

FSI

At the Intersection of Teaching,
Learning, and Technology

*Adapt.
Evolve.
Engage.*



FSI Conference

Back to the Future: 25 Years of FSI

May 17-18, 2022

I Hotel and Conference Center, Champaign, IL

conferences.illinois.edu/fsi

HOST

Center for Innovation in
Teaching & Learning (CITL) at the
University of Illinois Urbana-Champaign
citl.illinois.edu

QUESTIONS?

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Schedule at a Glance

Tuesday, May 17

Location		Humanities	Lincoln	Alma Mater	Illinois Ballroom	
8:00 am	9:30 am	W1, H1: Using a Decision-Making, Role-Playing Game to Teach Historical Thinking Skills α			Networking Opportunities	
9:45 am	11:15 am	W2, H2: Digital Tools for In-Class and Online Engagement α				
11:45 am	1:15 pm	PL1: Welcome/Panel/Lunch (Illinois Ballroom)				
1:30 pm	2:15 pm	S11, H5: Encouraging Learner Agency and Active Learning Through Self-Mapped Learning Pathways β, γ	S2: Higher Education Discussion: Follow Up Panel β, δ	S8: STEAM Learning: Art as a Gateway to STEM β	S16: How to Implement Adobe Creative Cloud in your Classroom α	
2:30 pm	3:15 pm	PL2: Speed Networking Session (Illinois Ballroom)				
3:30 pm	4:15 pm	S13, H7: Leveraging Canvas and YellowDig to Build Social Presence in At-Scale Online Courses α	S1: COLLABORATE: Learning IPE One Hand at a Time γ	S9: NOT Reinventing the Wheel: Post COVID Realizations about Teaching and Internet Resources α	S5: Accessible and Digital STEM Content Made Easy with EquatIO α	
4:30 pm	5:15 pm	R1: 25+ Years of Instructional Design and Instructional Technologies β	R2: Battling Distraction by Fostering Attention β	R3: Empathetic Course Design β	Networking Opportunities	

Design Thinking Discussions, Exhibitors, and Posters

Wednesday, May 18

Location		Humanities	Lincoln	Alma Mater	Illinois Ballroom	
8:00 am	9:30 am	S10, H4: Virtual Escape Rooms for Teaching and Learning γ			Networking Opportunities	
9:45 am	11:15 am	S12, H6: Integrating Technology and Storytelling in the Classroom α	S6: The Art of Transformative Learning: Teaching Interpersonal Reasoning Through an Arts-Based Program β	S15: Strategies for Effective Instructional Design & Online Teaching β		
11:45 am	1:15 pm	PL3: History of FSI & FSI Talkback Panel/Lunch (Illinois Ballroom)				
1:30 pm	2:15 pm	W3, H3: Beyond the Accessibility Checker: Accessible Documents by Design α, δ	S7: Integrating Antiracism in Graduate Education: Perspectives Underrepresented δ	S3: Embracing the New Normal: Overcoming Challenges for Optimal Faculty Support & Development β	S17: Five Ways to Re-engage Students in a Reshaped World α, β	
2:30 pm	3:15 pm		(S4 → Now a video, V3)	R4: Educause 2022 Horizon Report: Teaching & Learning Edition α, β, δ	S18: Discussion "Bored" No More! How Learning Communities Help You Drive Better Outcomes and Make Teaching Fun Again α, β	
3:30 pm	4:00 pm	PL4: Conference Endnote (Illinois Ballroom)				

Design Thinking Discussions, Exhibitors, and Posters

The schedule grid incorporates the following session codes:

W: Workshop **S:** Facilitated Session **PL:** Plenary Session **H:** Hyflex Offering **R:** Roundtable

Additional programming includes posters in the Illinois Ballroom and prerecorded videos through the conference app and [FSI website](#).

Session Tracks

Registrants may choose to focus on one track or participate in any session in any track.

Teaching Tools

Indicated by α

Delve into the tech side of educational instruction to expand how you teach and assess your students.

Instructional Strategies

Indicated by β

Stay current in incorporating evidence-based, best instructional practices, allowing for all ways students learn.

Active & Gamified Learning

Indicated by γ

Explore how educators are igniting student engagement and transforming learning with play.

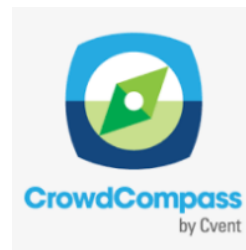
Equitable Classroom

Indicated by δ

Discuss best practices and shared knowledge from educators building environments where every student has access to tools to succeed.

Conference App *New this year!*

Download the "CrowdCompass Events" App from the [Apple App Store](#) or [Google Play Store](#), then search for "FSI: At the Intersection of Teaching, Learning, and Technology." Sign in with the same email address and password you used when registering for the conference for full access to all features. There is also a [desktop version of the App](#).



Note: Conference attendees may be photographed or filmed.

Conference Center Map



The conference registration desk is located by the North Entrance.

Refreshments and lunch are available in the Illinois Ballroom.

Parking at the I Hotel and Conference Center is free and plentiful for all FSI participants.

Programming

Available programming for this year's FSI is outlined over the following few pages. Note that the sessions are not listed with respect to when they will occur. Please refer to the schedule at the beginning of the program. Those sessions that are classified as Hyflex are cross-listed.

Plenary Sessions [\[All available to both in-person and virtual registrants\]](#)

PL1: Welcome / Lunch / FSI Panel Conversation: Adapting and Evolving our Teaching, Learning & Technologies to Best Engage Students

Moderator:



Robert Baird, Sr. Associate Director, Center for Innovation in Teaching & Learning, University of Illinois Urbana-Champaign

Panelists:



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



Vickie Cook, Associate Vice Chancellor for Online, Professional, & Engaged Learning/Research Professor, Education, University of Illinois Springfield



Laura Hendley, Assistant Provost for Educational Innovation, University of Illinois Urbana-Champaign



Jeff Newell, Deputy Director for Strategic Initiatives, Illinois Community College Board



Elizabeth Romero, Sr. Director, Learning Technologies & Instructional Innovation, University of Illinois Chicago

PL2: Speed Networking

Get to know more of your FSI community peers in this networking activity.

PL3: History of FSI / FSI Talkback / Lunch

Look back on the history of FSI and where we plan to go with future conferences. The FSI Steering Committee will also answer questions and take suggestions regarding the conference.

Moderator:

Robert Baird, Sr. Associate Director, Center for Innovation in Teaching & Learning, University of Illinois Urbana-Champaign

Contributors:

Lanny Arvan, University of Illinois Urbana-Champaign (retired)

Ed Garay, University of Illinois Chicago (retired)

Kostas Yfantis, Assistant Director, Teaching and Learning with Technology, Applied Technologies for Learning in the Arts & Sciences, University of Illinois Urbana-Champaign

PL4: Conference Endnote

Say farewell to this year's FSI with comments from the FSI Steering Committee.

Workshops

W1, H1: Using a Decision-making, Role-playing Game to Teach Historical Thinking Skills v

Presenter: Tim Roberts, Western Illinois University

Length: 90 minutes

Participants will learn about Twine open-source storytelling and experience an interactive game set during the American Civil War. Participants will consider how to use Twine to teach historical thinking skills. History is made by individuals making decisions under constraints. This session shows how to use a historical narrative using Twine (twinery.org) to engage this concept. Classroom Twine use enables students to construct and experience interactive, non-linear, multimedia stories and experience agency, the role of individual decision-making in past events. The session will open with Roberts introducing his Twine story and briefly sharing his experiences with teaching using it. Some instruction will be provided on technical aspects of building a Twine story, but the discussion will focus on how stories provide meaningful biographical and social history and build thinking skills around the concept of contingency. Roberts' story, "Lincoln's Decision," puts the reader in the shoes of President Abraham Lincoln in 1862 as he deliberates proclaiming the emancipation of the slaves. Twine allows users to make decisions; readers in "Lincoln's Decision" are asked to make tough choices based on historical evidence they encounter. Their decisions create alternative historical outcomes. After the introduction, the audience will complete a short pre-learning online survey. They will then access and experience "Lincoln's Decision," a Twine HTML file loaded onto an open-source website so that participants may access it with a password provided by Roberts. "Lincoln's Decision" takes about

25 minutes to experience. Participants will be encouraged to take notes while playing it. Following this interactivity, the audience will complete a post-learning online survey, and be invited to share their experiences and discuss content, the idea of alternative history, and strategies for teaching historical contingency and empathy.

W2, H2: Digital Tools for In-Class and Online Engagement α

Presenter: Ava Wolf, University of Illinois Urbana-Champaign

Length: 90 minutes

If there's one thing the pandemic has shown us, it's that we need a toolkit of resources that can support student engagement, whether they are in-class or online. In this hands-on session, we will explore a variety of free or low-cost digital tools that support deep learning in four key areas: discussion, content organization, collaboration, and review. No prior knowledge is required. All tools will be compiled into a shared resource available for participants. Join us for a fun interactive session and walk away with ideas you can use right away in any discipline.

W3, H3: Beyond the Accessibility Checker: Accessible Documents by Design α, δ

Presenters: Marc Thompson, Amy Merkley, Emily Forbes, and Emma Park, University of Illinois Urbana-Champaign

Length: 90 minutes

Have you ever wanted to move beyond running the Accessibility Checker after the fact and learn how to author documents accessibly from the start? If so, then this workshop series is for you. Participants will work hands-on through a guided process of authoring accessible documents in Word, PowerPoint, and PDF. Rounding out this workshop series is a segment on authoring accessibly in the Canvas learning management system. Even if you're not a teacher/instructor, you will appreciate how Canvas can be used to create training material/modules/courses. Attendees will work directly in Canvas, using the Rich Content Editor to author content and learning about the native accessibility features of Canvas.

Facilitated Sessions

S1: COLLABORATE: Learning IPE One Hand at a Time γ

Presenters: Valerie Wright and Ashley Bollhorst, Illinois State University

Length: 45 minutes

In this session, you will have the opportunity to play Mennonite College of Nursing's innovative card game centered around Interprofessional Education. Come ready to test your knowledge of collaboration within the primary healthcare setting!

Learning Objectives:

1. Recognize the various professions involved in caring for a client within the primary healthcare setting throughout the Warm-Up Round of cards titled "Who am I."

2. Determine the top three professions needed to collaborate for the best outcome for their client throughout the central part of the game utilizing the "Scenario" cards.
3. Interpret the answers from the "Who and I" and "Scenario" cards within the debrief session of the COLLABORATE card game.
4. Examine how using an interactive card game may increase the learner's knowledge across multiple disciplines of the topics presented within the game.

Interested in learning how to create an interactive card game that is fun and teaches key concepts to learners? The inventors of the COLLABORATE card game will share their tips and tricks and preliminary research on gameplay outcomes.

We look forward to playing the COLLABORATE card game with you and believe that BIG things can happen when people work/play together!

S2: Higher Education Discussion: Follow Up Panel β, δ

Panelists: TBA

Length: 45 minutes

Continue the discussion of FSI History with the panel presenters.

S3: Embracing the New Normal: Overcoming Challenges for Optimal Faculty Support & Development β

Presenters: Nikki LaGrone, Scott Thesen, Judith Keigher, and Annette Keca, Governors State University

Length: 45 minutes

Instructional designers at Governors State University will present the lessons learned from the COVID-19 pandemic and how the Center for Active Engagement & Scholarship (CAES) is not only surviving but thriving during this unprecedented need for remote modality. Through the implementation of Quality Matters pedagogy, Remote Instruction Assistants, and increased use of available technology, the CAES team has leveraged good course design in online, hybrid, and in-person classes. Solutions discovered during COVID conditions are now being embraced by faculty for continued usage in the "new normal" for online courses and hybrid and face-to-face.

GSU faculty development and support are continually increasing, making it more realistic and less taxing for faculty to embrace online teaching and learning. The presenters will discuss Initiatives to support Faculty Development and online course design, including a designated Faculty Community Space (FACE course, in Blackboard), Faculty-Driven Workshops, Quality Matters Course Design Template, Internal Course Evaluation process, and student-worker mentor program. A timeline with examples of implemented practices will be demonstrated.

S4 → Now V3 (see under "Pre-recorded Videos" below)

S5: Accessible and Digital STEM Content Made Easy with EquatIO α

Presenter: Rachel Kruzel, Texthelp (Conference Sponsor)

Length: 45 minutes

Creating accessible STEM content and equations can be challenging, time-consuming, and complicated. Faculty express frustrations around the necessity of creating digital and accessible content. Instructional designers or IT struggle to find a cost-effective tool to support faculty and students as they teach, learn, and assess in a myriad of online environments, given our education system's digital nature. Content remediators have a never-ending pile of books, assignments, and assessments needing to be made accessible to students and the campus community. With the continued focus and necessity of digital accessibility on college campuses, finding a sustainable solution for these long-standing issues is a must. No longer can we continue creating inaccessible content on our campuses.

EquatIO, Texthelp's digital and accessible STEM solution, can help with these and other common pain points institutions face around creating accessible and digital STEM content for STEM courses and others containing equations, numbers, and symbols such as economics, finance, or business courses, and logic. Attendees will see the power, ease of use, and solutions EquatIO can bring to a campus and the digital and online environments students, faculty, and staff work in, including:

EquatIO's Equation Editor with Prediction helps faculty and students quickly and easily create content using a keyboard, not a padlet-based tool.

Traditional accessibility tools like dictation, text-to-speech, and handwriting recognition allow individuals of all abilities to quickly and confidently engage and create digital STEM content. Users can create and insert STEM content into the Rich Content Editors of popular LMS such as Canvas, D2L, Moodle, or Blackboard through an LTI or the new and improved EquatIO web toolbar.

EquatIO automatically generates alternative text for equations as spoken text and MathML, saving time and money during the remediation process.

The recently released full-page OCR functionality turns printed and written content into digital, accessible, and editable math, expediting turning entire textbook chapters, printed exams, or lecture notes into accessible digital files.

Campuses across the U.S. are adopting EquatIO to support their faculty, staff, and students. Bring your own device with the EquatIO Chrome Extension installed to explore the tool alongside the presenter to help you understand how this tool can support your peers and colleagues on your campus in the academic year ahead.

Learning Outcomes:

1. EquatIO can help content creators, including students, faculty, and staff, easily create complex, accessible, and digital STEM through UDL input methods.

2. EquatIO strategically supports the alternative format creation and remediation process for STEM content, including Optical Character Recognition.
3. EquatIO interfaces with common educational environments as a pedagogical teaching tool, such as Learning Management Systems, GSuite Applications, Office 365, Word, PowerPoint, and other third-party websites and tools online.

S6: The Art of Transformative Learning: Teaching Interpersonal Reasoning Through an Arts-Based Program β

Presenters: Evguenia Popova, Rush University, and Sam Ramos, Art Institute of Chicago

Length: 45 minutes

This presentation discusses the transformative nature of arts-based training programs to teach interpersonal reasoning in occupational therapy. Research findings on the benefits of arts-based training programs in promoting students' self-awareness, empathy toward others, and openness to new perspectives will be presented. Opportunities to integrate arts-based training programs to support students' reflexivity on objectivity and bias in clinical practice and client interactions will be examined.

S7: Integrating Antiracism in Graduate Education: Perspectives of Underrepresented Minority Stakeholders δ

Presenters: Hannah Morris and Evguenia Popova, Rush University

Length: 45 minutes

This presentation explores the intersection of antiracism and occupational therapy education, guided by the perspectives of underrepresented racial/ethnic minority students, faculty, and practitioners in the field. Research findings on the supports and barriers to professional success experienced by these stakeholders will be presented. Strategies to address identified barriers and promote supports within higher education will be discussed.

S8: STEAM Learning: Art as a Gateway to STEM β

Presenter: Michael Taylor, Northern Illinois University

Length: 45 minutes

This presentation focuses on using the Arts to introduce and encourage learners to explore the STEM fields. Some educators are even using the STEAM acronym to include Art as an essential part of the STEM learning space. Experiential and multidisciplinary team-based learning are essential modalities for solving 21st-century problems. Giving students opportunities to work and learn with others on real projects will help them develop confidence in their role on a diverse team. Cultural and technological change is too rapid for individuals to be experts in all specialties, so it is vitally important for students to learn to communicate across disciplines and discover how they can add value to complex problems. Many students are intimidated by the traditional rigor of STEM subjects and can benefit from being introduced to these subjects through their cross-sections with the Arts. An

examination of the creative process and scientific problem solving is helpful to find deep connections in a highly technological world. The presentation will include examples of how the Arts and STEM fields intersect. The audience will have opportunities to interact with digital audio and image tools. We will also have time for questions and open discussion. Download links for software will be provided but not required during the presentation.

S9: NOT Reinventing the Wheel: Post-Covid Realizations about Teaching & Internet Resources

α

Presenters: Aaron Krall and Jim Drown, University of Illinois Chicago

Length: 45 minutes

The pandemic, and the wholesale move to online teaching, caught everyone by surprise, and one of the questions was, "how do I create content to both engage and inform my students?" Faced with the time-consuming demands of learning new platforms and developing course materials, many instructors turned to readily available materials for free (or with the cost of advertising). They used them as part of our regular teaching. Now that many of us have returned to an in-person classroom format, we argue that finding and using these materials continues to be beneficial for student learning and engagement and allows faculty to spend our time with pedagogies that incorporate more direct student contact. Our presentation will introduce and ask participants to engage with three strategies for using pre-made internet resources: (1) meet students where they are, (2) diversify the voices in the classroom, and (3) scaffold difficult material. Each strategy will be explained, modeled with examples, and paired with a small-group exercise to give participants practical hands-on experience. No prior skills or knowledge are required for this session, but participants will need a digital device with a web browser to participate in the activities. Key session takeaways will include an awareness of the importance of freely available ready-made resources for college courses and practical strategies for using the resources in the classroom.

S10, H4: Virtual Escape Rooms for Teaching and Learning

Presenters: Ngozi Onuora, Rachel Bicicchi, and Amy Brilley, Millikin University

Length: 90 minutes

Finding various ways to engage students in the college classroom when using remote learning can be a challenge. Virtual escape rooms allow collaboration, problem-solving, and active engagement in the learning process. These escape rooms can offer great ways to introduce an upcoming unit or selection of literature. They can be an effective way to culminate a unit or end the reading of a class novel or small group literature circle. In this session, participants will work through a sample virtual escape room. Then, they will be guided through the use of Microsoft OneNote to design their own virtual escape room. This approach falls under the umbrella of research that focuses on technology innovation and e-learning in higher education. It could also potentially be a branch of collaborative gaming used in teaching and learning. Participants will want to download the OneNote application to their Mac or PC laptops in advance. Additionally, participants should have a few ideas for content they think could work for creating a virtual escape room.

S11, H5: Encouraging Learner Agency and Active Learning Through Self-Mapped Learning Pathways β, γ

Presenter: Matt Crosslin, Orbis Education

Length: 45 minutes

Many educators would say that they want to find ways to encourage learners to take a more active role in directing and determining their learning goals. Heutagogy, or the study of self-determined learning, arose as a field that focused on helping students learn how to be learners. However, the challenge in implementing self-determined/active learning lies in how learners have different levels of preparation and confidence in their abilities. Not everyone is ready to take agency over their learning pathway. This session will focus on various small and large strategies for implementing active learning in a course.

The learning outcomes of this session include:

- Participants will review selected concepts of Heutagogy and active learning.
- Participants will explore some essential tips and ideas to encourage learner agency.
- Participants will examine the research and practices connected to a new course design structure called Self-Mapped Learning Pathways.

The goal of this session is not just to hear about these outcomes - participants are encouraged to bring their own course activities so that we can look at ways to implement these ideas in real contexts.

S12, H6: Integrating Technology and Storytelling in the Classroom α

Presenter: Assaf Dvorkin, Hebrew Theological College (Chicago)

Length: 45 minutes

The presentation will outline strategies for including hands-on technology in the classroom and storytelling of relevant scientific discoveries and experiences to deliver content and engage students' thinking, emotions, and imagination. The concept will be introduced for science applications but can be applied to any discipline. A motion-tracking technology will be introduced, where participants will be engaged in individual and group experiences by trying the technology and taking part in the story development.

S13, H7: Leveraging Canvas & Yellowdig to Build Social Presence in At-Scale Online Courses α

Presenters: Krista DeLeeuw, Cheng Li, and Sujin You, University of Illinois Urbana-Champaign

Length: 45 minutes

Community and human-to-human interaction have never been more important than they are today. In this interactive session, presenters will share experiences from designing, building, and supporting large online courses (1k+ learners) and associated challenges and outcomes of building and maintaining social presence using discussion and community features in Yellowdig and Canvas.

Attendees of this session will:

1. Gain an understanding of the Community of Inquiry framework (Garrison, Anderson, and Archer, 2000) and social presence (Annand, 2011),
2. Learn about various tools available to support online discussions
3. Experience a Yellowdig community firsthand
4. Be able to apply best practices in online discussions, especially in large courses

The Gies Teaching & Learning team – composed of instructional designers, learning experience designers, and data professionals – will share the strategies, tactics, and tools they have deployed over several years iterating within their online MBA program to increase engagement and social presence. We will discuss challenges and best practices in online discussions, such as how to grade and provide timely feedback to students, organize discussions, and provide support. Data collected by the team will highlight how to cultivate true social presence - leveraging the support of a student community while still maintaining rigor, course relevance, and boosting student engagement.

To actively engage our audience, we will encourage attendees (and other interested people) to engage with the conversation in a Yellowdig community created for this session, before, during, and after the session. A basic understanding of discussion forums will help attendees get the most out of this session. No special software is required; only access to a web browser will be required to interact with the online community.

Please join us before, during, and after the session <https://yellowdig.app/share/FSI2022Gies>. Try out a Yellowdig community firsthand, and engage in conversation about best practices in online student engagement. You will be asked to sign in or create an account. Please use your university email address to ensure the best experience, wherever your home university may be.

S14: Privacy Concerns Addressed with New "Face Anonymization" Remote Proctoring Solution

α

Presenter: Tyler Weiland, Biometric Signature ID (Conference Sponsor)

Length: 45 minutes

Current remote proctoring technologies invade students' privacy. What alternative exists? Central Texas College took part in a pilot to assess the utility of BioSight-ID - a new exam monitoring system that blurs student faces when recording them during exams. Our session will focus on the issues with current technologies and share CTC's positive results using BioSight-ID with over 100,000 students.

Cheating as a whole is a huge concern as well. See how our unique state-of-the-art forensics of our student ID authentication solution BioSig-ID (4-character biometric password) verifies the "real" student and catches cheaters!

S15: Strategies for Effective Instructional Design and Online Teaching β

Presenter: Lirim Neziroski, Illinois Valley Community College

Length: 45 minutes

The Covid pandemic has encouraged colleges and instructors to offer more virtual and online courses. But transitioning to an online format is no small task. Many colleges require that instructors undergo training through Quality Matters or ION, and they also require that online courses be developed according to a set of standards. This presentation will describe how Prairie State College developed its own "Orientation to Online Teaching," It will describe the best practices for instructional design and online teaching instructors learned about during the orientation.

Participants will be able to:

- Describe standards for instructional design.
- Describe best practices for online teaching.
- Create a plan for developing an online teaching orientation at their institution.

S16: Adobe presentation: How to Implement Adobe Creative Cloud in your Classroom α

Presenter: Kevin Bryant, Strategic Education Customer Success Manager, Adobe (Conference Sponsor)

Length: 45 minutes

In this session, you will see examples of how faculty implemented Adobe tools, including Creative Cloud Express, successfully in their classroom. There will be a hands-on Creative Cloud Express workshop during the last 20 minutes of the presentation!

S17: Anthology presentation: Five Ways to Re-engage Students in a Reshaped World α, β

Presenter: Mitchell Prieve, Marketing Event Coordinator, Anthology (Conference Sponsor)

Length: 45 minutes

Engagement is a concept in teaching & learning that is evolving based on characteristics and expectations of the new "traditional learner" in a reshaped world. This session offers options to consider for learners looking to engage and interact with instructors, content, and peers while leveraging technology as a seamless tool.

Session takeaways:

- Define the characteristics of the new type of learner coming into higher education post-pandemic
- Identify the ways Teaching & Learning tools can empower an educator to meet the new requirements and expectations of students while improving efficiency and effectiveness in today's teaching and learning space.

S18: Discussion "Bored" No More! How Learning Communities Help You Drive Better Outcomes and Make Teaching Fun Again α , β

Presenter: Tyler Rohrbaugh, VP of Strategic Partnerships, Yellowdig (Conference Sponsor)

Length: 45 minutes

Online discussions form the only consistent basis for student-to-student interactions in many courses, but they are labor-intensive and quite frankly, underwhelming. This session considers how community-focused design can replace this worn-out paradigm and dives deep into data suggesting other best practices to consider.

Roundtables

R1: 25+ Years of Instructional Design and Instructional Technologies β

Presenters: Nancy Norman and Mary Sullivan Kopale, University of Illinois Chicago

Length: 45 minutes

Many of us in education have been on the journey as teaching, learning, and technologies intersected before our very eyes. Nancy Norman and Mary Kopale, seasoned Instructional Designers at UIC, reflect on these developments throughout their careers. Participants will be seated banquet-style at table rounds and will be asked to participate in hands-on activities and share their own experiences with the group to get the most out of this session.

Key session takeaways that participants can bring back to their institutions include:

- A conceptual framework for understanding teaching and learning and technology
- Differentiating between process and content and designing accessible processes
- Reflections on Technology as a tool (cognitive or otherwise)
- Appreciating the journey

R2: Battling Distraction by Fostering Attention β

Presenter: Daniel Cabrera, Northern Illinois University

Length: 45 minutes

The urge to constantly distract ourselves with social media expanded to-do lists, or the quest to master multi-tasking is constantly eating at our students' attention spans. Why is that? We will begin this roundtable session by unpacking some general ideas from James Lang's book *Distracted: Why Students Can't Focus and What You Can do About it*. Next, participants will engage in a small group discussion on how distraction can impede students' ability to excel and how we battle distraction with attempts to foster and promote attention. Finally, the presenter will offer a selection of recommended strategies and learning activities that can help nurture their students' attention and drive back their distraction monsters.

Participants in this roundtable session will be able to describe the neurologic support that human brains are meant to both focus and disperse attention as a bio-evolutionary adaptation, explain why attention is an achievement, and list strategies to support students in cultivating and sustaining attention in the classroom.

R3: Empathetic Course Design β

Presenter: Freesia McKee, Western Illinois University

Length: 45 minutes

What happens when we view technology as a way to deepen our commitment to empathetic course design? What examples of instructor empathy supported your own journey as a student? How has the pandemic influenced or expanded the role of empathy in your course design? And how do these considerations factor into our visions for the future of education? This roundtable discussion will kick off with an extremely brief literature review of empathetic course design resources. Then, we will have a conversation together.

R4: Educause 2022 Horizon Report Discussion α, β, δ

Presenter(s): Fatenah Issa and Heather Cook, Orbis Education

Length: 45 minutes

Join the roundtable discussion on the latest trends, key technologies, and best practices highlighted in Educause's Horizon Report: Teaching and Learning Edition. While not required, it is recommended for attendees to review the report before this roundtable discussion. Access the [2022 Educause Horizon Report](#).

Posters

P1: Identifying Diversity and Committing to Inclusivity in the Online Classroom δ

Presenter: Jacy Ghist, Eastern Illinois University

In fall 2015, 5,954,121 students enrolled in any distance education courses at degree-granting postsecondary institutions. As this number grows and online education becomes more accessible to all, education becomes more equitable to all students. With this shift, students from all backgrounds will be represented, and the diversification of online classrooms will also increase. In a traditional classroom, diversity can be considered an asset if the instructor recognizes the value in students' varied backgrounds and leverage this through intentional pedagogies that improve success for all. Can traditional pedagogies be transferred to the online classroom?

Creating a community in the online classroom can be challenging, especially with online courses moving to accelerated 5–8-week formats and eliminating synchronous activities. Often it is a struggle to facilitate a face-to-face classroom with an open culture that fosters exchanging ideas and different perspectives. In a face-to-face classroom, faculty can directly ask questions and attempt to engage all students. This can be more challenging in an online classroom where students may not be willing to share their backgrounds or engage in conversations. It can be argued that inclusivity can happen in

the online classroom and through intentional and varied assignments and engagement. This presentation will discuss inclusive strategies for the online classroom and allow the group to share experiences and strategies that have been successful in the online classroom.

Objectives:

1. Discuss how diversity in a face-to-face classroom differs from an online classroom.
2. Understand how to analyze diversity in the online classroom and determine the class's specific needs.
3. Describe strategies to create an inclusive online classroom.
4. Identify curriculum changes that can be implemented in the online classroom.

P2: Transforming Teaching with Technology Curriculum for Teacher Candidates at an Urban Minority Serving Institution α

Presenter: Nancy Grim, Chicago State University

For many educators, "the use of technology" has been seen as an "add-on" to daily routine instruction. However, the Covid-19 Pandemic and "remote instruction" mandates have highlighted a new lens through which teacher education programs have transformed how the "use of technology" is taught in both a Teaching with Technology course and across the professional education curriculum. In addition, faculty have learned to model new approaches to integrating technology in the curriculum, instruction, and assessment practices across the disciplines within PreK-12 classrooms. These strategies are informed by professional teaching standards and professional association standards for the accreditation of teacher education programs. This poster presentation shares lessons learned at an urban minority-serving institution on the south side of Chicago and promote sharing of ideas among participants.

P3: UIUC AnyWare α

Presenters: Christopher Hendricksen and team, University of Illinois Urbana-Champaign

UIUC AnyWare provides remote access to applications and desktops for use by faculty/students for teaching and learning. It can provide resources to students who may not otherwise have access to high-end computing or applications.

Pre-recorded Videos

V1: Connecting Virtually: Bringing the World into Your Classroom β

Presenter: Lisa Cherivtch, Oakton Community College

[View Presentation](#)

Learn how to create an international learning experience without leaving home. Imagine bringing the world to your classroom using the technology you're already familiar with. View this presentation to find out how to connect your classroom with students, colleagues, and experts from Europe, the Middle East, and Latin America.

V2: Incorporating the Metaverse in the Classroom α

Presenter: Mfon Akpan, Methodist University

[View Presentation](#)

This session will provide practical uses for using private virtual classroom spaces in the metaverse that are simple and easy to share with students. There are no virtual reality headsets required.

Participants will learn in this session how to create a brainstorming room in the metaverse platform Spatial:

- The basic functionality of Spatial.
- How to create a free Spatial account.
- How to upload content (PDFs, webpages, images, and videos) to a Spatial brainstorming room.
- Complete a Spatial brainstorming activity.
- Essential classroom facilitation in Spatial.
- Understand Spatial rooms.

V3 (formerly S4): Engaging Non-Traditional Adult Learners: Moving from Andragogy to Heutagogy β

Presenter: Rakisha Vinegar, Trinity Christian College

Length: 45 minutes

[View Presentation](#)

What active learning strategies will be incorporated into the session? Participants will have the opportunity to design activities using different pedagogy. How are non-traditional adult learners being defined? Non-traditional adult learners are students who have some college credits, are degree-seeking, and are over the age of 24, either working or supporting someone other than themselves. How will this session benefit those FSI attendees who do not serve non-traditional adult learners? Incorporating engaging activities using a variety of pedagogical styles (i.e., andragogy and heutagogy) can be beneficial for those who teach traditional students. By providing a learner-centered approach, students are equipped with skills that will help them transition into the workforce and promote lifelong learning. This presentation will provide strategies for those who teach both traditional students and non-traditional adult students.

Design Thinking Discussions *New this year!*

If you want to brainstorm potential solutions to instructional challenges you face, this year's FSI allows you to do so. Several FSI Steering Committee members in various roles are available to chat with you about your program and course(s) throughout the conference.

Visit us in the Illinois Ballroom.

A Note from the FSI 2022 Programming Lead

It takes a tremendous amount of effort to make something look effortless. The hours invested in crafting this year's FSI comes to fruition over the next few days. We so appreciate those willing to present and share their experiences, research, and expertise. Without each of you, there would be no FSI. We also thank our sponsors who invest in our conference, allowing our community to meet.

To everyone who can attend, be it in person or virtually, we hope you bring your curiosity, willingness to learn, and the want/need to network with your peers. It takes all of us to craft compelling and efficient higher education experiences for our students. We each bring value to the FSI community. Please be willing to share.

My homework for you, dear FSI attendee, is that you network with at least three new peers. Given the situation over the past two years, most of us have been craving direct human contact. Let's make the most of our time together at this year's FSI.

Ms. Fatenah G. Issa
Instructional Designer III
Orbis Education

FSI 2022 Steering Committee

Co-chair: Robert Baird, University of Illinois Urbana-Champaign

Co-chair: Lori Wendt, Parkland Community College

Mfon Akpan, Methodist University

Susanna Burkett, Orbis Education

Dan Cabrera, Northern Illinois University

Heather Cook, Orbis Education

Rebecca Cottongim, Cisco Systems

Niki Davis, Southern Illinois University Carbondale

JP Dunn, Southern Illinois University Carbondale

John Fremi, Lincoln Land Community College

Ed Garay, University of Illinois Chicago

Michael Gillespie, Eastern Illinois University

Fatenah Issa, Orbis Education

Stephanie Kratz, Heartland Community College

Carrie Levin, University of Illinois Springfield

Jordan Leising, University of Illinois Urbana-Champaign

Michelle Marquart, University of Illinois Urbana-Champaign

Tracy Miller, Northern Illinois University

Catherine Polydore, Eastern Illinois University

Nancy Simpson, University of Illinois Urbana-Champaign

Dan Steward, University of Illinois Urbana-Champaign

John Stryker, Oakton Community College

Dawn Sweet, Western Illinois University

Marc Thompson, University of Illinois Urbana-Champaign

Jim Wentworth, University of Illinois Urbana-Champaign

Andy Young, University of Illinois Chicago

We hope you will plan to join us for the next FSI:
May 23-24, 2023!

Thank You to Our Sponsors

Be sure to check out their presentations and visit their booths in the Illinois Ballroom.

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