topics will include, but not be limited to: building a community of practice among professionals; developing projects that intersect with, and empower, students’ activities in the workplace; determining how to best reach this type of adult learner; providing effective orientation to ease the transition into the online learning environment and program, and designing realistic course workloads.
Strategies for Designing and Supporting Student-Generated Content

Location: Engineering Hall 106 B6
Presenter: Jason Mock, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: A cell phone for texting or an Internet-enabled device are recommended

This presentation discusses pedagogical and technological strategies to facilitate student-centered learning in an online higher education course in which students are empowered to choose which technologies they wish to use and create assignment deliverables. Activity ideas for student-generated content, feasible technologies, the use of available cloud-based tools, and the guidelines for technological support are provided.

If You Organize It They Will Come (and Learn)—Part 2

Location: Illini Hall 27
Presenter: Mary Elizabeth Smith, University of Illinois at Springfield
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Secondary or new e-mail address to use

If you are an educator who is struggling with pushing relevant, easily updatable, and visually stimulating Web references to students, then this session is for you. This workshop focuses on tagging information via social bookmarking sites, RSS feeds, Twitter, or Web site, and then pushing the information, via an LMS (learning management system) or Web page or other electronic format, to students.

Advanced Twitter Tips, Tricks, and Tools

Location: Illini Hall 23
Presenter: Jason Rhode, Northern Illinois University
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Advanced
Prerequisite Skills: Previous experience using Twitter, personal Twitter account

Have you gotten started with Twitter but are now wondering what else is possible? What are hashtags? What are Twitter lists and how do you get started using them? How can you easily post photos, videos, and links? What additional online tools and third-party apps can be integrated with Twitter to streamline posting of resources? This advanced, hands-session will explore the answers to these questions. Bring your own Twitter account.

Screencasting: Design, Development, and Delivery—Part 2

Location: Illini Hall 28
Presenter: Daniel Cabrera, Northern Illinois University
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills

Screencasting is becoming an increasingly common tool for online instruction. The workshop Introduction will focus on the process of conceptualizing educational tutorials, asking important pedagogical questions, story boarding ideas, and deciding on the most appropriate method for distribution of content. Participants will use Camtasia Studio, a screencasting program offering features and options that enhance instructional screencast demonstrating various features.

continued on page 14
## FSI 2010 Master Schedule

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>MONDAY, MAY 17</th>
<th>TUESDAY, MAY 18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Team I</td>
<td>Concurrent Session I</td>
</tr>
<tr>
<td>Engineering Hall 106 B8 (EWS Lab)</td>
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<td></td>
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<td>Apple: Made For Learning</td>
</tr>
</tbody>
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**Opening Keynote Presentation** | Ray Schroeder | 5:30–6:30 PM | Alice Campbell Alumni Center

**Closing Keynote Presentation** | Thursday, May 20 | 10:45–11:30 AM | Alice Campbell Alumni Center
<table>
<thead>
<tr>
<th>Concurrent Session IV</th>
<th>Concurrent Session V</th>
<th>Concurrent Session VI</th>
<th>Learning Team III</th>
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<td>Keeping Pace with the Technologies Available for Teaching</td>
<td></td>
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<td></td>
</tr>
<tr>
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<td>Simple Is Always Hard: Design Guidelines for Effective Online Activities</td>
<td></td>
<td>Engineering Hall 106 B3</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>Engineering Hall 106 B6</td>
<td></td>
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Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 2

Location: Oregon Lab
Presenter: Jan Engle, Governors State University
Track: Building Communities
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Prior online teaching experience

Part I of this workshop presents a design model that integrates group development theory, technology considerations, and facilitation strategies to assure the successful design of collaborative projects for online courses. In Part II, participants will work in small groups to apply the model to the design of a collaborative project for a fully online class. Groups will share their design solutions via a Google Docs presentation at the end of Part II.

Starting from Scratch: Building a New Course—Part 2

Location: Nevada A
Presenters: JP Dunn and Heidi Jung, Southern Illinois University–Carbondale
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Basic computer and Internet skills

This two-part hands-on workshop is intended for participants who need to get started at building an online course in Blackboard Learning System CE 8 / Vista (WebCT). This session was designed with ready-made content to work with as participants are given step-by-step instruction on how to manage content and build an online course. An overview of Blackboard tools will be discussed. The principles learned in this session also apply to other learning management systems.

Getting Started in Second Life—Part 2

Location: Nevada B
Presenter: Roger Runquist, Western Illinois University
Track: Building Communities
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: None

Second Life is an exciting new venue for collaboration, training, distance learning, new media studies and marketing. This session will introduce participants to the basics of this new medium. This session is intended for those who have never explored Second Life.

Participants will explore the educational uses of Second Life by:
- Creating and customizing their identity
- Communicating with others
- Learning to navigate and find useful locations
- Exploring creative spaces

1:30–2:45 PM

Enhancing Learning with the New Blackboard Learn 9.1 System

Location: Engineering Hall 106 B1
Presenter: Liam Ferris, Blackboard, Inc.
Track: Commercial Vendor Training
Format: Presentation
Target Audience Level: All
Prerequisite Skills: Some familiarity with Blackboard

This session will provide an overview of Blackboard Learn’s Web 2.0 user experience to create and deliver effective content with an intuitive, easy-to-use interface. Blackboard Learn offers new social learning and teaching tools that foster more logical active learning opportunities for students, new mash-ups to integrate Web 2.0 resources from YouTube, SlideShare and Flickr, better content file management, learning modules that provide structured learning paths, and advanced accessibility options. Blackboard Mobile Learn, which brings interactive teaching and learning to mobile devices, will also be reviewed.

The presenter, Liam Ferris, is a Solutions Engineer with Blackboard, Inc.
An effective early alert system can provide the necessary academic, personal, and financial resources students need to achieve their academic goals. The Early Advantage Program (EAP) is designed as a collaborative tool to refer students to these resources.

50 Ways You Should Be Using Facebook in Your Classroom

Location: Engineering Hall 106 B6
Presenter: Jay Sternickle, Joliet Junior College
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills
Facebook isn’t just a way to connect with “friends;” it is also an incredible learning tool. Teachers can utilize Facebook for class projects, for enhancing communication, collaboration, and engaging students in a manner that might not be possible in traditional classroom settings. Learn 50 ways to use Facebook in your classroom, no matter if teaching face-to-face, blended, or online classes.

Accessibility of Web Conferencing Tools: A Side-by-Side Comparison

Location: Illini Hall 23
Presenter: Hadi Rangin, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Familiarity with Web conferencing tools
Web conferencing tools are becoming increasingly popular in the educational, corporate, and non-profit organizational environments. These tools are used for online collaboration, presentations, webinars, training, desktop sharing, and include many more features. Unfortunately, the majority of them are not designed with accessibility in mind for people with disabilities and as a result, such tools are not accessible to people with these special needs. The University of Illinois at Urbana-Champaign tested and evaluated five available Web conferencing tools in the U.S. market; namely Elluminate, Adobe Connect, Saba Centra, Talking Communities, and Wimba Classroom and compiled a side-by-side comparison of features and accessibility support.

Hadi Rangin from the University of Illinois will share with you the results of this evaluation and discuss the accessibility supports of each of them. Come to the presentation and learn all about the accessibility features of these tools.

Using Facebook and Ning with Your LMS

Location: Illini Hall 27
Presenter: Sam Martin, Harper College
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Beginner
Prerequisite Skills: Computer knowledge, Facebook account, Ning account
The Learning Management System (LMS, such as Blackboard) can be used to create a learning community. Social networking tools such as Facebook and Ning can enhance the LMS experience and enhance student effect. This is a hands-on workshop that will integrate Facebook, Ning, and an LMS.

Practical Experience with Avatars, Blended Learning, and Representation

Location: Illini Hall 28
Presenter: Chip Bruce, University of Illinois at Urbana-Champaign
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: None
In a class that met face-to-face and online at the same time, teacher and students collaborated to make it work. Learn from the professor and students about how they overcame problems and worked through strategies to make sure that all students, sitting in the classroom or on the screen, equally felt that they were part of the class. You will see their techniques demonstrated and hear the lessons learned.
Classes Collaborating through Google Wave

Location: Engineering Hall 106 B8
Presenters: Josiah Alamu, University of Illinois at Urbana-Champaign and Raymond Schroeder, University of Illinois at Springfield
Track: Building Communities
Format: Presentation
Target Audience Level: All
Prerequisite Skills: None

Professors Josiah Alamu and Ray Schroeder have integrated Google Wave for collaboration in their online classes. In one instance, Wave is used weekly for synchronous discussions (which of course are also available asynchronously after the fact). In the other instance, Wave was used to link a University of Illinois–Springfield class with one at the Institute of Technology in Sligo, Ireland. Much will be shared about emerging effective practices in using Google Wave.

Photoshop 101—The Basics

Location: Oregon Lab
Presenter: Roger Runquist, Western Illinois University
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Beginner
Prerequisite Skills: None

This workshop is designed to introduce basic skills and techniques of using Adobe Photoshop to the novice or intermediate user. An overview of some of the tools and other features of the program will be offered.

Specific topics include:

1. Different techniques for making selections
2. Adding text to graphics
3. Saving graphics and optimizing for Web use
4. An introduction to layers

Enriching Online Learning and Communication with Open-Source Virtual Worlds

Location: Nevada A
Presenters: Jinhee Choo, Tony Hursh, and Hee Young Choi, University of Illinois at Urbana-Champaign
Track: Building Communities
Format: Presentation
Target Audience Level: Beginner
Prerequisite Skills: Familiarity with Web

This presentation discusses how CTER, an online educational technology master’s degree program at Illinois, uses its own virtual world, the CTER Metaverse, to provide a rich online learning experience. The CTER Metaverse runs on CTER’s own servers using OpenSimulator (an open-source virtual world platform that is compatible with Second Life). Curriculum, Technology, and Educational Reform (CTER) courses use the Metaverse for online learning and communication, including office hours, group meetings, educational project creation, and student presentations. New CTER students are introduced to the space during orientation and make use of it throughout their CTER career. The presentation will demonstrate some sample student projects, suggested educational uses, and tips for server management.
Wednesday, May 19, 2010
8:30–9:45 am

Teaching with Tubes
Location: Engineering Hall 406 B8
Presenter: Maribeth Montgomery Kasik, Governors State University
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Beginner
Prerequisite Skills: Basic computer skills
This presentation will explore the use of the various Tubes as teaching tools. The Tubes are a valuable resource for professors as well as students. This will be a hands-on, active learning session with audience participation expected. Participants will learn how to use Tubes and how to create Tubes.

Using Online Video Lectures to Improve a Traditional Lecture
Location: Engineering Hall 106 B6
Presenters: Christian R. Ray and Erin L. Whitteck, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills
In the past year, members of the general chemistry department have explored different ways to use online videos and Web casts to facilitate student comprehension of material before, during, and after a traditional lecture. This presentation will be broken into four sections: our motivation for using video lectures, how we have produced the video lectures, the context in which we presented the videos to students, and some initial results from our experiments.

Engaging Online Faculty through Collaborative Training
Location: Engineering Hall 106 B3
Presenter: Lori Wendt, Parkland College
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Beginner
Prerequisite Skills: Basic learning management system knowledge
Parkland College has developed an online faculty certification course called Instructional Strategies and Techniques that prepares new faculty for adapting to the online classroom. Faculty taking the course, which is four weeks long and totally online, will experience the online environment from a student perspective and learn/share ways to engage their students while engaging themselves. This presentation will share how Parkland’s Distance Learning department has developed and expanded this program to aid their online faculty in creating an inviting learning environment for their students.

Getting Going with Google Docs: Solving the Collaboration Challenge
Location: Illini Hall 23
Presenter: Jason Mock, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Beginner
Prerequisite Skills: Set up a Google account (preferred)
When it comes to teams of students collaborating on a project, multiple e-mails flying around with attachments just doesn’t cut it. Google Docs offers a free, Web-based solution. Students can create documents, spreadsheets, and even presentations online and share them with one another. No more keeping track of versions or combining each student’s part at the last moment. This session will explore educational applications of Google Docs and walk you through using them.
Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 1

Location: Illini Hall 27
Presenters: Carrie Levin and Emily Boles, University of Illinois at Springfield
Track: Building Communities
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Set up a Google Wave account (preferred)

Google Wave is a revolutionary new, free, collaboration tool which promises to change the way we integrate Web 2.0 into our teaching and learning. Wave is quickly becoming the preferred tool for online collaboration. Combining the features of a wiki with live Web windows, drag-and-drop images, polling, mind maps, audio and video, full Web interoperability and much more into one free technology, Google Wave offers the most useful features of Web 2.0 for education. Participants will have many takeaways from this session: skill in using Google Wave, access to our Google Wave Blog, a list of the very best Google Wave how-to sites, several Wave contacts, and access to a group-created sandbox loaded with resources.

We recommend that participants set up Google Wave accounts prior to the session. They may request invitations directly from Google at the following Web address: https://services.google.com/fb/forms/wavesignup/ or they can e-mail the presenters, who will send them invitations. Those without Wave accounts will be able to use dummy accounts created by the presenters for the session.

Walk a Mile in Your Student’s Shoes: Online Teaching Excellence 101—Part 1

Location: Nevada A
Presenters: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Basic computer and Internet skills

The best way to learn the online environment is to experience it! This multi-faceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time, experience them from a student’s perspective. Learn about the challenges students face, so you can avoid disasters in your online course. Pedagogical tips are woven throughout this course by focusing on teaching excellence through online best practices.

Collaborating to Create Interactive Timelines

Location: Nevada B
Presenter: Jay Sternickle, Joliet Junior College
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills

Timelines are a great way to visualize how a series of events are related. Thanks to technology, timelines are no longer static and paper-bound. Students can now collaborate online to create timelines that are interactive and can contain pictures, videos, music, and links to more information. During this hands-on class, participants will be introduced to and will use several timeline tools including xtimeline, Dandelife, and OurStory.

Using Electronic Portfolios for Instruction

Location: Oregon Lab
Presenter: Roger Runquist, Western Illinois University
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Beginner
Prerequisite Skills: None

Learn how electronic portfolios can be used to assess a student’s progress through a course. This hands-on workshop will demonstrate how a variety of artifacts can be combined with Adobe Acrobat to create and share customizable electronic portfolios.
8:30–11:30 AM

**Apple: Made For Learning**

Location: Alice Campbell Alumni Center  
Presenter: Representative from Apple, Inc.  
Track: Commercial Vendor Training  
Format: Hands-On Workshop  
Target Audience Level: All  
Prerequisite Skills: None  

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom and educators are finding new ways to reach them anytime, anywhere. At this event, you'll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.

10:15–11:30 AM

**Keeping Pace with the Technologies Available for Teaching**

Location: Engineering Hall 406 B8  
Presenter: Maribeth Montgomery Kasik, Governors State University  
Track: Connecting Classrooms  
Format: Presentation  
Target Audience Level: Beginner  
Prerequisite Skills: Basic computer skills  

University students are “digital natives” and acquire knowledge differently than years past. Professors cannot ignore the technological expertise of the students in their classrooms. This presentation will explore some of the current technologies used for teaching and provide practical solutions for keeping up with ever-changing technologies. This will be a hands-on, active learning session with audience participation expected.

**Simple Is Always Hard: Design Guidelines for Effective Online Activities**

Location: Engineering Hall 106 B6  
Presenter: Eric Wignall, Governors State University  
Track: Connecting Classrooms  
Format: Presentation  
Target Audience Level: Intermediate  
Prerequisite Skills: Basic online learning skills; knowledge of Google tools a plus  

Designing online activities that are effective and easy to use is a tough job. This presentation examines online activities and the crucial components for building knowledge with online students. Many widely taught design principles are actually wrong. Four evidence-based examples will be explored in an engaging, media-rich presentation.

**Learning to Work in the Cloud**

Location: Illini Hall 23  
Presenter: Jay Sternickle, Joliet Junior College  
Track: Connecting Classrooms  
Format: Hands-On Training  
Target Audience Level: Intermediate  
Prerequisite Skills: Basic computer skills  

During this hands-on class, participants will learn to use “cloud-based” tools to share information and collaborate on projects in real time. Emphasis will be placed on teaching these skills to students and stressing the value of interaction and the strength of content that is created through collaborative construction. A variety of “cloud-based” tools will be introduced and used including Google Docs.

**Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 2**

Location: Illini Hall 27  
Presenters: Carrie Levin and Emily Boles, University of Illinois at Springfield  
Track: Building Communities  
Format: Hands-On Training | 2-part session  
Target Audience Level: Intermediate  
Prerequisite Skills: Set up a Google Wave account (preferred)  

Google Wave is a revolutionary new, free, collaboration tool which promises to change the way we integrate Web 2.0 into our teaching and learning. Wave is quickly becoming the preferred tool for online
collaboration. Combining the features of a wiki with live Web windows, drag-and-drop images, polling, mind maps, audio and video, full Web interoperability and much more into one free technology, Google Wave offers the most useful features of Web 2.0 for education. Participants will have many takeaways from this session: skill in using Google Wave, access to our Google Wave Blog, a list of the very best Google Wave how-to sites, several Wave contacts and access to a group-created sandbox loaded with resources.

We recommend that participants set up Google Wave accounts prior to the session. They may request invitations directly from Google at the following Web address: https://services.google.com/fb/forms/wavesignup/ or they can e-mail the presenters, who will send them invitations. Those who do not have accounts will be able to use dummy accounts created for the presentation.

Using Horizon-Wimba for Online Meeting and Teaching

Location: Illini Hall 28
Presenter: Michel Nguessan, Governors State University
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Beginner
Prerequisite Skills: None

The purpose of this workshop is to teach attendees how to use Horizon-Wimba for Web conferencing and online teaching. Attendees will experience Horizon as participants in a meeting/class. They will also experience Horizon-Wimba as presenters/instructors.

Creating Interactivity Online: Mock Chemistry Experiments Using Lon-Capa

Location: Oregon Lab
Presenters: Christine Yerkes and Douglas Mills, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: None

To improve performance in the lab, we have devised individualized mock experiments, which lead students through the observations and calculations that will be needed in the real lab session.

Walk a Mile in Your Student’s Shoes: Online Teaching Excellence 101—Part 2

Location: Nevada A
Presenters: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale
Track: Connecting Classrooms
Format: Hands-On Training | 2-part session
Target Audience Level: Beginner
Prerequisite Skills: Basic computer and Internet skills

The best way to learn the online environment is to experience it! This multi-faceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time, experience them from a student's perspective. Learn about the challenges students face, so you can avoid disasters in your online course. Pedagogical tips are woven throughout this course by focusing on teaching excellence through online best practices.

Steal This iLab: A Tool to Aid Community-Based Inquiry

Location: Nevada B
Presenter: Alan Bilansky, University of Illinois at Urbana-Champaign
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Basic Web browsing

Community Inquiry Labs 4 (http://cilabs.illinois.edu) is designed to meet the needs of inquiry-based learning and community-based research. It is open to anyone or any group anywhere doing this sort of inquiry, and offers a suite of applications to aid in collaboration, publication, and outreach.

This hands-on workshop provides participants with an introduction to the latest version of iLabs, and hands-on practice creating and using an iLab for their own purposes.
Generational Differences: Knowing Helps the Understanding
Location: Engineering Hall 106 B6
Presenter: Donna McCaw, Western Illinois University
Track: Building Communities
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Must bring a cell phone
We cannot program out the impact of human differences. In the relationships that we establish and the interactions that we experience and share, the human element is as strong as ever. For the first time in recorded history, five generations exist within higher education. We will look and learn about those generational differences and their impact upon using technology to teach.

The Wikipedia, Accountability, and Learning
Location: Engineering Hall 106 B8
Presenters: Norma Scagnoli and Alan Bilansky, University of Illinois at Urbana-Champaign
Track: Building Communities
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: None
Revealing the inner workings of the Wikipedia and the practices of the people working on it are ways to help students move from passive to active learning. We will cover some ways that teachers can have their students edit and add to the content of the Wikipedia, instead of just copying it into their papers. Strategies to help students create and develop papers and mini-books collaboratively will also be covered. Wikipedia and other uses of wikis add a real social context that can stimulate learning by holding students accountable for what they write and post online, facilitating ways by which they can work with others, and experience what it means to publish and participate in the public forum.

Turn “wiki” from a dirty word in the classroom into a teaching tool and an excellent learning environment where you can foster individual creativity and group interaction. You can use Wikipedia-based assignments to help students learn course content and to move along the developmental stages of learning.

Social Bookmarking 2.0: Research, Share, and Collaborate Online Using Diigo
Location: Illini Hall 23
Presenter: Jason Rhode, Northern Illinois University
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Previous experience with social bookmarking (preferred)
Do you struggle to keep track of all your favorite Web sites and other online resources? Would you like to share the links to your favorite online resources with your colleagues or students? Using Diigo, you can both easily bookmark your favorite online resources in the cloud and annotate, share, and collaborate in new ways! This hands-on session will introduce the Diigo collaborative research tool and explore several practical applications for implementing collaborative resource-sharing in the classroom.

Blackboard Learning Modules—Horizontal Organization of Chronological Events
Location: Illini Hall 27
Presenter: Howard Solomon, City Colleges of Chicago
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Regular use of Blackboard LMS
This will be a demonstration and hands-on opportunity to become familiar with this often-overlooked organizing tool. The Learning Module permits the tying together of many different kinds of events so that student confusion is reduced.
Creating Dynamic Presentations with Prezi

Location: Illini Hall 28
Presenter: Anne McKinney, University of Illinois at Urbana-Champaign
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Encouraged to bring ideas, text, images, videos, files, or other materials you wish to build into Prezi-based learning material

Prezi is an online application that allows users to create exciting, engaging learning materials. Take your students through a lesson that zooms in or out on learning points, incorporates multimedia, and follows your train of thought in any direction. Prezi is for educators who want to break free from PowerPoint.

See, Hear, Do—Engage Students in Creative Ways

Location: Oregon Lab
Presenters: Lisa Cherivtch-Zingaro and Jessica Lee, Oakton Community College
Track: Building Communities
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: None

This session focuses on using avatars and VoiceThread to engage students on multiple levels. The presenters will demonstrate use of avatars to highlight the current week’s activities or to give personal feedback. They will demonstrate VoiceThread to show how an instructor can engage students by sight, sound, and even video feedback. Come and see how to put your ideas into action!

Go Ahead, Let ’em Text with Poll Everywhere

Location: Nevada A
Presenter: Chad Dennis, Western Illinois University
Track: Connecting Classrooms
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer and Web browsing skills; bring your own cell phone capable of sending text messages.

Have you wondered whether or not your students have prepared for class or completed the book readings? Do you want to test retention and engage student participation? In this hands-on presentation, you will learn how to use a free online service called Poll Everywhere (polleverywhere.com). Poll Everywhere allows instructors to collect multiple-choice and free-form text responses from their students’ cell phones and instantaneously display the results in a Web browser or PowerPoint. So, bring your cell phone and come see how to use this free service as a teaching aid in the classroom.

Building Collaborative Communities with Facebook

Location: Nevada B
Presenter: Jay Sternickle, Joliet Junior College
Track: Building Communities
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills

Learn how to use Facebook to build collaborative communities that engage students and give them a sense of ownership. During this hands-on class, participants will learn how to create Facebook “groups,” encourage active collaboration, and deal with privacy issues. Emphasis will be placed on using this tool for both large (class-sized) projects and small (student group) projects.

1:30–4:30 PM

Apple: Made For Learning

Location: Alice Campbell Alumni Center
Presenter: Representative from Apple, Inc.
Track: Commercial Vendor Training
Format: Hands-On Workshop
Target Audience Level: All
Prerequisite Skills: None

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom and educators are finding new ways to reach them anytime, anywhere. At this event, you’ll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.
Wireless Access on Campus

Welcome to the University of Illinois at Urbana-Champaign network (UIUCnet). A department, college, or individual has agreed to sponsor your use of UIUCnet and to take responsibility for your activities while on the network. A Sponsored Guest Account primarily provides you with network access via the four services detailed below. It does not provide access to any of the University Library's online resources, an e-mail account, or any online storage. For more information, please read the Terms of Use at: https://ctweb1.cites.uiuc.edu/documentation/GuestTOUsmall.pdf.

Using Your Sponsored Guest Account from Your Own Computer

Sponsored guest accounts provide access to four major campus network services:

- **UIUCnet QuickConnect**
  QuickConnect is a simple, browser-based method of connecting to the campus network (UIUCnet) through either the UIUCnet Wireless or UIUCnet Walkup services. Simply open a browser window, visit a Web address such as http://wireless.uiuc.edu, and provide your login name and password when prompted.

- **UIUCnet Wireless**
  UIUCnet Wireless is the campus-wide wireless network. Many locations around campus already provide UIUCnet Wireless access, and more are being installed every month. For more information, including wireless locations and connection options, see http://www.cites.uiuc.edu/wireless/.

- **UIUCnet Walkup**
  For laptop users who have an Ethernet network port, several campus buildings (including large libraries) offer Ethernet-based network connections. You can use UIUCnet QuickConnect to log in to these locations as well. For more information, see http://www.cites.uiuc.edu/walkup/.

- **Campus VPN**
  If you are working off campus (for example, at a coffeehouse or local library) and need a secure connection to the campus network, you can use the campus Virtual Private Network (VPN) system to connect. For more information, see http://www.cites.uiuc.edu/vpn/.

For additional assistance with sponsored guest accounts, contact the CITES Help Desk (244-7000 or consult@illinois.edu). Use of this service constitutes acceptance of the Campus Appropriate Use Policy, available at http://www.fs.uiuc.edu/cam/CAM/viii/viii-1.1.html.

Wireless Access Points on Campus

Not all campus buildings have wireless access points but a number of FSI venues do in at least some areas of the building. Among them are the following:

- Alice Campbell Alumni Center
- Engineering Hall
- Illini Hall
- Nevada CITES/ICS Computer Lab
- West Oregon Computing Services

Social Networking Opportunities

- **Ning**: http://fsi2010.ning.com
  Conference-related discussion with Twitter/Twubs integration. Post links, notes, photos, and videos. All Digital Posters will be posted here.

- **Twitter**: http://twitter.com/
  Participants of FSI who are Twittering should follow @fsi2010 and add the hash tag #fsi2010 to FSI-related tweets. See all conference related tweet by searching for #fsi2010.
Urbana is east, Champaign is west of Wright Street.