

2018

Faculty Summer Institute

Adapt.
Evolve.
Engage.

@ the intersection of teaching,
learning and technology



May 16-17, 2018

I Hotel and Conference Center

University of Illinois at Urbana-Champaign

conferences.illinois.edu/facultysummerinstitute

Hosted By:

I ILLINOIS

Center for Innovation
in Teaching & Learning

THANK YOU TO OUR SPONSORS

Gold Partners



Blackboard



Silver Partners



Bronze Partners

D2L

INSTRUCTURE



Start-up Partners



WELCOME TO FACULTY SUMMER INSTITUTE!

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

THEME: *Adapt. Evolve. Engage.*

- **Adapt** – We are adapting to the changes across higher education. From student needs to budget climates to accreditation to the value of education in general.
- **Evolve** – We will be evolving our teaching styles to match changes in learning. We will be evolving our conferences, professional development, and outreach to demonstrate our value in this changing environment.
- **Engage** – How do we engage our students where they are? How do we engage our campuses to understand the changes that are impacting higher education? What strategies can we use to engage both internal and external stakeholders to help in these changing times?

Check out the “Recharge Room” (Chancellor Ballroom): Visit with exhibitors, view the posters, grab some refreshments, network with fellow attendees, and charge your devices.

Note: Conference attendees may be photographed or filmed.

FSI MASTER SCHEDULE GRID

Wednesday, May 16

	Quad Room	Technology Room	Humanities Room	Lincoln Room	Alma Mater Room
9:00-11:30 am Pre-Conference Workshops (Advanced registration required)	W1. Engaging Students with Course Content through the Online Discussion Forum (Alcorn)	W2. Accessibility in the Trenches (Martin/Gribbins/Craig/Boles/FremI)	W3. Instructional Design 101: Exploring the Basics of Course Design (McKearin/Okon)	W4. Strategies for Increasing Student Engagement in Any Discipline (Lamonica)	W5. Problem-Based Learning In Action (Coiado/Galvez/Roberts-Lieb)
11:45 am-1:15 pm	Welcome Lunch, Greeting by Dr. William Bernhard, and Keynote Speaker Dr. Denice Hood - Illinois Ballroom				
1:30-2:15 pm Concurrent Sessions I	1. Free/Low-Cost Tools to Actively Engage Learners (Miller/Schoonhoven)	2. Analyzing Student Behavior in eText@Illinois (Appalane/Basole/Borukhovich/Cunningham/Shrader)	14. Not an Engineer? No Problem! Engaging Students with 3D Design (Mitek/Nelson/Wentworth)	4. Using Video to Improve Student Learning in a Technical Class (Egiebor/Boles)	5. The Benefits of Using Syllabi Websites for Large Courses (Weber/Stahl)
2:30-3:15 pm Concurrent Sessions II	6. #BetterLearningThruTechnology: A Principled Approach to Incorporating Technology in the Language Classroom (Zuberek) *Double Session*	7. Technology Hacks for Shaping 21st Century Skills (Pawlsch/Landers) *Double Session*	8. Applying the Agile Methodology to Teaching and Learning: Lessons from an Experiment (Javadi/Tanner) *Double Session*	9. The Interactive Syllabus (Hoover)	10. Interactive Virtual Reality: Engaging the Community (Underwood/Courter/Large/Wolz) *Double Session*
3:30-4:15 pm Concurrent Sessions III				11. Level Up Your Teaching with NoteStreaming (Grissom)	
4:30-5:15 pm Concurrent Sessions IV	12. Sponsor Spotlight: Adobe	13. Make Math Cognitively Accessible with Images and Meaning-filled Activities (Jones)	3. Follow-up Q&A with Keynote Speaker Dr. Denice Hood	15. Tips for Creating Accessible Excel Spreadsheets for Screen Reader Users (Choo/Gargia/Wang/Zhang)	16. Expanding Your Reach: Captioning for Self-Created Video (Cabrera)
5:30 pm	Dinner on your own (Committee will coordinate groups for local restaurants.)				

Thursday, May 17

	Quad Room	Knowledge Room	Humanities Room	Lincoln Room	Innovation Room
8:00-9:00 am	Keynote Speaker Dr. Delmar Larsen - Illinois Ballroom				
9:15-10:00 am Concurrent Sessions V	17. Incorporating Virtual Reality in the Classroom (Akpan)	18. Learning Beyond Content: Developing Students' Critical Thinking Skills (Tello Haynes)	19. Follow-up Q&A with Keynote Speaker Dr. Delmar Larsen	20. Addressing Exam Challenges with a Computer-Based Testing Facility (Mussulman/West/Zilles)	21. Sponsor Spotlight: Cengage Learning *Half Session* Room available for networking
10:00-11:00 am	Visit with Exhibitors and View Posters - "Recharge Room" (Chancellor Ballroom)				
11:00 am-12:30 pm	Networking Lunch and Keynote Speaker Dr. David Gunkel - Illinois Ballroom				
12:45-1:30 pm Concurrent Sessions VI	22. Accessibility at Scale (Tubbs) *Double Session*	23. Team Based Learning - From Groups to Teams (Ceman/Roberts-Lieb)	24. The Visual Syllabus: Taking Your Course to the Next Level by Focusing on the Big Idea (Simmons/Bo-Linn)	25. Follow-up Q&A with Keynote Speaker Dr. David Gunkel	26. Using Digital Badges in Courses and Professional Development (Wennerdahl) *Double Session*
1:45-2:30 pm Concurrent Sessions VII		27. Sponsor Spotlight: Blackboard	28. Employing Technology for Institutional Professional Development (Wendt)	29. "Future of FSI" Roundtable (FSI Committee)	
2:45-3:30 pm Concurrent Sessions VIII	30. Leading Successful Virtual Class Sessions (Richter)	31. Sponsor Spotlight: Turnitin	32. CANCELLED - Humanities Degrees Online: Possibilities, Limits, Prospects for Students and Innovative Educators (Kosmetatou)	33. What Makes an Instructional Video Engaging? (Heap/Ostman/Dhobale/Cunningham/Wu)	34. Threatened by Artificial Intelligence? Put Your Students in the Situation Room (Lee)
3:30-4:00 pm	Closing Remarks and Future of FSI - Illinois Ballroom				

There is a designated time for attendees to view posters and visit with exhibitors on Thursday from 10:00-11:00 am in the "Recharge Room" (Chancellor Ballroom).

POSTERS

- P1. Connecting Employer Demands with Student Perceptions (Barrowclough/Kibler)
- P2. Structuring Group Projects for a More Positive Student Learning Experience (Boerngen/Rickard)
- P3. Engaging Millennials in the Online Classroom (Farley)
- P4. Top Ten Reasons to Join the "Team" (Grissom)
- P5. Blackboard Learn Resources to Create Language Course Oriented Assessments (Haider)
- P6. Innovations in Pedagogy in U.S. Journalism Schools (Kim/Bright)
- P7. Instructor and Librarian Collaboration on a Course without a Textbook (Knight-Davis/DeRuiter-Willems)
- P8. Engaging Faculty through Instructional Technology Training (Wendt)

Posters presenters should plan to have their poster set up in the "Recharge Room" (Chancellor Ballroom) for both days of the conference. Posters can be set up beginning at 10:00 am on Wednesday, and they must be removed by 4:15 pm on Thursday.

EXHIBITORS

Adobe

Blackboard

Cengage Learning

D2L

Instructure

Joint Digital

Packback

ProctorU

University of Illinois Springfield

Turnitin

Exhibitors should plan to have their table set up in the "Recharge Room" (Chancellor Ballroom) for both days of the conference. Exhibits can be set up beginning at 8:30 am on Wednesday, and they must be removed by 4:15 pm on Thursday.



Tweet with us! @FSI #FSIengage

FSI STEERING COMMITTEE

Thank you to all of our committee members who have generously donated their time to make this a great a conference!

Mfon Akpan*, City Colleges of Chicago

Robert Baird, University of Illinois at Urbana-Champaign

Jeff Cross, Eastern Illinois University

Nicole Davis, Southern Illinois University Carbondale

Chad Dennis, Western Illinois University

Bob Dignan, University of Illinois at Urbana-Champaign

JP Dunn, Southern Illinois University Carbondale

Neil Feuerhelm, University of Illinois at Urbana-Champaign

Rich Furr, University of Illinois at Urbana-Champaign (retired)

Ed Garay, University of Illinois at Chicago

Jim Gee, Illinois State University

Dan Hahn, University of Illinois at Chicago (retired)

Amy Hovious, University of Illinois at Urbana-Champaign

Mitch Kage, University of Illinois at Urbana-Champaign

Maribeth Kasik, Governor's State University (retired)

Newton Key, Eastern Illinois University

Michelle Marquart, University of Illinois at Urbana-Champaign

Shauna McCurry, University of Illinois at Urbana-Champaign

Jamie Nelson, University of Illinois at Urbana-Champaign

Russell Pearson, College of Lake County

Stephanie Richter, Northern Illinois University

Sol Roberts-Lieb*, Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign

Roger Runquist, Western Illinois University

Candice Solomon-Strutz, University of Illinois at Urbana-Champaign

Dan Steward, University of Illinois at Urbana-Champaign

John Stryker, Oakton Community College

Emily Welch Boles, University of Illinois at Springfield

Lori Wendt, Parkland College

Scott Wennerdahl, University of Illinois at Urbana-Champaign

Andy Young, University of Illinois at Chicago

**Conference Co-chair*

PLENARY EVENTS

Emcees

Sol Roberts-Lieb, Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign
Mfon Akpan, City Colleges of Chicago

Conference Co-chairs

Wednesday, May 16

11:45 am-1:15 pm | WELCOME LUNCH | ILLINOIS BALLROOM



Opening Remarks: Dr. William Bernhard

Vice Provost for Academic Affairs
University of Illinois at Urbana-Champaign

As Vice Provost for Academic Affairs, Dr. Bernhard provides leadership in the areas of academic and faculty affairs. His portfolio includes faculty development, the Provost Fellows program, human resources, academic awards, and assessment.

Dr. Bernhard holds a B.A. in government from Cornell University, and a M.A. and Ph.D in political science from Duke University. His most recent book, *Legislative Style* (University of Chicago Press, 2018), investigates how members of Congress allocate their time and effort across different activities. His research examines the strategic choices of political actors, including how parties manage candidate nominations, and how the potential for immigration across borders shapes foreign policy choices. His work has been recognized with several best paper awards, including the 2015 Patrick J. Fett Award and the 2014 Jewell-Lowenberg Award.

Dr. Bernhard was the Associate Provost for Faculty Development from January 2015 through May 2017, as well as the Interim Executive Associate Dean for the College of Media from May 2016 through May 2017, when he was appointed Vice Provost for Academic Affairs. Prior to joining the Provost's Office, he served as the Head of the Department of Political Science (2007-15). In 2014-15, he was an Associate in the Center for Advanced Study.



Keynote Presentation (K1): *Adapt, Evolve, Engage: What Will You Take with You?*

Dr. Denice Hood

Teaching Associate Professor, Education Policy, Organization and Leadership and
Director of Online Learning, College of Education,
University of Illinois at Urbana-Champaign

As we kick-off the 2018 FSI, this presentation will explore the collaborative teaching and learning environments we strive to develop. Professional development opportunities can enrich what we do as educators, disrupt our standard practices and expand our notions of who our students are. Inspiration abounds so what will you take with you?

Dr. Hood's research interests concern two main areas: Teaching & learning in digital environments, specifically exploring individual differences in epistemological beliefs,

learning styles, metacognition, self-regulated learning and presence (cognitive, social & teaching) as they relate to academic outcomes in higher education; Program evaluation, particularly culturally responsive program evaluation practices applied to post-secondary education programs.

Thursday, May 17

8:00-9:00 am | KEYNOTE PRESENTATION | ILLINOIS BALLROOM



K2. Resistance is Futile: The Oncoming OER Revolution and How the Libretxts Can Help You Navigate It

Dr. Delmar Larsen

Founder and Director of LibreTexts

Associate Professor, Department of Chemistry, University of California, Davis

It is becoming ever clearer that new and innovative educational efforts are required to facilitate the greater creativity, flexibility, and increased learning capability needed for post-secondary education in the future. Unfortunately, rapidly rising undergraduate fees and textbook costs are serious factors that impede access to higher education for many students; many of which do not have the funds to benefit from these new advances that are often commercialized. Growing textbook costs are a serious barrier for under-served, at-risk students and open-access resources (OER) textbooks are a growing approach to address these issues. The LibreTexts project (LibreTexts.org) is designed as a collaborative OER platform to simultaneously enable the dissemination and evaluation of existing resources and as a dynamic “courseware” to facilitate new education developments and approaches, with an emphasis on data-driven assessment of student learning and performance. Since its inception ten years ago, the LibreTexts has been exponentially growing and currently reaches over 60 million students per year and is the most visited chemistry website and online OER textbook resource in the world.

Delmar Larsen is Associate Professor in the Department of Chemistry and the Biophysics Graduate Group in the University of California, Davis. Delmar received his Ph.D. from the University of Chicago (Chemistry) and did postdoctoral stints at the Free University Amsterdam (Biophysics) and the University of Southern California (Chemistry). In 2005, Delmar moved to the UC Davis as an Assistant Professor and was promoted to Associate Professor in 2012. Delmar’s current research interests extend across many scientific disciplines including biophysics, physical chemistry, molecular biology, and computational modeling, with a common thread of investigating and characterizing of rapid condensed phase dynamics. Delmar is the Founder and Director of the LibreTexts project consisting of eleven (soon to be twelve) independently operating and interconnected libraries that focus on augmenting post-secondary education in specific fields in both STEM fields, social sciences, and humanities. Supported by a U.S. National Science Foundation (\$1 million grants), the LibreTexts project is being built by over 1000 active developers (students, instructors and outside experts) across multiple campuses and nations. The chemistry library is the most trafficked chemistry education site in the world and the entire project is responsible for over 50 million student visitors annually. LibreTexts has served students with over 220 million pages since 2008, which resulted in half a millennium of confirmed reading. Approximately \$US 15 million have been saved the past two years in the postsecondary textbook costs of over 40 campuses; much more is expected to be saved in the future as

the project grows is still growing exponentially in traffic and use. For more details, see our social media accounts: twitter.com/Libretexts and facebook.com/Libretexts.

11:00 am-12:30 pm | LUNCH & KEYNOTE PRESENTATION | ILLINOIS BALLROOM



K3. *How to Survive the Robot Apocalypse*

Dr. David Gunkel

Professor, Media Studies, Northern Illinois University

Advancements in autonomous technology require that we challenge our concepts of moral/legal responsibility and rights. When does AI become a “person”? What legal rights should a robot have? What are the implications for teaching, and the technologies we use with our students?

Dr. Gunkel is an award-winning educator, scholar and author, specializing in the study of information and communication technology with a focus on ethics. Formally educated in philosophy and media studies, his teaching and research synthesize the hype of high-technology with the rigor and insight of contemporary critical analysis. He is the author of over 50 scholarly journal articles and book chapters, has written and published 7 influential books, lectured and delivered award-winning papers throughout North and South America and Europe, is the managing editor and co-founder of the International Journal of Žižek Studies and co-editor of the Indiana University Press series in Digital Game Studies. He currently holds the position of Professor in the Department of Communication at Northern Illinois University (USA), and his teaching has been recognized with numerous awards, including NIU's Excellence in Undergraduate Teaching and the prestigious Presidential Teaching Professor.

3:30-4:00 pm | CLOSING REMARKS & NETWORKING | ILLINOIS BALLROOM

PRE-CONFERENCE WORKSHOP DESCRIPTIONS

Wednesday, May 16 | 9:00-11:30 am

Advanced registration required (\$25 fee).

W1. Engaging Students with Course Content through the Online Discussion Forum

Presenter: Allison Alcorn, Illinois State University

Location: Quad Room

The Discussion Forum is not only a crucial tool through which to assess student assimilation of reading and lecture material but is also an essential online tool through which students collaborate to create meaning out of course content. Yet, little has been written about discussion forum best practices. This workshop considers the role of the instructor, how to design discussion forums creatively, and how to foster robust discussion.

Attendees should bring a laptop or tablet that can connect to Wi-Fi.

W2. Accessibility in the Trenches

Presenters: Dr. Vance Martin, Michele Gribbins, Tammy Craig, Emily Boles, and John Freml, University of Illinois Springfield

Location: Technology Room

This workshop will provide a faculty member the foundational skills they need to create accessible digital materials, as well as provide a strategy for approaching this sometimes daunting task. Participants will actively practice creating accessible materials -- formatting Word documents, checking PowerPoint reading order, writing ALT text, and captioning a video. Plus, we'll cover the newest requirements for creating accessible videos and demonstrate the Adobe Accessibility Checkers for PDFs.

Attendees should bring a laptop with Windows or Mac OS.

W3. Instructional Design 101: Exploring the Basics of Course Design

Presenters: Cheryl Hitoris McKearin and Thomas J. Okon, University of Illinois at Chicago

Location: Humanities Room

Have you been tasked with converting your face-to-face course to an online course? Join us as we use instructional design methodologies to inform and plan for an online course. We will be using Blackboard, but any LMS will work for this workshop. In this workshop, you will: (1) Create measurable objectives, (2) Identify best practices for building a course menu, and (3) Work with IDs to identify successes as well as areas of improvement in your course.

Attendees should have access to a course in their LMS.

W4. Strategies for Increasing Student Engagement in Any Discipline

Presenter: Claire C. Lamonica, Illinois State University

Location: Lincoln Room

We all have theories about why students aren't engaged in our classes: too many technological distractions, underdeveloped attention spans, too much partying, too little intellectual curiosity, and so on. But what does the literature say? In this session, we will explore the notion of student engagement, identifying contributing factors, utilizing a case study approach to apply what we've learned, and exploring strategies for (re)engaging the disengaged.

W5. Problem-Based Learning In Action

Presenters: Olivia Coiado, Roberto Galvez, and Sol Roberts-Lieb, Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign

Location: Alma Mater Room

The Carle Illinois College of Medicine, the first to infuse engineering and medicine, presents a problem-based learning (PBL) experience to enhance the curiosity and creativity of students. This session will provide an introduction to PBL and active learning. As an attendee, you, in small groups, will engage in a PBL session; first participating as a student, to gain a better understanding of the process, and second as a facilitator, to practice leading a session.

WE VALUE YOUR FEEDBACK!

Be sure to complete a survey for each session you attend and poster you view.

<http://go.illinois.edu/fsi-survey>

An overall conference survey will be sent out after the conference.

SESSION DESCRIPTIONS

Wednesday, May 16 | Concurrent Sessions I | Starting at 1:30 pm

1. Free/Low-Cost Tools to Actively Engage Learners

Presenters: Joan Miller and Meredith Schoonhoven, Highland Community College

Location: Quad Room

Length: Single session (45 minutes)

Target Audience: Beginner

Create engaging content activities for online, hybrid, or traditional learners while increasing student achievement using free or low-cost digital tools. This session will demonstrate the use of the SAMR model, a guide that helps teachers design, develop, and inspire digital learning experiences, to increase active engagement while improving student achievement levels.

Attendees Should Bring: Any mobile device that has internet capabilities

2. Analyzing Student Behavior in eText@Illinois

Presenters: Krishna Appalaneni, Milind Basole, Yury Borukhovich, Paige Cunningham, and Sara Shrader, University of Illinois at Urbana-Champaign

Location: Technology Room

Length: Single session (45 minutes)

Target Audience: Beginner

Ever wonder how your students use online textbooks? Are they taking digital notes or fast-forwarding through videos? This session will discuss how a collaborative research group at Illinois is working on answering these questions using data from eText@Illinois.

14. Not an Engineer? No Problem! Engaging students with 3D design

Presenters: Ashley Mitek, Jamie Nelson, and Jim Wentworth, University of Illinois at Urbana-Champaign

Location: Humanities Room

Length: Single session (45 minutes)

Target Audience: Beginner

This session will detail how you can turn students from knowledge consumers to knowledge creators using 3D design projects. We will highlight one faculty's experience introducing a 3D design project to non-engineering students, with no previous background using the technology. The successes, lessons learned, and future plans, will be discussed.

4. Using Video to Improve Student Learning in a Technical Class

Presenters: Egbe Egiebor and Emily Boles, University of Illinois Springfield

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Beginner

Teaching technical subjects online is a challenging. Supplementing textbook and problem-based assignments with additional tools has improved student learning outcomes. For the first offering of the course, students were presented with information in PowerPoint presentations. Low course evaluations prompted the addition of shaky hand videos. After the infusion of shaky hand videos, the number of student questions on these topics decreased. Based on this observation, a study of the impact of the videos on student learning is getting underway. The session covers instructor observations of the this content type and a hands-on demonstration of the setup for creating your own shaky hand videos.

Attendees Should Bring: Mobile device or laptop for participation in polls

5. The Benefits of Using Syllabi Websites for Large Courses

Presenters: Elizabeth Dolly Weber and Abigail Stahl, University of Illinois at Chicago

Location: Alma Mater Room

Length: Single session (45 minutes)

Target Audience: Beginner

We'll engage participants in conceptualizing the transformation of print-based syllabi to wholly online, born digital syllabi for large or multi-section courses. Introductory courses taught every semester tend to have long and complex syllabi that can be confusing for both instructors and students. Our solution: user-friendly Google Sites pages. These web pages are searchable, and the multimodal nature of the sites also allow us to enrich the presentation of the material, incorporating text, images, and video.

Wednesday, May 16 | Concurrent Sessions II | Starting at 2:30 pm

6. #BetterLearningThruTechnology: A Principled Approach to Incorporating Technology in the Language Classroom

Presenter: Simon Zuberek, Columbia University

Location: Quad Room

Length: Double session (90 minutes)

Target Audience: Intermediate

This interactive workshop demonstrates an approach to the development of interactive pedagogical materials for the language classroom. Divided into four sections, addressing the four basic skills (listening, speaking, reading, and writing), this hands-on seminar will suggest how the recent theoretical insights into applied linguistics and language acquisition could be employed to develop

stimulating communicative multimedia-based tasks. Utilizing free online tools, participant will develop their own set of activities, responding to the four basic skills.

Attendees Should Bring: Participants should bring their own laptops. Since all the tools demonstrated in the workshop are cross-system compatible, Macs and PCs are welcome. To see how students are likely to interact with the developed activities, the participants are also encouraged to bring their smart mobile devices (iOS or Android based).

7. Technology Hacks for Shaping 21st Century Skills

Presenters: Deanne Pawlisch, MS, Harper College and Susan Landers, MS, College of DuPage

Location: Technology Room

Length: Double session (90 minutes)

Target Audience: Beginner

Technology has many forms and is here to stay. Education's obsession with newer and better can lead teachers and instructional designers to neglect the driving force behind innovations in any field; people generate ideas. By nurturing a 21st century skill set of creativity, collaboration, problem solving, critical thinking and innovation we are equipping our students with the life skills to succeed in the current globalized economy. This interactive session will explore how to develop employability skills and use technology to enhance a learner's ability to acquire the knowledge and skills needed to thrive in a world where change is constant and learning never stops.

Attendees Should Bring: iOS and Android phones and tablets, laptops will also work, but may not have all the functionality necessary. *Software/Apps Needed:* PDF reader, i-nigma, up-to-date Web browser

8. Applying the Agile Methodology to Teaching and Learning: Lessons from an Experiment

Presenters: Elahe Javadi, Illinois State University and Season Tanner, State Farm

Location: Humanities Room

Length: Double session (90 minutes)

Target Audience: Intermediate

In this session we'll share reports of our implementation of an Agile teaching framework in three course sections; the framework was created based on two Agile methodologies, Scrum and Kanban. Attendees will learn about the two methodologies and will see how these practices were appropriated for teaching and learning purposes. Attendees also will see and create examples of concepts such as learning stories, learning backlogs, learning maps, 'definition of done' (DoD), and sizing of learning stories. As a result of this session, attendees will learn how to create class structures that can encourage autonomy and increase students' motivation for learning and their satisfaction with the learning process.

Attendees Should Bring: Laptop or any iOS or Android device with Asana Online Kanban Boards:

<https://app.asana.com> / [Asana app for iOS](#) / [Asana app for Android](#)

9. The Interactive Syllabus

Presenter: Polly Hoover, Wilbur Wright College, one of the City Colleges of Chicago

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Beginner

This session introduces faculty to the benefits of an interactive syllabus, to the easy creation of hyperlinks within a document and outside a document, both pdf files and websites, and to the challenges of the interactive syllabus. An interactive syllabus is particularly helpful with faculty who have multiple sections, who teach the same course across semesters, and who are concerned about accessibility issues. Please bring your laptop and some assignments to play with.

Attendees Should Bring: Laptops (Windows or Mac) and tablets. Phones are less successful, but only because of the size of the text. Some familiarity with Microsoft OneDrive or GDRive recommended but not required.

10. Interactive Virtual Reality: Engaging the Campus Community

Presenters: Margot Underwood, Cameron Courter, Brenda Large, and Kathleen M. Wolz, Joliet Junior College

Location: Alma Mater Room

Length: Double session (90 minutes)

Target Audience: Beginner

How to successfully implement virtual reality across the campus community. This interactive session will have participants explore virtual reality in a hands on setting. Applications include K thru 12, college and adult community learners.

Attendees Should Bring: Phones for pictures of devices/program

Note that space is limited, and not all attendees may get a hands-on experience.

Wednesday, May 16 | Concurrent Sessions III | Starting at 3:30 pm

11. Level Up Your Teaching With NoteStreaming

Presenter: Tom Grissom, PhD, Eastern Illinois University

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Intermediate

This session will provide an overview of an innovative new method for delivering educational content known as NoteStreaming. NoteStreaming, developed at Eastern Illinois University, is a form of edcasting that utilizes a pedagogy-first approach incorporating free cloud-based persistent note-taking (OneNote) along with open-source streaming/recording technologies (OBS). NoteStreaming

mixes aspects of teaching with gaming, instructional design, information technologies, and video production.

Attendees Should Bring: Laptop/Device with Wi-Fi and modern Web-browser

Wednesday, May 16 | Concurrent Sessions IV | Starting at 4:30 pm

12. SPONSOR SPOTLIGHT: Adobe

Using Creative Cloud to Enhance Student Research Projects

Presenters: Shadan Saber, Jill Gray, and Jim Babbage, Adobe

Location: Quad Room

Length: Single session (45 minutes)

Since the launch of Creative Cloud, Adobe and its products have become far more than simply excellent desktop applications. The move into the cloud has opened up new opportunities for creativity, collaboration, communication and personal branding. Join Adobe Senior Solutions Consultant, writer and photographer Jim Babbage, to learn how students can leverage the Adobe Platform of tools to enhance and communicate research results, generating more awareness on the importance research findings and the problems they address.

13. Make Math Cognitively Accessible with Images and Meaning-Filled Activities

Presenter: Susan Jones, Parkland College

Location: Technology Room

Length: Single session (45 minutes)

Target Audience: Beginner

Many students who lack confidence can learn math more deeply if they experience its meaning concretely and visually as well as symbolically. LMS activities can give students feedback during the processes of their work to guide their thinking. Learn about images and activities shared in the Math Twitter Blog-O-Sphere, make your own number lines and images using GIMP, explore Geogebra's-visual interactive possibilities, and how to structure these into engaging student experiences.

Attendees Should Bring: A device w/ GIMP and/or GEOGEBRA installed:

<https://www.gimp.org/downloads>, <https://www.geogebra.org/download> (Classic)

3. Follow-up Q&A with Keynote Speaker Dr. Denice Hood

Location: Humanities Room

Length: Single session (45 minutes)

15. Tips for Creating Accessible Excel Spreadsheets for Screen Reader Users

Presenters: Jinhee Choo, Juliana Gargia, Mengjie Wang, and Ruonan Zhang, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Beginner

If you are teaching in a discipline handling data and interested in accessibility of the data, this workshop will help you think through some important principles of designing accessible course materials and create accessible data files using MS Excel for screen reader users. In this hands-on workshop, seven tips to make Excel spreadsheets accessible will be presented with a sample file so that attendees can follow the instruction and practice step by step.

Attendees Should Bring: Laptop with MS Office Excel installed

16. Expanding Your Reach: Captioning for Self-Created Video

Presenter: Dr. Daniel M. Cabrera, Northern Illinois University

Location: Alma Mater Room

Length: Single session (45 minutes)

Target Audience: Beginner

Video, whether used for instruction or communication, is an excellent medium to engage students and facilitate a sense of community within a course. However, it is important to ensure that the materials we use are accessible to all individuals. In this workshop, we will review a method to add closed captions to videos that you have created. All you need is a video file (mp4), script (in text format), and a YouTube account.

Attendees Should Bring: Laptop with Windows/Mac OS, tablet, internet access.

Thursday, May 17 | Concurrent Sessions V | Starting at 9:15 am

17. Incorporating Virtual Reality in the Classroom

Presenter: Mfon Akpan, National Louis University

Location: Quad Room

Length: Single session (45 minutes)

Target Audience: Beginner

The 360 video or immersive video allows the watcher to view in every direction of the video. The viewer can view the video from a desktop or mobile device like watching a YouTube video. The 360 videos can also be viewed with virtual reality goggles for a more immersive experience. The presentation will discuss the best practice of using 360 video in the face-to-face classroom environment to promote student discussion around key accounting topics. The students view and interact with the 360 videos and simultaneously answer instructor questions. The 360 videos also help to visually reinforce general business concepts.

18. Learning Beyond Content: Developing Students' Critical Thinking Skills

Presenter: Alyssa Tello Haynes, University of Illinois at Chicago, Blitstein Institute, and Hebrew Theological College

Location: Knowledge Room

Length: Single session (45 minutes)

Target Audience: Beginner

The majority of the direct content we teach our students will not be retained a few years in their future; however, the critical thinking skills we help them hone can benefit students for the rest of their lives. This session will focus on multiple specific and low time commitment strategies you can employ in your classroom to target the development of students' critical thinking skills.

19. Follow-up Q&A with Keynote Speaker Dr. Delmar Larsen

Location: Humanities Room

Length: Single session (45 minutes)

20. Addressing Exam Challenges with a Computer-Based Testing Facility

Presenters: David Mussulman, Matt West, and Craig Zilles, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Beginner

Hear about the University of Illinois' specialized computer-based testing facility (CBTF) and online problem-driven learning system (PrairieLearn) that enable efficient and effective computer-based testing at scale. From pilot to successful program, we will share our practices, lessons learned, research outcomes, and future plans.

21. SPONSOR SPOTLIGHT: Cengage Learning

Cengage Unlimited – The New Path to Student Access and Affordability

Presenters: Chris Ohlsson, Cengage Learning

Location: Innovation Room

Length: Half session (25 minutes)

Description to come.

22. Accessibility at Scale

Presenter: John Tubbs, University of Illinois at Urbana-Champaign

Location: Quad Room

Length: Double session (90 minutes)

Target Audience: Advanced

Accessibility is tough. Gies College of Business has had to rethink accessibility in the MOOC world. Gies serves 50+ MOOC courses via the Coursera platform with over 300,000+ students; knowing the specific accommodation a student may need is impossible. To meet this challenge the College is focused on creating “usable” documents that serve the widest range of disability accommodations. The goal is to create materials that any student can use on their own terms.

Attendees Should Bring: Participants are asked to bring examples of existing accessible materials they may be using in their programs. Laptops or tablets will be convenient to share those materials with the small group discussion teams.

23. Team Based Learning - From Groups to Teams

Presenters: Dr. Stephanie Ceman and Sol Roberts-Lieb, Carle Illinois College of Medicine, University of Illinois at Urbana-Champaign

Location: Knowledge Room

Length: Single session (45 minutes)

Target Audience: Beginner

Students bemoan group work. But what is teamwork? Join Stephanie Ceman and Sol Roberts-Lieb as they showcase Team-Based Learning (TBL). During this session, you will learn about TBL, the pedagogical advantages of TBL, how to implement TBL in your courses including getting started, and student experiences in TBLs. This session will give you the background (the why) as well as practical tips for implementing TBL (the how) in your classes. This session will have introductions, a brief presentation, individual, pair, and small group activities, and a time for questions and answers.

Attendees Should Bring: A way to take notes

24. The Visual Syllabus: Taking Your Course to the Next Level by Focusing on the Big Idea

Presenters: Heather J. E. Simmons, University of Illinois College of Law and Cheelan Bo-Linn, University of Illinois at Urbana-Champaign

Location: Humanities Room

Length: Single session (45 minutes)

Target Audience: Beginner

Create a visual syllabus to help yourself and your students connect with a course. This concept challenges faculty to define their course by its single big idea, which serves as a framework for prioritizing what is important to know and do vs mere familiarity. Take your course to the next level by

expressing this big idea as an image; i.e., the visual syllabus. The result is a cohesive, meaning course design that enhances student learning.

Attendees Should Bring: The syllabus for a course they currently teach or will teach

25. Follow-up Q&A with Keynote Speaker Dr. David Gunkel

Location: Lincoln Room

Length: Single session (45 minutes)

26. Using Digital Badges in Courses and Professional Development

Presenters: R. Scott Wennerdahl, University of Illinois at Urbana-Champaign

Location: Innovation Room

Length: Double session (90 minutes)

Target Audience: Beginner

Did you know that a digital badge could motivate learner participation and engagement? Digital badges are an opportunity to recognize learner accomplishments in courses and professional development activities. These graphical awards are earned by learners when certain conditions (such as assessment performance, classroom engagement, and other measures/behaviors) are met. In addition to showcasing the digital badging projects of faculty at the Gies College of Business and beyond, this session will assist you in brainstorming how digital badges might be used within your own course/program.

27. SPONSOR SPOTLIGHT: Blackboard

ONE DOES NOT SIMPLY WALK INTO ULTRA: Illinois Tech's Journey to Ultra

Presenters: Edgar Gonzalez and Steve Sartori, Blackboard Inc.

Location: Knowledge Room

Length: Single session (45 minutes)

Illinois Tech has been a longtime Blackboard customer (2006?) but for much of that time, our self-hosted deployment of Learn was barebones, without significant customization or integration other than the SIS.

With a looming accreditation, we expanded licensing to Outcomes, getting Community and Collaborate as part of the bargain in 2015. We made a more significant and transformational change in January 2017 with a move from our self-hosted production environment to SaaS with Continuous Delivery. We have continued this forward-looking approach in 2017 and 2018, first running a large pilot of Ultra in Bb's UPP program for the Fall 17 term and then rolling out Ultra Global Navigation and a hybrid Original/Ultra environment for our Spring 18 production term.

After a long, static period, Illinois Tech's overall approach has gotten more aggressive, but we have been very intentional every step of the way, weighing our institutional culture and vision, leveraging available Blackboard resources, designing deployment plans and preparing training and support, and striving to cultivate change while also mitigating some of the impact for our users.

Thursday, May 17 | Concurrent Sessions VII | Starting at 1:45 pm

28. Employing Technology for Institutional Professional Development

Presenter: Lori Wendt, Parkland College

Location: Humanities Room

Length: Single session (45 minutes)

Target Audience: Beginner

Professional development is key to growing an institution. It helps faculty and staff improve their professional knowledge, competence, skills and effectiveness. However, in recent years, with declining enrollments and less state funding, institutions are cutting corners. This means less time to attend professional development activities. But since there is still a growing need for it, institutions are having to get creative. Join the conversation about elearn sessions and how they can supplement professional development opportunities.

29. “Future of FSI” Roundtable

Presenters: FSI Committee

Location: Lincoln Room

Length: Single session (45 minutes)

Replacing session titled, “Student Panel on Technology and Pedagogy: What Do Students Think?”

Thursday, May 17 | Concurrent Sessions VIII | Starting at 2:45 pm

30. Leading Successful Virtual Class Sessions

Presenter: Stephanie Richter, Northern Illinois University

Location: Quad Room

Length: Single session (45 minutes)

Target Audience: Intermediate

Web conferencing systems like Blackboard Collaborate, Adobe Connect, or Zoom, are powerful tools for connecting with online students. However, these environments can feel overwhelming at first, like learning to drive a car. In this session, we will discuss ways to make virtual class sessions smoother, from planning through delivery and follow-up. This session will focus on practices and principles which are applicable to all web conferencing systems, as opposed to a specific tool.

31. SPONSOR SPOTLIGHT: Turnitin

The Internet, a Credit Card and a Term Paper: A Detective Story

Presenters: Stephanie D. Stocks, MS, Turnitin, LLC

Location: Knowledge Room

Length: Single session (45 minutes)

Historically, students have copied and pasted text without citation, repurposed friends' papers as their own, and posted papers to websites as study guides for fellow students to use. Turnitin responded with tools to aid educators in detecting this and also provided tools for students to help avoid these issues with their course work. Now, however, throughout K-12 and Higher Education globally, there is an increase in submitted work where the work was in fact original, but written by someone other than the student who made the submission. This is known as contract cheating or ghost writing. So how are instructors able to detect this type of cheating and what tools are available to aid in "proving" when it occurs? Please join us to discuss contract cheating issues institutions are facing, what tools are currently available to help detect this, and what tools Turnitin has developed to aid in that detection process.

32. CANCELLED - Humanities Degrees Online: Possibilities, Limits, Prospects for Students and Innovative Educators

Presenter: Elizabeth Kosmetatou, University of Illinois - Springfield

Location: Humanities Room

Length: Single session (45 minutes)

Target Audience: Intermediate

Online teaching has triggered profound changes in tertiary education globally. As savvy consumers, students favor active learning within the right program in the right modality in preparation for the job market. Based on my extensive experience in online teaching, this paper will discuss the challenges innovative educators face online, especially in the Humanities. It will also address student concerns as outlined by, among others, the Online College Students 2017: Comprehensive Data on Demands and Preferences.

33. What Makes an Instructional Video Engaging?

Presenters: Tania Heap, Ray Ostman, Ajit Dhobale, Paige Cunningham, and Maryalice Wu, University of Illinois at Urbana-Champaign

Location: Lincoln Room

Length: Single session (45 minutes)

Target Audience: Beginner

Instructional videos factor heavily into online courses. Learner engagement with MOOC videos depends on the different characteristics of the videos. We have obtained results based on the Statistical Analysis of the data of millions of users from Coursera. We analyzed the significance of video engagement (as measured by percentage of video watched by learners) with respect to attributes like instructional videos length, instructor's physical presence in the video, professional vs. instructor-produced recording, videos with interview, gender of interviewee, expert vs. non-expert interviewee, etc.

34. Threatened by Artificial Intelligence? Put Your Students in the Situation Room

Presenter: Jinhee Lee, Eastern Illinois University

Location: Innovation Room

Length: Single session (45 minutes)

Target Audience: Beginner

Many experts predict that artificial intelligence will vastly change the job market. The question is not whether but who will be displaced and when. To educate our students to remain competitive and irreplaceable, instructors must train them to think in a BIG picture way regardless of their fields. This session will present practically helpful curriculum development strategies for critical, holistic, and global information processing skill through an example of teaching on North Korean nuclear crisis.

Attendees Should Bring: Any device to access internet (including YouTube, digital archives, and Google Scholar) along with an earphone or headphone

SAVE THE DATES

The next FSI is scheduled for May 21-22, 2019 at the
I Hotel and Conference Center.

POSTER DESCRIPTIONS

All are located in the “Recharge Room” (Chancellor Ballroom) both days.

P1. Connecting Employer Demands with Student Perceptions

Presenters: Michael Barrowclough and Michelle Kibler, Illinois State University

We as educators are challenged with facilitating learning of our discipline to students while preparing them to enter the workforce. While gaining knowledge in a particular field of study is of high importance, what can be overlooked is the significance of the development of *soft skills*. We are interested in the skill demands employers place on new hires (often college graduates) and how students’ perceptions of those demands correlate.

P2. Structuring Group Projects for a More Positive Student Learning Experience

Presenters: Maria A. Boerngen and Justin W. Rickard, Illinois State University

While educators understand the value of group projects for building teamwork, critical thinking, and problem-solving skills, students tend to approach such projects with fear and reluctance. This study seeks to identify elements of group work that help or hinder students’ perceptions of the endeavor, and suggest ways in which group projects can be structured to provide a more positive learning experience.

P3. Engaging Millennials in the Online Classroom

Presenter: Holly Farley, EdD, RN, Eastern Illinois University

This presentation aims to discuss millennials’ preferences for activities and assignments online, in a program that is synchronous and asynchronous. Findings from a qualitative single case study that explored millennial nursing student preferences for activities and assignments that students perceived to facilitate learning will be shared. Findings indicated that students prefer traditional lecture and strong instructor engagement. Along with findings, strategies to engage millennials in the online classroom will be discussed.

P4. Top Ten Reasons to Join the “Team”

Presenter: Tom Grissom, PhD, Eastern Illinois University

Microsoft Teams is now a part of Office 365 Education and serves as a digital hub for group collaboration activities. This session will share the top ten reasons to consider using Microsoft Teams and explore ideas about increasing communication and collaboration across an organization. Teams uses a Conversations “chat” area for threaded discussions and also supports ad hoc Skype meetings. Teams has many uses including departmental communication, committee work, and/or individual courses.

P5. Blackboard Learn Resources to Create Language Course Oriented Assessments

Presenter: Iftikhar Haider, University of Illinois at Urbana-Champaign

This poster session presents language assessment features available in the Blackboard Learn and how they can be used for a language intensive course. It explores issues of navigability, relative significance, and quality of assessment that can negatively affect students' perception of the online assessment along with techniques for mitigating such issues.

P6. Innovations in Pedagogy in U.S. Journalism Schools

Presenters: Ensung Kim, Eastern Illinois University and Amanda Bright, Indiana State University

Data journalism, analytics, social media engagement, and immersive journalism are only a few examples of new and emerging journalism practices in which journalists use technologies to produce high quality journalism. Within this context, journalism educators have a huge responsibility to innovate classes and curriculum to ensure that journalism students develop the ability to work effectively in today's technology-intensive journalism ecosystem. This presentation reports on the innovations that are being made in journalism schools in the U.S.

P7. Instructor and Librarian Collaboration on a Course Without a Textbook

Presenters: Stacey Knight-Davis and Lauri DeRuitter-Willems, Eastern Illinois University

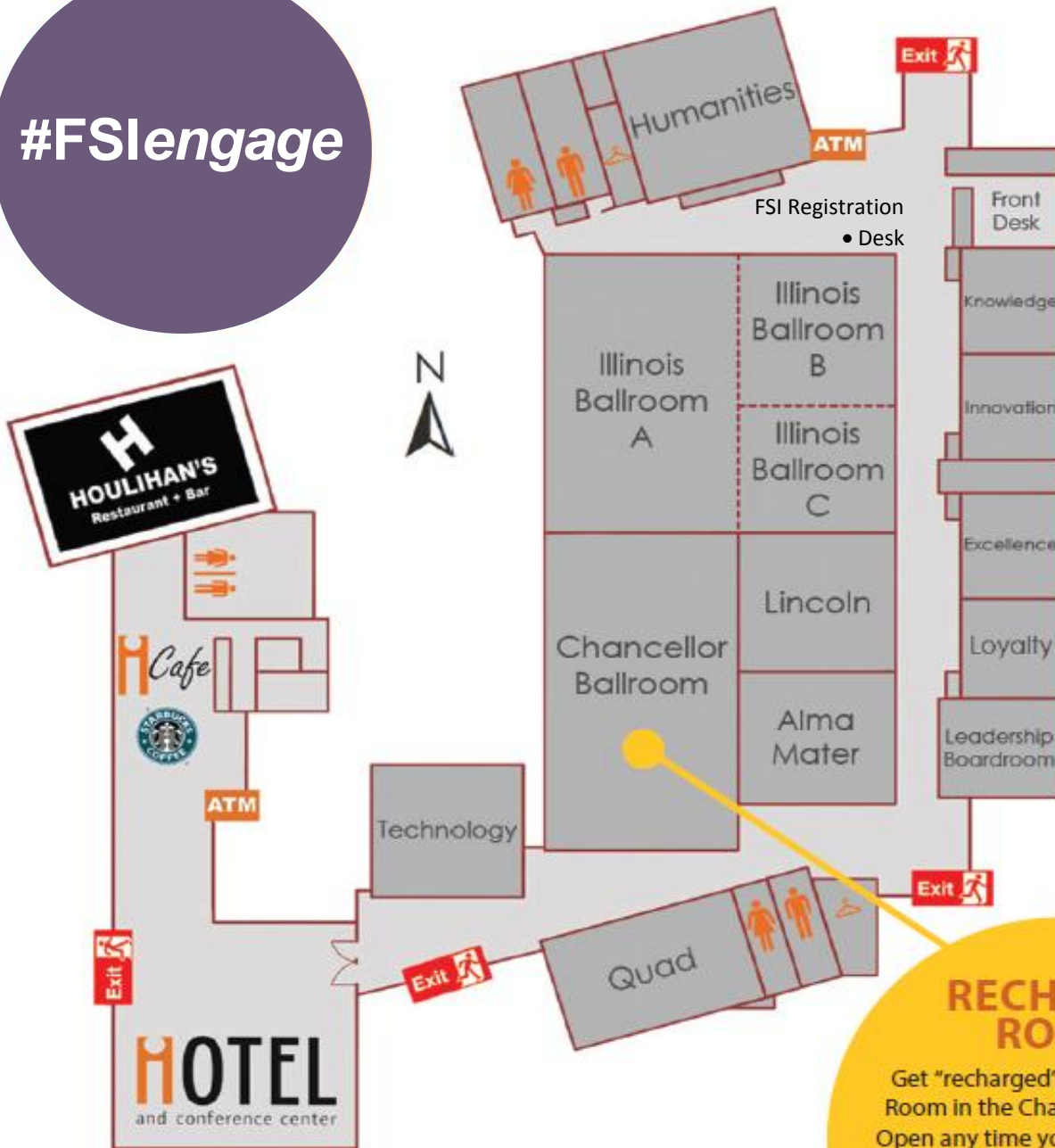
We describe collaboration between a health promotion professor and librarian to design a course in the learning management system D2L that does not use a textbook. Instead of a textbook, materials from professional and governmental organizations, supplemented with library materials are used. This approach encourages critical thinking to integrate information from multiple sources. Students also become familiar with information sources they will use after graduation.

P8. Engaging Faculty through Instructional Technology Training

Presenter: Lori Wendt, Parkland College

Nearly a decade ago, Parkland College was gearing up for an expansion in distance learning due to the potential collaboration with the University of Illinois' Global Campus initiative. While the Global Campus initiative did not fully materialize, Parkland moved forward with the idea of expanding distance learning. The key components: recruiting faculty to teach online and training them to do so. Fast forward nine years and you'll see that Parkland is still providing quality training for their faculty to ensure that the students get a top-notch education (both online and in the classroom) from top-notch instructors. We'll share the initiative from conception through two LMS' and three instructors that have "certified" over 300 full- and part-time faculty at Parkland College; and why it's still a viable training program.

#FSIengage



RECHARGE ROOM

Get "recharged" in our Recharge Room in the Chancellor Ballroom. Open any time you need a break to recharge your devices, check your email, or chat with your colleagues. Coffee and water will be available in this room.

FSI WEBSITE

FSI Conference Website:
[conferences.illinois.edu/
facultysummerinstitute](http://conferences.illinois.edu/facultysummerinstitute)

SOCIAL NETWORKING

FSI on Facebook:
go.illinois.edu/fsifacebook

FSI on Twitter:
<https://twitter.com/fsi>