

Faculty Summer Institute

@ the intersection of TEACHING and TECHNOLOGY



FSI
Engage!
2015

May 27–29, 2015
I Hotel & Conference Center
Champaign, Illinois



FSI 2015 MASTER SCHEDULE

LOCATION	WEDNESDAY, MAY 27			THURSDAY, MAY 28		
	Concurrent Sessions I 2:00–2:50 PM	Concurrent Sessions II 3:00–3:50 PM	Concurrent Sessions III 4:00–4:50 PM	Concurrent Sessions IV 9:00–9:50 AM	Concurrent Sessions V 10:00–10:50 AM	Concurrent Sessions VI 11:00–11:50 AM
Technology Room	1. Mobile Learning: Screencasting—Engaging Students by Developing Content, Facilitating Explanation, and Sharing Using Your Mobile Device Best in Track!	7. Finding, Creating and Integrating Open Educational Resources into Courses Best in Track!	12. Differentiated Instruction: Different Learning for Different Minds Best in Track!	Room not available		
Quad Room	2. Learning to Create and Share “Back-Pocket” Media		13. 14 Tools to Flip Over	17. Flipping with iPads: Increasing Engagement in Lecture	22. Designing Collaborative Learning Spaces	
Lincoln Room	3. Wikiality Redux	8. Teaching and Learning with the Cloud	14. Getting Off to a Good Start with Student Engagement	18. Making Them Work for You: Student-created Peer-reviewed Multimedia Teaching Tools		26. Assessing Student Learning Outcomes with Brightspace
Alma Mater Room	4. Flipped Learning and Collaborative Learning Approaches across Disciplines and Countries	9. eText + LMS: eContent with Embedded Assessments = Improved Learning Outcomes	15. Blending 101: Student Perception of Blended Learning in a Large-Enrollment Language Class	19. Dual-Mode Instruction and Active Learning	23. Your Classroom Technology Policy	27. Emerging Technologies in Online Learning
Humanities Room	5. The Meta-Discussion	10. Copyright, the Internet, and You		20. Rethinking the Undergraduate Research Process (Hint: It includes Google.)	24. Experiential Learning in Teaching Ethics—Making Meaning out of Morality	28. Welcome to 3D Modeling: Tinkering with TinkerCad
Excellence Room	6. 25 Things Every Instructional Designer Needs to Know	11. iBooks Author: eBook Writing for Students of All Ages	16. Applying Gestalt Theory to Create More Effective Instructional Presentations	21. Guiding College Success: Introducing Technology to the New Student	25. Online Exam Retakes—Improving Student Experience in Large Classes	29. Cyber Peer-Led Team Learning: Student Collaboration Outside of the Classroom
Knowledge Room						
Innovation Room						
Loyalty Room	Networking Room			Networking Room		

12:00–1:30 PM | Welcome Lunch | Illinois Ballroom

5:00–6:30 PM | Keynote Speaker: Karen Vignare | Illinois Ballroom

6:30–8:00 PM | Dinner | Illinois Ballroom

THURSDAY, MAY 28			FRIDAY, MAY 29			LOCATION
Concurrent Sessions VII	Concurrent Sessions VIII	Concurrent Sessions IX	Concurrent Sessions X	Concurrent Sessions XI	Concurrent Sessions XII	
2:00–2:50 PM	3:00–3:50 PM	4:00–4:50 PM	9:00–9:50 AM	10:00–10:50 AM	11:00–11:50 AM	
Room not available			1. Mobile Learning: Screencasting—Engaging Students by Developing Content, Facilitating Explanation, and Sharing Using Your Mobile Device 	7. Finding, Creating and Integrating Open Educational Resources into Courses 	12. Differentiated Instruction: Different Learning for Different Minds 	Technology Room
30. A Flipped Approach to Professional Development Workshops	34. Internet of Things (IoT): What's in your Classroom?		43. Engaging Students as School Ethnographers: A University-High School Collaboration	48. How to Use Writing in your Classroom—The Interactive Notebook	52. Avoiding Death by PowerPoint	Quad Room
31. No Phone Zone: Strategies for Creating an Electronic-Free Classroom	35. Using Pecha Kucha Techniques to Engage your Audience	39. Considerations for Creating and Sharing Professional Information Using Social Networking Sites	44. Moving Beyond Consumption: Creating and Engaging OER	49. Considerations For Designing Active Learning For Student Engagement	53. Exploring the Diverse Landscape of Online Student Assessment	Lincoln Room
32. The Updated Guide to Self Service Media Creation	36. Digital Participation from Online to the Classroom	40. Getting HIP with Technology: Tools for High Impact Practices	45. HTML5 + CSS3 + JavaScript -> Visual Interactive Accessible Learning Resources	50. A Flipped Classroom Approach	54. Video Editing with Adobe Photoshop	Alma Mater Room
33. Making Meaning with Technology in the Humanities	37. High Touch Student Engagement Using Mobile Learning and Multimedia Technology	41. Best Practices for Creating Accessible Word Documents	46. Wow your Students with PowToon!		55. A Comparison of Science Laboratory Delivery Methodologies and Learning Outcomes	Humanities Room
	38. Improving Academic Integrity in a Digital World	42. Wikis: Whence & Whither?	47. Quality Matters, Before and After: Instructional Design, Teaching Practice, Collaboration	51. Micro-credentialing: Recognizing Student Learning with Digital Badges	Reserved for Overflow/Best from Audience	Excellence Room
					Reserved for Overflow/Best from Audience	Knowledge Room
					Reserved for Overflow/Best from Audience	Innovation Room
Networking Room			Networking Room			Loyalty Room

12:00–1:30 PM | Lunch and Keynote Speaker: Kelvin Thompson | Illinois Ballroom

5:00–6:30 PM | Poster Reception | Chancellor Ballroom

12:00–1:30 PM | Closing Lunch and Keynote Speaker: Anthony Piña | Illinois Ballroom

All conference activities will take place at the Illinois Conference Center at the I Hotel.

WEDNESDAY, MAY 27

10:00 am–5:00 pm	Registration	Conference Center Lobby
12:00–1:30 pm	Welcome Lunch	Illinois Ballroom
2:00–2:50 pm	Concurrent Session I	Various locations
3:00–3:50 pm	Concurrent Session II	Various locations
4:00–4:50 pm	Concurrent Session III	Various locations
5:30–8:00 pm	Dinner & Keynote Speaker	Illinois Ballroom

THURSDAY, MAY 28

8:30 am–5:00 pm	Registration	Conference Center Lobby
9:00–9:50 am	Concurrent Session IV	Various locations
10:00–10:50 am	Concurrent Session V	Various locations
11:00–11:50 pm	Concurrent Session VI	Various locations
12:00–1:30 pm	Lunch & Keynote Speaker	Illinois Ballroom
2:00–2:50 pm	Concurrent Session VII	Various locations
3:00–3:50 pm	Concurrent Session VIII	Various locations
4:00–4:50 pm	Concurrent Session IX	Various locations
5:00–6:30 pm	Poster Reception	Illinois Ballroom
6:30 pm	Social Dinner Outing	On your own

FRIDAY, MAY 29

8:30 am–12:00 pm	Registration	Conference Center Lobby
9:00–9:50 am	Concurrent Session X	Various locations
10:00–10:50 am	Concurrent Session XI	Various locations
11:00–11:50 pm	Concurrent Session XII	Various locations
12:00–1:30 pm	Closing Lunch & Keynote Speaker	Illinois Ballroom

HOSTS



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Karen Vignare
Associate Provost, Center for Innovation in Learning,
University of Maryland University College

Dr. Karen Vignare currently serves as associate provost, Center for Innovation in Learning, at University of Maryland University College (UMUC). The Center for Innovation in Learning serves as the research and development arm of UMUC's academic organization. Vignare is responsible for identifying innovations and collaboratively implementing them with core teams at UMUC. Vignare has been part of the online learning field for more than 15 years. Before coming to UMUC, she was a director at MSUglobal at Michigan State University. She has published research on business models, special populations, open education, blended learning, corporate training, and data organization in online learning. She has a PhD from Nova Southeastern University and an MBA from the William Simon School of Business at the University of Rochester.



Kelvin Thompson
Associate Director, Center for Distributed Learning,
University of Central Florida

Dr. Kelvin Thompson serves as an associate director for the University of Central Florida's (UCF) Center for Distributed Learning with a faculty appointment as a graduate faculty scholar in UCF's College of Education & Human Performance, and he has collaborated on the design of hundreds of online and blended courses over the past sixteen years. Dr. Thompson oversees CDL's strategic initiatives, including accessibility activities, and he developed the BlendKit Course open courseware as part of UCF's Blended Learning Toolkit. His personal research interests center around how interaction affects learner engagement, and information on his Online Course Criticism qualitative evaluation model for facilitating the scholarship of teaching and learning in online and blended environments is available online. Kelvin holds an EdD in curriculum and instruction and an MA in instructional systems technology from UCF and a Bachelor of Music Education degree from The Florida State University.



Anthony A. Piña
Dean of the Online Division, Sullivan University System

Dr. Anthony Piña is the Dean of Online Studies at Sullivan University and is a nationally recognized leader in online/distance education. He joined Sullivan in 2008, after a 21-year career in public and private K-12 and higher education. Tony has served as a consultant to Fortune 500 corporations, small businesses, local government agencies, educational institutions and the U.S. Department of Defense. Tony is author of the book *Distance Learning and the Institution* and co-editor of *Real Life Distance Education: Case Studies in Practice*. He has over 40 academic publications and has delivered more than 160 conference presentations and over 200 professional workshops. He serves on the editorial board of three scholarly journals.

Engage!

FSI MISSION

The Faculty Summer Institute (FSI) mission centers on the convergence between best practices in teaching and the effective use of educational technologies. The goal of the conference is to bring together faculty members and instructional-technology professionals from Illinois and the surrounding regions to share their ideas and experiences across a broad spectrum of instructor-student interactions, from face-to-face to technology-mediated.

FSI promotes professional improvement in five core practices:

- Teaching skills and strategies for student engagement, collaboration, and assessment
- Effective uses of technology in teaching and learning
- Evaluation of teaching methods and course design
- Collaboration and planning across the campus for student success
- Research on learning outcomes and emerging technologies

PLANNING COMMITTEE

Robert Baird, University of Illinois at Urbana-Champaign

Emily Boles, University of Illinois at Springfield

Hannah Choi, University of Illinois at Urbana-Champaign

Jeff Cross, Eastern Illinois University

Jennifer Dunlap, University of Illinois at Urbana-Champaign

JP Dunn, Conference Co-Chair, Southern Illinois University Carbondale

Rich Furr, University of Illinois at Urbana-Champaign

Ed Garay, University of Illinois at Chicago

Valli Hammer, University of Illinois at Urbana-Champaign

Scott Johnson, Illinois Online Network

Maribeth Kasik, Governor's State University

Faye Lesht, University of Illinois at Urbana-Champaign

Michelle Marquart, University of Illinois at Urbana-Champaign

Sam Martin, Harper College / University of Phoenix

Anna Mehl, University of Illinois at Urbana-Champaign

Jill Moore-Reynen, University of Illinois at Urbana-Champaign

Jamie Nelson, University of Illinois at Urbana-Champaign

Stephanie Richter, Northern Illinois University

Sol Roberts-Lieb, University of Illinois at Urbana-Champaign

Roger Runquist, Western Illinois University

John Stryker, Oakton Community College

Michael Sukowski, Chicago State University

Linda Summers, Illinois State University

Thomas J. Tobin, Northeastern Illinois University

Angela Velez-Solic, Indiana University

Ava Wolf, Conference Co-Chair, University of Illinois at Urbana-Champaign

Page Wolf, College of Lake County

WEDNESDAY, MAY 27

12:00–1:30 PM

WELCOME LUNCH

Illinois Ballroom

Master of Ceremonies: **Ed Garay**, University of Illinois at Chicago

WELCOME REMARKS

Charles Tucker, Vice Provost for Undergraduate Education and Innovation, Alexander Rankin Professor, Mechanical Science & Engineering, Professor, Mechanical Science & Engineering, University of Illinois at Urbana-Champaign

COMMITTEE MEMBERS ARE HERE TO HELP

Have a question? Want some advice on sessions or local information? Be sure to ask someone from our planning committee. They are the ones with the Committee ribbon on their name tag. They will be happy to help!

WEDNESDAY, MAY 27

2:00–2:50 PM

CONCURRENT SESSIONS I

1. Mobile Learning: Screencasting—Engaging Students by Developing Content, Facilitating Explanation, and Sharing Using Your Mobile Device



Facilitator(s): Daniel M. Cabrera and Cameron Wills, Northern Illinois University

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Mobile device with the following apps installed: (iOS) Educreations, (iOS) ShowMe, (iOS, Android) Lensoo, (iOS/Windows/Mac)

Creating engaging online instructional materials is often a complex task that requires somewhat expensive software. However, it's possible to create online lessons and tutorials to engage students using simple free apps on a mobile device! Imagine using a digital whiteboard to draw, write, and annotate, with voice narration to explain the material and draw in your students. Then share the finished product online. While useful for any discipline, these lessons are particularly helpful in math, science, and engineering courses because it is easier to hand-write the complex notation. In this hands-on session, we will investigate several mobile screencasting apps, most of which are free or low cost. This workshop will focus on apps for mobile devices. Attendees are encouraged to register for a free account for each app in order to have an opportunity to upload and share their content.

2. Learning to Create and Share “Back-Pocket” Media

Double session (2:00–3:50 PM)

Facilitator(s): Rick Langlois, Jamie Nelson, and Robert Baird, University of Illinois at Urbana Champaign

Location: Quad Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: iOS devices are preferred, but we will work with any device—smart phone, laptop, tablet, video camera, etc. iMovie is the preferred editing platform.

We will cover the basics of recording, editing, and distributing short videos with the help of media professionals. This session meets the first day of FSI and continues as a virtual cohort. By utilizing “back-pocket” tools such as smart phones and apps as well as professional mentoring and peer coaching, this session will be a fun way for novices to get up and running quickly and sharing media with the wider FSI audience.

3. Wikiality Redux

Facilitator(s): Pamela M. Salela, Gillian Bauer, and Kara McElwrath, University of Illinois Springfield

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Tablet or laptop recommended, not required.

Since it was launched in 2001 Wikipedia has evolved into a sophisticated and dynamic tool that provides a rich canvass for teaching information literacy, critical thinking and knowledge creation. Drawing on examples from class projects, this panel will demonstrate how to utilize Wikipedia as a curriculum tool. In addition to providing resources to help instructors bring Wikipedia into their classroom, we will highlight a new partnership between OCLC (WorldCat) and Wikipedia.

4. Flipped Learning and Collaborative Learning Approaches across Disciplines and Countries

Facilitator(s): Erkan Caliskan, Nigde University, Hoyet Hemphill, Western Illinois University, Leanda Hemphill, Western Illinois University, and Diane Hamilton-Hancock, Western Illinois University (retired)

Location: Alma Mater Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: None

As more courses are being offered in an online environment, instructors are finding that Flipped Learning and Computer Supported Collaborative Learning are popular and useful for educational purposes. The presenters will describe how these approaches offer new opportunities for instructors across the disciplines and in different countries (Turkey, U.S., and China). The following questions will be discussed: How can we integrate and use flipped learning techniques effectively? How do e-leadership and group support systems affect online collaborative groups? Related online resources, technologies and web-sites will also be presented.

5. The Meta-Discussion

Facilitator(s): Lucas Anderson, University of Illinois at Urbana-Champaign

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

In this session, the presenter will use a simple technique for running good discussions to run a good discussion about running good discussions (it will be a meta-discussion, if you will). We will occasionally pause to examine the very discussion we are having and hence learn how to make a discussion go well. Please come prepared to share your thoughts, concerns, and questions about running effective class discussions.

6. 25 Things Every Instructional Designer Needs to Know

Facilitator(s): Jay Sternickle, Joliet Junior College

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Additional information about this session can be found at tech4teachers2015.weebly.com.

This session applies cognitive research with practical applications to help instructors understand how students see, read, remember, decide and focus their attention. By examining the psychology behind how students think and perceive the world; instructors can produce better materials that help captivate and motivate students. This includes looking at how students create mental models, how they form short-term and long-term memories, and how they are motivated to learn. This class will provide real-world design advice to create more intuitive and engaging materials for both in-class and online use.

3:00–3:50 PM

CONCURRENT SESSIONS II

7. Finding, Creating and Integrating Open Educational Resources into Courses



Facilitator(s): Susan Jones, Derrick Baker, and Molly Murphy, Parkland College

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop, tablet, or other mobile device with a word processor

This session will cover what Open Educational Resources are with an introduction to the five levels of openness in the Creative Commons licenses and the 5 R's of David Wiley's "open" (Retain, reuse, redistribute, remix and revise). We'll use advanced searching in YouTube and Google and repositories such as OERCommons.org for truly open resources; I'll share options for creating OER (e.g. Oercommons "author," screencasting, eduncanon) and discuss Open Course platforms (Moodle, BrightSpace, Canvas).

8. Teaching and Learning with the Cloud

Facilitator(s): Tom Grissom, Eastern Illinois University

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or tablet to access OneNote Online. EIU Instructional Technology Center: eiu.edu/itc.

This session will focus on new pedagogies and innovative learning flows based upon research that are influencing the way we approach teaching and learning. OneNote, a note-taking app, will be featured including the use of tablets with digital inking capabilities, however an overview of other Office 365 services will also be covered to explore how cloud-based services are changing the way we teach, learn, and collaborate.

9. eText + LMS: eContent with embedded assessments = Improved Learning Outcomes

Facilitator(s): Milind Basole, Yury Borukhovich, and Christian Ray, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a web browser

Course material becomes more engaging and effective when interspersed with interactive, 'check your understanding' assessment. Class time, when primed with heightened student awareness forced by simple yet graded pre-lecture quizzes embedded in multimedia material, results in deeper and conceptual learning. In this presentation/hands-on we demonstrate how we're attempting to laterally integrate an eReading platform with a powerful LMS (Lon-Capa) to achieve heightened learning outcomes in an introductory Chemistry course at Illinois.

10. Copyright, the Internet, and You

Double session (3:00–4:50 PM)

Facilitator(s): Pia M. Hunter, University of Illinois at Chicago

Location: Humanities Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: None

When and how can you use content from the Web? Educators use a variety of resources for teaching and research, and using materials lawfully in an online environment can be challenging. This presentation will explain the basic principles of copyright law and fair use, how to make a fair use analysis of course materials, best practices for using content in an online environment, and when it is appropriate to request permission from rights holders.

11. iBooks Author: eBook Writing for Students of All Ages

Facilitator(s): Mary M. Jensen, Western Illinois University

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with iBooks (not required)

An overview of iBooks Author will be presented with application ideas for students from pre-school through college. The eBooks must be written on a Mac Computer and are published to iPads. Participants will receive handouts with a step-by-step task analysis for the eBook writing process. eBook writing programs for use on other devices will be briefly discussed.

4:00–4:50 PM

CONCURRENT SESSIONS III

12. Differentiated Instruction: Different Learning for Different Minds

Best in Track!

Facilitator(s): Sol Roberts-Lieb, University of Illinois at Urbana-Champaign

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

While great minds may think alike, individuals learn differently. To achieve maximum student outcomes, we need to adapt our instruction practices. Please join us as we explore using differentiated instruction to increase learner outcomes, enjoyment, and success. We will look at how to differentiate the learning environment, the process, the product, and the content and how recent technology can make something as daunting as individualized instruction easier for all.

13. 14 Tools to Flip Over

Facilitator(s): Nicole Reese and Nathan Loeser, Illinois Central College

Location: Quad Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

Join us as we introduce and explore a sampling of tools we recently introduced to our faculty as part of a new blog series. These innovative tools will spark ideas for new ways to take both your methods of presentation and your students' submissions up a notch through the use of today's learning technologies. Come prepared to brainstorm ideas about how you can use one or more of these tools in your own teaching experience.

14. Getting Off to a Good Start with Student Engagement

Facilitator(s): Laurie M. Erickson, Harold Washington City College of Chicago and James Klock, Benito Juarez High School, Chicago

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

In order to establish the classroom culture, the first day is key to creating student engagement. However, students are often hesitant about active learning, particularly in a novel environment. Four strategies are effective promptly: 1. Create a personal relationship and build trust. 2. Use the familiar to introduce the unfamiliar. 3. Demand universal participation. 4. Give generous feedback. Successful student engagement results in confidence and cooperation, leading to more challenging discussions in the future.

15. Blending 101: Student Perception of Blended Learning in a Large-Enrollment Language Class

Facilitator(s): Laura Callegari Hill, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Results of a student survey submitted after completing a large-enrollment blended language class are presented and interpreted. Previous literature on the subject is discussed in light of these findings.

16. Applying Gestalt Theory to Create More Effective Instructional Presentations

Facilitator(s): Jay Sternickle, Joliet Junior College

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Additional information about this session can be found at tech4teachers2015.weebly.com

Learn about applying Gestalt principals to create better instructional graphic presentations. Gestalt theory deals with visual perception and the psychology of good graphic design. Gestalt includes concepts like balance, symmetry, closure, similarity, and proximity. Participants will examine ways to use Gestalt principals to improve learning outcomes. This class combines practical graphic production advice with cognitive research that shows that students learn better if Gestalt principals are applied constantly to visually-focused instructional presentations.

5:30–8:00 PM

DINNER AND KEYNOTE SPEAKER

Illinois Ballroom

KEYNOTE PRESENTATION

Adapting to Change

Karen Vignare, Associate Provost, Center for Innovation in Learning, University of Maryland University College

Faculty roles, higher education and educational technologies are quickly advancing. The conventional face-to-face lecture method is constantly under attack. This presentation will explore new online technologies that can be used in multiple modalities like adaptive learning and learner analytics which can support students and target faculty interaction to focus on difficult concepts. We will explore some of the research on these tools and look at current examples of use by faculty.

THURSDAY, MAY 28

9:00–9:50 AM

CONCURRENT SESSIONS IV

17. Flipping with iPads: Increasing Engagement in Lecture

Facilitator(s): Layne A. Morsch, University of Illinois Springfield

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: iPad (not required). The following apps will be discussed or demo'd during the session. They are split into general apps that could be used in any discipline and chemistry specific apps. General Apps: Socrative Teacher and Socrative Student—free (itunes.apple.com)

This presentation will focus on active learning during “lecture.” Through a 1:1 iPad program, students use technology to work problems, perform experiments, interact with classmates, and create videos. By using recorded video lectures, class time has been re-appropriated for problem solving. Attendees will be asked to consider how to apply these concepts in their own ways to meet the needs of their courses.

18. Making them work for you: Student created peer-reviewed multimedia teaching tools

Double session (9:00-10:50 AM)

Facilitator(s): Marianne Alleyne, Tanya Josek, Lindsey Sharp, and Liam Moran, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

Learn how to incorporate an activity that encourages online science students to think creatively about the subject matter and gives them the tools to create their own novel content (video, audio, comics, websites, etc.) that will speak to students in future courses. Since the activity is anonymously peer-reviewed it keeps the instructor’s work-load relatively small and may result in more meaningful feedback to the student.

19. Dual-Mode Instruction and Active Learning

Facilitator(s): Nicholas Burbules, Faye Lesht, Christopher Josey, and Rajat Chadha, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop with Blackboard Collaborate (sas.illuminate.com/m.jnlp?passwd=M.87D6E52B7C770C5344067E57826243&sid=407); webcam recommended

Interested in bringing together online and face-to-face students in one class? Through engaging activities, this session will orient participants to “dual-mode” instruction (effectively engaging online and residential students in the same class at the same time); explore best practices, including “room” requirements; & share collaborative exercises, assessment protocols, and tools for session participants’ future use.

20. Rethinking the Undergraduate Research Process (Hint: it includes Google)

Facilitator(s): Dorothy Ryan and Sarah Sagmoen, University of Illinois Springfield

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a web browser

Today’s undergraduates do research differently. With tools like Wikipedia and Google, their research process looks nothing like it did 15 years ago. In this session, we will present the changing paradigm of conducting research today, particularly through the eyes of an undergraduate. We’ll present current studies, provide alternatives to the traditional research assignment, and offer tips on how to incorporate tools like Google and Wikipedia to actually get better research from your students.

21. Guiding College Success: Introducing Technology to the New Student

Facilitator(s): Arlethia Mayes, Vincent Wiggins, Juandalyn Holland, and Kevin Smith, City Colleges of Chicago

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a web browser

Technology has become an assumed skill that students have mastered upon transfer to universities or entry into the workforce. We often see the first-year seminar as a viable option to introduce technology. These courses introduce services, time and stress management techniques, degree and career exploration, and student engagement on in and out of the classroom. This will be a demonstration of how to cover appropriate content, while introducing aspects of technology, particularly with Blackboard and lecture capture software like ScreenFlow.

10:00–10:50 AM

CONCURRENT SESSIONS V

22. Designing Collaborative Learning Spaces

Double session (10:00–11:50 AM)

Facilitator(s): Ava Wolf and Jennifer Dunlap, University of Illinois at Urbana-Champaign

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a web browser, Google account

Whether you're already involved in planning a new learning space, or just dreaming about one, this workshop will help you think through some of the critical components of designing new classrooms and informal spaces. Explore examples from a variety of web sources, work in small groups to share drawings and ideas, and leave the workshop with a working plan to take back to your campus.

23. Your Classroom Technology Policy

Facilitator(s): Jim Gee, Illinois State University

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Research shows that students respond better when instructors set clear guidelines about the use of mobile technology—laptops, tablets, and smartphones—in the classroom. By including students in the policymaking process, teachers can create expectations of behavior that minimize digital distractions. Participants will (briefly) review recent, relevant classroom communication research and then engage in a group exercise that demonstrates an inclusive and collaborative approach to creating a mobile device policy with your students.

24. Experiential Learning in Teaching Ethics—Making Meaning out of Morality

Facilitator(s): Vance S. Martin and Donna C. Tonini, University of Illinois at Urbana-Champaign

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Academia stands to benefit from a rigorous and systematic incorporation of ethics into the programs, products, and mindsets of all stakeholders involved in the research process. Research has shown that by employing elements of experiential learning, graduate students gain a long-term retention of the ethical material (Mumford, 2007, 2008). This presentation aims to highlight several methods of experiential learning—from case studies to role playing, to introduce ethical material to students in a meaningful way.

25. Online Exam Retakes—Improving Student Experience in Large Classes

Facilitator(s): Christian R. Ray, University of Illinois at Urbana-Champaign

Location: Excellence Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Access to Firefox(recommended) or other web browser.

Add'l Recommended Devices: Laptop or mobile device with a web browser (Firefox recommended)

Teachers often tell their students to, “learn from your mistakes,” but how many students utilize this advice? Our approach to online exam retakes has turned exams into both an assessment and learning tool which has resulted in some improvement in student learning outcomes, but large gains in student satisfaction with a large chemistry lecture. This presentation will discuss our design and implementation of exam retakes and will explore ways to incorporate them into your course.

11:00–11:50 AM

CONCURRENT SESSIONS VI

26. Assessing Student Learning Outcomes with Brightspace

Facilitator(s): Nicole L. Davis and JP Dunn, Southern Illinois University

Location: Lincoln Room

Track: Collaboration and planning across the campus for student success

Recommended Devices: None

Watch as we demonstrate the D2L Student Success System within a fully online sports event management course, and discuss how it can be used to aid assessment of student learning outcomes and program accreditation.

27. Emerging Technologies in Online Learning

Facilitator(s): Carrie Levin, Emily Boles, Michele Gribbins, and John Freml, University of Illinois Springfield

Location: Alma Mater Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

We will highlight some powerful new tools and techniques that can be used by faculty members to enhance student engagement, manage workload, create effective presentations and

more. We will bring these devices to show. Leap Motion: leapmotion.com. Swivl: swivl.com. Smart Watches: techradar.com/us/news/wearables/best-smart-watches-what-s-the-best-wearable-tech-for-you--1154074.

28. Welcome to 3D Modeling: Tinkering with TinkerCad

Facilitator(s): Roger Runquist and Joyce Runquist, Western Illinois University

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Participants will need to create a “TinkerCad” account at tinkercad.com.

This is a laptop-based session. Tablets and other mobile devices are not supported.

Bring your laptop and learn some basic modeling techniques using the free TinkerCad service. Be amazed by your own creations built by grouping 3-dimensional objects together. Created models can be used for 3D printing on your own 3D printer or through 3D printing services.

29. Cyber Peer-Led Team Learning: Student Collaboration Outside of the Classroom

Facilitator(s): Randy Newbrough, Indiana University and Pratibha Varma-Nelson, Indiana University/Purdue University—Indianapolis

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptops with Windows/ MacOSX and access to IE, FireFox, or Chrome browsers. If time permits, we will have participants log in to a workshop room in Adobe Connect, which may require an Adobe browser add-in.

Peer-Led Team Learning (PLTL) is a model of teaching that preserves the lecture and replaces recitation in science courses with a weekly two-hour session. During these interactive sessions (workshops), six to eight students work as a team to solve carefully constructed problems under the guidance of a peer leader. Web conferencing software makes it possible to adapt this face to face pedagogy to a synchronous online environment. I will discuss how our cyber model works.

12:00–1:30 PM

LUNCH AND KEYNOTE SPEAKER

Illinois Ballroom

Opening Remarks

Michel Bellini, Director, Center for Innovation in Teaching & Learning, Associate Professor, Cell & Developmental Biology, University of Illinois at Urbana-Champaign

KEYNOTE PRESENTATION**The Power of Engagement and Tools for Connecting**

Kelvin Thompson, Associate Director, Center for Distributed Learning, University of Central Florida

Human connections are powerful. Yet in our educational settings we often eschew the human and pursue the technological as we seek gains in efficiency and scale. Nevertheless, if we are willing, technological tools can be used to re-humanize our learning environments. In this session, we'll consider the place of meaningful human engagement in our courses and examine tools and strategies to help us connect with students.

2:00–2:50 PM

CONCURRENT SESSIONS VII**30. A Flipped Approach to Professional Development Workshops**

Facilitator(s): Leanda Hemphill and Roger Runquist, Western Illinois University

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

The development of a Master Instructor Certificate program for university instructors will be described. A "flipped learning" approach was used to encourage program participants to review and reflect on resources during the online coursework prior to taking the related hands-on workshops. Formative evaluation results and future directions for the certificate program will be discussed. Conference attendees will be provided strategies and activities for adapting the flipped learning model to their own professional development programs.

31. No Phone Zone: Strategies for Creating an Electronic-Free Classroom

Facilitator(s): Lena R. Hann and Lucas Anderson, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Please refrain from using cell phones, laptops, and tablets in this session.

Students' use of cell phones and other electronic devices in college classrooms is an oft-discussed topic. Studies show that phones and laptops can create classroom distractions and impede learning, but educators may be hesitant about prohibiting them for a variety of reasons. This session will focus on considerations for those who want to eliminate electronics in their classrooms and provide strategies for restricting use, while creating an engaging learning environment that is meaningful to students.

32. The Updated Guide to Self Service Media Creation

Facilitator(s): Eric Kurt and Susan Muirhead, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

The Media Commons, in partnership with other media experts on campus, have been refining a process to make the workflow of D.I.Y. media production more efficient. This session will focus on the process of creating media along with resources available: from media creation equipment that is available, to studios available for reservation, editing and media creation support, as well as a secure place to host and serve the files once they have been created.

33. Making Meaning with Technology in the Humanities

Facilitator(s): Anastasia Trekles, Sarah White, and Cynthia Gaver, Purdue University North Central

Location: Humanities Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

Can online and hybrid classes install the sense of connection needed for meaningful learning in the humanities? They can when technologies are chosen that enhance collaboration and invite students to think creatively. This session will discuss specific examples of such technologies in action and how instructors have harnessed technology to create a more “human” online experience. Participants will work together to find solutions to common classroom concerns in this open, interactive session.

3:00–3:50 PM

CONCURRENT SESSIONS VIII

34. Internet of Things (IoT): What’s in your Classroom?

Double session (3:00-4:50 PM)

Facilitator(s): Andrew Wadsworth and Tracy Whittaker, University of Illinois at Urbana-Champaign

Location: Quad Room

Track: Research on learning outcomes and emerging technologies

Recommended Devices: Laptop or mobile device with a web browser

The Internet of Things is growing with a peak in new devices expected this year. Revenue is in the billions of dollars now and the end result is expected to reach \$1.7 trillion in value added to the global economy in 2019. Special considerations must be made for implementation as well as factors concerning best practices of these devices for use in higher education. Come dream about the possibilities.

35. Using Pecha Kucha techniques to engage your audience

Facilitator(s): Vickie Cook, University of Illinois Springfield

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a presentation app such as PowerPoint or Keynote

This presentation will focus on strategies in the Pecha Kucha presentation style and how it might engage students, audiences, and others. This presentation style eliminates death by PowerPoint. Participants should bring a device. The presentation style will be featured using device neutrality principles.

36. Digital Participation from Online to the Classroom

Facilitator(s): Newton Key, Lisa Dallas, and Steve Brantley, Eastern Illinois University

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Mobile device with these apps installed: Bubbl-us (bubbl.us), Easel.ly (easel.ly), Padlet (padlet.com), Polleverywhere (polleverywhere.com), CamScanner-Phone (camscanner.com), an Android app.

Discussion within a learning system does differ from in-class engagement. But we can and should integrate the two. Professor, instructional technologist, and librarian offer techniques for engaging learning through embed-able tools that springboard in-class discussion. We suggest uses for tools and apps (see above) that help students collaborate and engage, that bring technology into the classroom, particularly social media and other apps, without getting lost behind the technology or being in its thrall.

37. High Touch Student Engagement Using Mobile Learning and Multimedia Technology

Facilitator(s): Ed Garay, University of Illinois at Chicago

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Mobile device (preferred) or laptop with a web browser

This session will survey various online learning pedagogies designed to facilitate a high degree of connectedness and class engagement in online and blended courses. Easy to implement class activities, effective practices and lessons learners will be discussed.

38. Improving Academic Integrity in a Digital World

Facilitator(s): Gaby Venatta and Rick Hazlewood, University of Illinois at Urbana-Champaign

Location: Excellence Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Although we acknowledge that the overwhelming majority of students are honest in their academic pursuits, we also recognize the need for educational technologies that can minimize the incidences of cheating and plagiarism. The presentation will include an overview of some of the more commonly used methods in the pursuit of academic integrity including: versioning of tests and different types of assessment, in addition to specific tools like SafeAssign and Respondus Lockdown Browser. Following the presentation, we plan to invite participants to engage in a discussion on the challenges associated with maintaining academic integrity in face-to-face and online teaching environments.

4:00–4:50 PM

CONCURRENT SESSIONS IX

39. Considerations for Creating and Sharing Professional Information Using Social Networking Sites

Facilitator(s): Diane Hamilton-Hancock (retired), Leanda Hemphill, and Hoyet Hemphill, Western Illinois University and Erkan Caliskan, Nigde University

Location: Lincoln Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device

Social networking sites are increasingly being used to create and share professional information. What are the characteristics of effective social networking sites and how can they be customized to enhance interactivity using online resources, multimedia, and free software? Guidelines will be provided for selecting appropriate technology platforms, such as Facebook, Weebly, PBWorks, and LinkedIn. Online security and privacy considerations required to control online communication and information exchange will also be addressed.

40. Getting HIP with Technology: Tools for High Impact Practices

Facilitator(s): Stephanie Richter, Daniel Cabrera, and Cameron Wills, Northern Illinois University

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None (device is optional, and only a browser is required)

High-impact practices (HIPs) are proven educational learning experiences that foster more engaged learning, improved performance, advanced skill development and degree completion (Kuh, 2008). Plus, HIPs have been successful for reaching all learners. Although the practices are not new, emerging technologies can help you integrate them in your teaching practice. In this session, you will learn about what HIPs are and collaboratively develop a list of technologies that support high impact teaching practice.

41. Best Practices for Creating Accessible Word Documents

Facilitator(s): Marc Thompson, Mitch Kage, and Dan Dalpiaz, University of Illinois at Urbana-Champaign

Location: Humanities Room

Track: Evaluation of teaching methods and course design

Recommended Devices: Laptop with Windows/Mac OSX. Microsoft Word and/or Microsoft Office. Mac users with Office 2011 should apply the Microsoft Office update (support.microsoft.com/kb/2525412)

How accessible are the MS Word documents you create? What are the best practices for creating accessible Word documents? After providing an overview of accessibility in Word, this session will invite participants to apply best practices in creating an accessible Word document that uses logical document structure governed by headings and lists, accessible images, and tables styled for greater accessibility. Information on converting that Word document into an accessible PDF format will also be provided.

42. Wikis: Whence & Whither?

Facilitator(s): Daniel John Steward, University of Illinois at Urbana-Champaign

Location: Knowledge Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser

Once a trendy teaching and learning technology, wikis have been overshadowed in recent years by MOOCs, etc. Yet wikis remain an important tool, enabling student engagement in collaborative and cumulative projects for active learning. Following an overview of the wiki meme in online education, and with help from a wiki, we compare and evaluate various wiki options both within learning management systems (e.g., OU Wiki in Moodle) and independent of them (e.g., Wikispaces). Participants are invited to join a wiki or two: Visit steward.net/serve/2015/05/fsi for instructions.

5:00–6:30 PM

POSTER RECEPTION

Chancellor Ballroom | Refreshments provided

56. 6p Instructional Design Model | Andrew Robinson and Marcia Ashbaugh, Illinois Online Network (ION)

57. Building a Content Rich Classroom Website | Jay Sternickle, Joliet Junior College

58. Copyright on Campus | Thomas J. Tobin, Northeastern Illinois University

59. Engaging Classroom Experience via eText Using Annotation Tools | Milind Basole, Yury Borukhovich, and Rich Furr, University of Illinois at Urbana-Champaign

60. Field Internship Readiness Education-Undergraduate Program (FIRE-UP) | Jacqueline Anderson and Jane Peller, Northeastern Illinois University

61. Homegrown Web-Based Tools for Faculty | Roger Runquist and Joyce Runquist, Western Illinois University

62. iFLEX: Illinois Flexible Learning Experience | Ava Wolf, University of Illinois at Urbana-Champaign

63. Illinois Online Network: Your Faculty Online Professional Development Partner | Scott Johnson, Illinois Online Network (ION)

64. Information Technology Accessibility in the Classroom | Christy Blew, Keith Hays, Tim Offenstein, and Lori Lane, University of Illinois at Urbana-Champaign

65. Interactive Simulation Software as a Tool for Problem-Based Learning Approaches in Epidemiology | Yvette Johnson-Walker and Nancy Oliver, University of Illinois at Urbana-Champaign College of Veterinary Medicine

66. Using Blackboard Announcements to Increase Student Engagement | Mfon Jacob Akpan, Harold Washington City Colleges of Chicago

67. Achieving Student Engagement in Course Materials | Anne Lucietto, Oakton Community College

6:30 PM

SOCIAL DINNER OUTING

Stick around after the reception on Thursday to network with other conference attendees and go out to dinner together. This provides a great opportunity for us to take advantage of the (hopefully) great Spring weather while enjoying some of the wonderful restaurants and bars in Champaign-Urbana. Transportation is on your own, but we will provide sign-up sheets for recommended restaurants, facilitate networking and carpooling, and help give directions and parking info. Let's have a fun night out!

CONCURRENT SESSIONS X

1. Mobile Learning: Screencasting—Engaging Students by Developing Content, Facilitating Explanation, and Sharing Using Your Mobile Device



Facilitator(s): Daniel M. Cabrera and Cameron Wills, Northern Illinois University

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Mobile device with the following apps installed: (iOS) Educreations, (iOS) ShowMe, (iOS, Android) Lensoo, (iOS/Windows/Mac)

Creating engaging online instructional materials is often a complex task that requires somewhat expensive software. However, it's possible to create online lessons and tutorials to engage students using simple free apps on a mobile device! Imagine using a digital whiteboard to draw, write, and annotate, with voice narration to explain the material and draw in your students. Then share the finished product online. While useful for any discipline, these lessons are particularly helpful in math, science, and engineering courses because it is easier to hand-write the complex notation. In this hands-on session, we will investigate several mobile screencasting apps, most of which are free or low cost. This workshop will focus on apps for mobile devices. Attendees are encouraged to register for a free account for each app in order to have an opportunity to upload and share their content.

43. Engaging Students as School Ethnographers: A University-High School Collaboration

Facilitator(s): Gina Louise Hunter, Illinois State University, Avi Lessing, Oak Park River Forest High School, Karen Rodriguez'G, University of Illinois at Urbana-Champaign, and Nancy Abelmann, University of Illinois at Urbana-Champaign

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Learn about the Ethnography of the University's ongoing partnership with Oak Park River Forest High School (OPRFHS). Faculty from OPRFHS, Illinois State University, and the University of Illinois describe how the collaboration emerged in professional development workshops and led to participation of OPRFHS students at university programs. Presenters demonstrate classroom ethnographic exercises that help students question the everyday routines and rituals of both high school and college life. Sample student projects illustrate how ethnographic methods can foster students' critical engagement with school cultures. Presenters discuss outcomes of the partnership and its impact on their teaching and students' learning.

44. Moving Beyond Consumption: Creating and Engaging OER

Facilitator(s): Sarah Crissinger, Lisa Janicke Hinchliffe, Crystal Sheu, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop or mobile device with a web browser. Also bring a learning object you are interested in sharing as an OER.

The UIUC Office of Information Literacy celebrates Open Education Week. This workshop is a continuation of the 2015 events, which were focused on finding and using OER. This session will focus on OER creation, adaptation, and sharing so that course instructors can go beyond consuming others' OER and become more active in the OER movement. Special consideration will be given to Creative Commons licensing, discipline-specific databases for sharing resources, and metadata strategies for optimal discovery.

45. HTML5 + CSS3 + JavaScript -> Visual Interactive Accessible Learning Resources

Facilitator(s): Douglas Mills, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device with a web browser. Text editor is optional if participants would like to work with the code provided.

Using standard web technologies we have created an interactive visual online learning object that can be completed via mouse, touch or keyboard, with or without a screenreader. It requires students to identify carbon atoms meeting specific criteria in a complex molecule; however, the underlying approach should be usable in other visually oriented disciplines. This presentation is intended to catalyze new ideas for others who assist in the development of learning activities.

46. Wow your students with PowToon!

Double session (9:00–10:50 AM)

Facilitator(s): Angela Velez-Solic, Indiana University Northwest

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop with Windows or Mac OSX. Tablets or other mobile devices not recommended. Please sign up for a PowToon account in advance and take note of your user ID and password: powtoon.com. It would be useful to also have a YouTube account, although it is not required.

PowToon is a free, web-based tool that allows users to create attention-grabbing short videos featuring animated characters, music, and even audio from the video creator! The videos are easily uploaded to YouTube and embedded in Learning Management Systems. This session is appropriate for anyone, so come create your own PowToon!

47. Quality Matters, Before and After: Instructional Design, Teaching Practice, Collaboration

Facilitator(s): Emily Boles and Traci Van Prooyen, University of Illinois Springfield

Location: Excellence Room

Track: Evaluation of teaching methods and course design

Recommended Devices: Laptop or mobile device with a web browser or SMS text messaging

Learn about the faculty-centered implementation of Quality Matters (QM) at UIS. The QM rubric and process will be covered from two perspectives—an online learning specialist and a faculty member. We will also lead a discussion of faculty and program motivation, changes in teaching practice, improvements in course development processes, and departmental collaboration.

10:00–10:50 AM

CONCURRENT SESSIONS XI

7. Finding, Creating and Integrating Open Educational Resources into Courses



Facilitator(s): Susan Jones, Derrick Baker, and Molly Murphy, Parkland College

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop, tablet, or other mobile device with a word processor

This session will cover what Open Educational Resources are with an introduction to the five levels of openness in the Creative Commons licenses and the 5 R's of David Wiley's "open" (Retain, reuse, redistribute, remix and revise). We'll use advanced searching in YouTube and Google and repositories such as OERCommons.org for truly open resources; I'll share options for creating OER (e.g. Oercommons "author," screencasting, educanon) and discuss Open Course platforms (Moodle, BrightSpace, Canvas).

48. How to Use Writing in your Classroom—The Interactive Notebook

Facilitator(s): Jan Look, Illinois State University and Joliet Junior College

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Can use personal devices to set up the sample "Interactive Notebook"

This workshop will demonstrate how to create an Interactive Notebook for any course content. The design of the notebook engages students in course content through interactive writing/critical thinking strategies which provide a bridge to course assignments and learning outcome assessment. Participants will actively sample some strategies as well as brainstorm adaptations for specific content areas. The "take away" from this workshop is a sample set up of an Interactive Notebook for any course content.

49. Considerations For Designing Active Learning For Student Engagement

Facilitator(s): Leslie Hammersmith, Indiana University

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Participants only need common word processing software such as MS Word, Pages, a PDF viewer, or a note taking app that allows the user to annotate documents. Hard copies of any necessary documents will be available.

As universities consider learning space designs for increasing student engagement through collaboration, active learning, and undergraduate research, it is important for us to understand the ways physical space, technology, and pedagogical practices interact to enable students to engage more deeply in their learning. This session introduces an active learning design matrix to examine key factors to help us map these intersections so we can focus on academic success and excellence in teaching through enabling technologies.

50. A Flipped Classroom Approach

Facilitator(s): Hilary Lee, Northeastern Illinois University

Location: Alma Mater Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop, tablet, phablet, or smartphone

Instructors are forced into an ever increasing dilemma. We are expected to focus students with diverse skill levels, using different devices and subject to overwhelming choices of information access... For 50 minutes of directed instruction. One option that can enhance our ability to manage this mass of "differentness" in the classroom is the process of, "Flipping the Classroom." Let me show you how.

51. Microcredentialing: Recognizing Student Learning with Digital Badges

Facilitator(s): Stephanie Richter and Cameron Wills, Northern Illinois University

Location: Excellence Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Any device with internet access should work

A college degree is important, but it provides an incomplete picture of a graduate's knowledge, skills, and experiences. Microcredentialing (awarding recognition for small, granular achievements) may help! By collecting and displaying digital badges online, students can combine evidence from all of their learning activities (including classroom, co-curricular, and outside learning) to promote themselves more effectively. In this session, you will learn what badges are and how to create and award them to your students.

11:00–11:50 AM

CONCURRENT SESSIONS XII

12. Differentiated Instruction: Different Learning for Different Minds



Facilitator(s): Sol Roberts-Lieb, University of Illinois at Urbana-Champaign

Location: Technology Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

While great minds may think alike, individuals learn differently. To achieve maximum student outcomes, we need to adapt our instruction practices. Please join us as we explore using differentiated instruction to increase learner outcomes, enjoyment, and success. We will look at how to differentiate the learning environment, the process, the product, and the content and how recent technology can make something as daunting as individualized instruction easier for all.

52. Avoiding Death by PowerPoint

Facilitator(s): Tyler Tanaka, Cindy McKendall, Paul McGuire, University of Illinois Springfield

Location: Quad Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Everyone uses PowerPoint for presentations... often, the slides are wordy, confusing, and just plain boring! Attend this session to learn how to improve slide design, identify common mistakes, and pick up presenting tips. Facilitators of this session work for the Office of Business and Financial Services (OBFS) at the University of Illinois and have a combined 25 years of making PowerPoint presentations better! Don't miss it!

53. Exploring the Diverse Landscape of Online Student Assessment

Facilitator(s): Hoyet Hemphill, Leanda Hemphill, and Diane Hamilton-Hancock (retired), Western Illinois University and Erkan Caliskan, Nigde University

Location: Lincoln Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: Laptop or mobile device

Online assessment offers a wide variety of ways to assess student understanding. Come find out about assessment techniques that provide important diagnostic and formative information. These techniques can easily be adapted to effectively measure students' background, perceptions, and learning, as well as to measure your online instruction. Participants will have an opportunity to develop assessments of their own.

54. Video Editing with Adobe Photoshop

Facilitator(s): Joyce Runquist and Roger Runquist, Western Illinois University

Location: Alma Mater Room

Track: Effective uses of technology in teaching and learning

Recommended Devices: Laptop with Adobe Photoshop CS6 or Creative Cloud

Learn how to do basic video editing within Adobe Photoshop. Apply filters and annotations to enhance videos for your classrooms. Some previous experience with Adobe Photoshop is recommended.

55. A Comparison of Science Laboratory Delivery Methodologies and Learning Outcomes

Facilitator(s): Heidi K. Leuszler, David Wilson, and Donnie Johnson, Parkland College

Location: Humanities Room

Track: Teaching skills and strategies for student engagement, collaboration, and assessment

Recommended Devices: None

Using a within-subjects experimental design, this study empirically explores the relationship(s) between learning outcome achievement, some psychological constructs related to learning performance, and lab methodology in an effort to establish best practices for science laboratory instruction. In a variety of science courses at Parkland College, three existing lab exercises were chosen for use in the study. Instructors prepared three versions of each exercise for different delivery methods: one for use in the traditional on campus lab environment (on campus), one for use in an alternative space but with hands-on activities using materials in a lab kit (lab kit), and one for use in an alternative environment but with activities that were fully computer simulation (virtual). Over the semester, students in each course completed one lab exercise in each of these three delivery methods. Data from pre and post quizzes examining content knowledge and surveys asking questions related to perceptions of learning mastery, teacher immediacy, self-efficacy, time on task, and lab satisfaction were analyzed.

12:00–1:30 PM

LUNCH AND KEYNOTE SPEAKER Illinois Ballroom

Opening Remarks

Mark Henderson, Chief Information Officer, University of Illinois at Urbana-Champaign

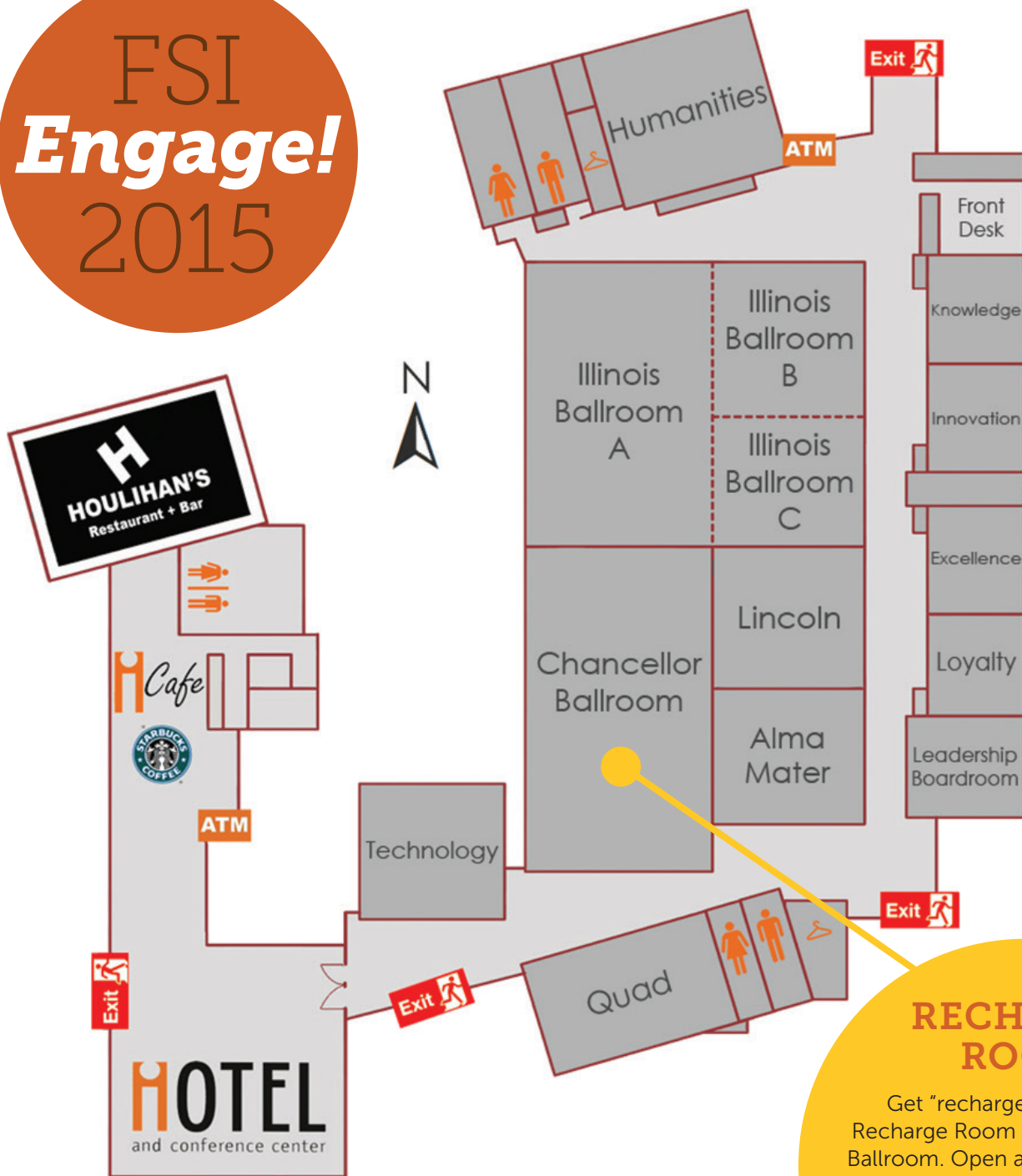
KEYNOTE PRESENTATION

Finding Your Voice Amid the Noise of Higher Education

Anthony A. Piña, Dean of the Online Division, Sullivan University System

There are many voices making noise about higher education. Regulators, legislators, education “experts” and popular media contribute to the “noise” about MOOCs, competency-based education, flipped classrooms, college rankings, affordable education, disruptive innovation, etc. Let’s sift through the hype, return to what brought us to education in the first place, and celebrate what continues to make us educators. Finding your voice amid the noise will help you to clarify the role that technology can play in your craft of teaching.

FSI *Engage!* 2015



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