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FSI 2011 CONFERENCE AGENDA

Monday, May 16, 2011

12:00–5:00 pm	Registration	Alice Campbell Alumni Center
2:30–5:00 pm	Collaborative Learning Sessions I	Various Locations
5:30–6:30 pm	Keynote Speaker: Cable Green	Alice Campbell Alumni Center
6:30–7:30 pm	Welcome Reception	Alice Campbell Alumni Center

Tuesday, May 17, 2011

7:30 am–12:00 pm	Registration	Alice Campbell Alumni Center
8:30–9:45 am	Concurrent Sessions I	Various Locations
10:15–11:30 am	Concurrent Sessions II	Various Locations
12:00–1:15 pm	Lunch and Panel Presentation	Alice Campbell Alumni Center
1:30–2:45 pm	Concurrent Sessions III	Various Locations
3:00–5:00 pm	Collaborative Learning Sessions II	Various Locations
Dinner on your own		

Wednesday, May 18, 2011

8:00 am–12:00 pm	Registration	Alice Campbell Alumni Center
8:30–9:45 am	Concurrent Sessions IV	Various Locations
10:15–11:30 am	Concurrent Sessions V	Various Locations
12:00–1:00 pm	Lunch	Alice Campbell Alumni Center
1:30–2:45 pm	Concurrent Sessions VI	Various Locations
3:00–5:00 pm	Collaborative Learning Sessions III	Various Locations
5:15–7:00 pm	Social Networking Dinner	Alice Campbell Alumni Center

Thursday, May 19, 2011

8:30–9:30 am	Hot Breakfast Buffet	Alice Campbell Alumni Center
9:30–10:30 am	Plenary: Presentations by Learning Teams “Five Minutes of Fame”	Alice Campbell Alumni Center
10:45–11:30 am	Closing Presentation	Alice Campbell Alumni Center

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Illinois Online Network

Supporting Online Education Throughout the World



Opening Keynote Presentation

Monday, May 16, 2011 • 5:30–6:30 pm • Alice Campbell Alumni Center

Cable Green, PhD

Director of e-Learning & Open Education

Washington State Board for Community & Technical Colleges

cgreen@sbctc.edu • blog.oer.sbctc.edu • [twitter: cgreen](https://twitter.com/cgreen)

Presentation Summary

How Digital Networked Technologies and Open Educational Resources Are Changing Higher Education

This presentation will explore global trends in networked knowledge, participatory technologies, cloud computing, and open licensing, and how collectively these trends both enable widespread educational access and disrupt existing higher education models.

Biography

Cable Green is the Director of eLearning & Open Education for the Washington State Board for Community and Technical Colleges (SBCTC). He provides leadership for the college system on strategic technology planning, opening and sharing digital content, growing and improving online and hybrid learning, and implementing enterprise learning technologies and support services. Cable joined the SBCTC in 2007. Prior to this, he served as the Director of Technology for the Ohio Learning Network and Director of Educational Technology for the Ohio State University College of Pharmacy. Returning to the Northwest, he earned his BS in international affairs from Lewis and Clark College. He holds an MPC from Westminster College, a MA in communication from Ohio State University, and a PhD in educational technology from Ohio State. Cable mixes technology, open licensing, and open policy to significantly improve access to quality, affordable, digital educational materials . . . to the world. His team is building and sharing their entire general education curriculum with the world under a CC BY license. They call it the “Open Course Library.” Cable believes publicly funded education materials should be freely and openly available to the public that paid for it.



Closing Presentation

Thursday, May 19, 2011 • 10:45–11:30 am • Alice Campbell Alumni Center

Leslie Hammersmith

e-Learning Analyst, Office of the CIO

University of Illinois at Urbana-Champaign

Presentation Summary

Learning. It's Personal. (Again.)

A technology revolution is happening right now. We manage it every day, in our homes, at work, in the classroom, while traveling, practically in our sleep. When reflecting on our own lives, we might see technology as an essential part of living. We pay our bills online, timeshift our favorite TV programs, stay in touch with friends and family, maybe even find our next job using our smartphones. In the

classroom, the revolution may be quieter. We are still “adding-on” the technology via laptop carts, that convenient online activity, that one-time distance course, or following that expert’s blog. If evidence in our everyday lives informs this revolution, it can be reasoned that technology is, in fact, becoming an essential part of learning in and out of the classroom. It can also be reasoned that learning is becoming personal. Again.

Biography

Leslie Hammersmith is the e-Learning Analyst in the Office of the CIO. She has over 14 years of experience in higher education and faculty development in educational technologies. She led the Educational Technologies group for 9 years. As e-Learning Analyst, Leslie provides campus leadership as a visionary for strategic campus uses of learning technologies. She received her MA in Teaching English as an International Language with an emphasis in Computer-Assisted Language Learning (CALL) from the University of Illinois at Urbana-Champaign in 1996. She applies her experience in instructional design, online program development and faculty development in her daily work and in her research in educational technologies.

Panel Presentation

Tuesday, May 17, 2011 • 12:00–1:15 pm • Alice Campbell Alumni Center

Learning Management Systems

Stay for lunch and enjoy a panel presentation on different LMSs, strengths and weaknesses, including accessibility and general usability, and lessons learned from choosing a system. An opportunity for questions/discussion will be provided.

Moderator: JP Dunn, Southern Illinois University–Carbondale

Panelists: Heidi Jung, Southern Illinois University–Carbondale, Melissa Michael, and Hadi Rangan, University of Illinois at Urbana-Champaign, Renee Kozimor, Oakton Community College

Steering Committee

Robert Baird, University of Illinois at Urbana-Champaign

Michelle Chappell, University of Illinois at Urbana-Champaign

Hannah Choi, University of Illinois at Urbana-Champaign

Jeff Cross, Eastern Illinois University

Elizabeth Osika, Chicago State University

JP Dunn, Southern Illinois University–Carbondale

Ed Garay, University of Illinois at Chicago

Leslie Hammersmith, University of Illinois at Urbana-Champaign

Scott Johnson, Illinois Online Network (ION)

Maribeth Kasik, Governors State University

Faye Lesht, University of Illinois at Urbana-Champaign

Shari Smith, University of Illinois at Springfield

Michelle Marquart, University of Illinois at Urbana-Champaign

Sam Martin, Harper College

Jamie Nelson, University of Illinois at Urbana-Champaign

K. Michel Nguessan, Governors State University

Jason Rhode, Northern Illinois University

Roger Runquist, Western Illinois University

John Stryker, Oakton Community College

Angela Velez, Northeastern Illinois University

Ava Wolf, University of Illinois at Urbana-Champaign

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Discover the new! Innovative new tools and technologies seem to appear every day. What's out there now, and what's on the horizon? This track will explore the newest and most cutting-edge technologies available in teaching today. Proposals for the Big Ideas track should describe the best new and prospective teaching technologies available, including inventive uses of mobile learning, iPads and Droids, social networking, and more. Tell us what's new in teaching technologies and demonstrate effective methods for utilizing them.

BETTER
ways

Change for the better! Excellent teachers seek out, imagine, develop, and pioneer better ways of engaging and educating their students. Most successful adaptations within educational technologies will not be wholly new, but more likely are creative combinations of established teaching and technology practices. Proposals for this track focus on teaching and technology enhancements among teachers, curricula, departments, or campus that fall between the imagining and deploying stages. Tell us about recent efforts on your campus toward improving the management, coordination, and effectiveness of teaching with technology.

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Share your results! This track brings together a focus on informed teaching through learning analytics, formal and informal feedback, scholarship of teaching and learning, and stories of successes in face-to-face and virtual classrooms. Proposals for the Best Practices track should report research you've conducted and lessons you've learned through the application of technology in your teaching. Successful proposals will introduce ideas that have resulted in improved student engagement and applied effective methods, and will help others gather and use feedback/data to improve learning. We are especially interested in best practices that address accessibility and usability issues.

Concurrent Sessions Presentations

Concurrent Sessions are 75-minute presentations that form the core of conference offerings. Most feature a successful practice, program, or key issue related to online teaching and learning, or a demonstration of a technological or pedagogical approach. Concurrent Sessions are intended for an audience of approximately 30–60 people.

Collaborative Learning Sessions

In keeping with the spirit of collaborative learning at FSI, we offer three afternoon options Monday through Wednesday. All are devoted to active learning:

Learning Teams: where you choose a topic for in-depth training (enrollment is limited, and members are strongly encouraged to stay with the team every day and commit to the team project; each team will have “Five Minutes of Fame” to present their findings to the entire conference on Thursday morning)

Discovery Labs: offer attendees expert consultation focusing on the areas of instructional design, multimedia, mobile devices, and course management systems. Attendees can drop in for a one-to-one consultation session, or work on specific issues and cases.

Headliner Workshops: feature hands-on training workshop collaboration with vendors and colleagues

All **Learning Teams** will meet Monday (2:30–5:00 pm), Tuesday (3:00–5:00 pm), and Wednesday (3:00–5:00 pm). See pages 12–13 (center grid) for a complete schedule.

Audio and Video Production for Teaching and Research

Facilitators: Rick Langlois and Ed Glaser, University of Illinois at Urbana-Champaign

Location: Illini Hall 23

Format: Learning Team

Audience: Intermediate to advanced computer user

Prerequisite Skills: More than the minimum basic computer skills

Everyone will produce a video in this learning team. Participants should be familiar with media file types such as JPEG, MOV, WMV, MP3, WAV, etc. They should be comfortable connecting a camera to a computer, moving files, and accessing those files. No video production or editing experience is necessary. This is a fast-paced, hands-on session in which two-person teams will write, shoot, and edit a short video. Along the way they will learn and utilize best practices for producing professional-grade video that can be used in research and teaching. Topics covered include script writing, camera work, audio gathering, digitizing media files, editing audio and video clips, and uploading the final product to a host server.

Digital Storytelling

Facilitators: Rick Hazlewood and Martin Wolske, University of Illinois at Urbana-Champaign

Location: Illini Hall 27

Format: Learning Team

Audience: Beginner

Prerequisite Skills: Teaching experience

Everyone has a story to tell. However, not everyone is good at telling his or her story. On the Digital Storytelling learning team, you will learn to tell your story and how to create assignments that enable your students to tell their stories. Some of the media will include blogs, pictures, audio files, and video that you will create. We will begin by sending prompts to those who signed up for our team in advance. The first day will be spent on the aspects of storytelling and how we all have such a story. We will also start by writing on our blogs and giving examples of various

ways to incorporate this into teaching. The second day is spent in a storytelling circle and putting in a blog. We will add sound and decide if video will enhance the story being told or detract from the story. Each team will share their stories with the rest of the team and other attendees.

Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications

Facilitators: Sam Martin, Harper College and Anne McKinney, University of Illinois at Urbana-Champaign

Location: Illini Hall 28

Format: Learning Team

Audience: Intermediate

Prerequisite Skills: Basic computing skills

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

Making a Quality Difference by Exploring Online Best Practices

Facilitators: Heidi Jung and JP Dunn, Southern Illinois University-Carbondale

Location: Nevada Lab A

Format: Learning Team

Audience: Intermediate

Prerequisite Skills: All levels are welcome to participate; however, some exposure to online teaching/learning is preferred

This learning team will take a step back to look at how our online tools and strategies stand up against quality standards. Using Blackboard's Exemplary

Course Program criteria as a starting point, this learning team will explore, assess, discuss, and determine what is involved in meeting these and other best practice criteria to build not only a good course but an exemplary one. Members will begin by participating in an activity to evaluate a sample course by using Blackboard's 2011 Exemplary Course Program Rubric. Participants will share what they learn from this assessment activity and discuss what is involved in quality improvement. The learning team should walk away with a "short-list" of specific strategies to implement in their course(s) upon return to their campus.

Teaching with Wikis and Google Docs

Facilitators: Joe Grohens and Norma Scagnoli,
University of Illinois at Urbana-Champaign

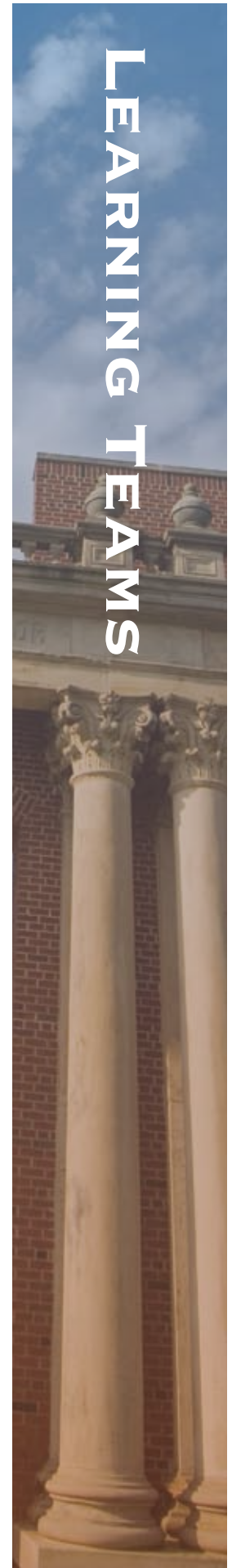
Location: Nevada Lab B

Format: Learning Team

Audience: Beginner

Prerequisite Skills: None

The learning team will discover how to use wikis and Google docs and will create teaching plans for their own disciplines. Special attention will be given to using Confluence Wiki and PB Wiki as learning exercises and to develop assignments. Co-author groups within the learning team will develop a collaborative article or wiki page on a topic or a set of instructional pages.



LEARNING TEAMS

MONDAY, MAY 16

2:30–5:00 PM

COLLABORATIVE LEARNING SESSIONS I

Best Practices with Universal Design and Technology Tools

Presenters: Susan Manning, University of Illinois at Urbana-Champaign and Kevin Johnson, The Cutting Ed, Inc.

Location: Engineering Hall 106 B6

Track: Best Practices

Format: Headliner Workshop

Audience: Intermediate

Prerequisite Skills: None

Among the challenges for online instructors are two key questions: what technology tools should I use to support my teaching, and how do I do this while keeping universal design in mind? This session will provide an overview about what we mean by universal design and how it relates to online education. We will then match technology tools to solving appropriate instructional problems with an eye to universal design.

Discovery Lab I

Location: Alice Campbell Alumni Center Ballroom

Topic Areas: Instructional Design, Multimedia, Mobile Devices, Course Management Systems

The Discovery Lab is an open space where you can have one-on-one, 30-minute consultations on a drop-in or sign-up basis. There will be open workspace with Internet access available for you to collaborate with other participants on projects of your own choosing. Additionally, a limited number of computers will be available for use in the Discovery Lab.

Learning Teams

All learning teams meet during this time. See pages 6–7 for a detailed list.

TUESDAY, MAY 17

8:30–9:45 AM

CONCURRENT SESSIONS I

Assessing Levels of Online Group Project Engagement

Location: Engineering Hall 106 B1

Presenters: Hoyet Hemphill and Diane Hamilton-Hancock, Western Illinois University and Leaunda S. Hemphill, University of Illinois at Urbana-Champaign

Track: Better Ways

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Experience with online teaching helpful, but not required

Hemphill and Hemphill (2007) found that students' critical thinking skills were enhanced by higher-level online postings by discussion leaders. This presentation will discuss the analysis procedures, but it expands on them by applying a variation of critical thinking ratings as applied to online project-based activities. Participants will learn how to analyze electronic records of asynchronous discussions for quantity, quality (level of critical thinking), and project-based critical thinking. Rubrics will be presented and discussed.

e-Portfolios for Students

Location: Engineering Hall 106 B3

Presenter: Sara Settles, Western Illinois University

Track: Big Ideas

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Knowledge of Internet tools and basic concepts for creating a portfolio

Learn the basics of creating ePortfolios with technology tools available to anyone! This workshop will showcase several different ways to create ePortfolios, which can be used for student portfolios as well as classroom projects. The basics along with some advanced options available for students to create and share their work will be discussed.

Breaking Boundaries: New Collaborations

Location: Engineering Hall 106 B6

Presenter: Anne Humphrey and Bev Dow, McHenry County College

Track: Better Ways

Format: Presentation

Audience: Intermediate

Prerequisite Skills: None

Breaking out of the artificial divisions of sections and delivery method, research sources of three sections of Composition II classes were combined. Soon, three faculty members from science departments were participating by answering questions on areas of subject expertise. Ultimately, the students collaborated across sections—one online, one blended, and one face-to-face—and the faculty collaborated across departments. This project suggests new ideas for teaching across the college and across our prefabricated boundaries.

Selecting the Best Tool: Wikis, Discussion Boards, Journals, and Blogs

Location: Engineering Hall 106 B8

Presenter: Tami Eggleston, McKendree University

Format: Presentation

Track: Best Practices

Audience: Intermediate

Prerequisite Skills: Familiarity with learning management systems

In recent years the teacher's tool box has grown, and there are new technology tools available. It can be confusing deciding what tool (e.g., blog or journal) is appropriate or best. In this presentation, technology tools will be compared and theories (e.g., Chickering and Bloom) will be used to categorize the tools. Theories and results of student surveys will be shared to help students determine the best tool. Participants will leave with theories and ideas to help them select the best tool and specific and engaging ways to get the best out of each technology tool.

Quick Checks for PDF Accessibility

Location: Illini Hall 23

Presenter: Christy Blew, University of Illinois at Urbana-Champaign

Track: Big Ideas

Format: Presentation

Audience: Beginner

Prerequisite Skills: Basic computer skills

Generally, PDF files are not created with accessibility in mind. There are several methods to check a PDF file for accessibility as well as make changes to the PDF to meet accessibility guidelines. This session will

show you some "quick checks" you can perform on a PDF file to see if it is accessible. This session will also discuss some of the ways PDF files are created and how that makes a difference in accessibility.

Lessons Learned Using Diigo with Undergraduates

Location: Nevada Lab B

Presenter: Leslie A. Sassone, Northern Illinois University

Track: Best Practices

Format: Presentation

Audience: Beginner

Prerequisite Skills: None

This presentation will focus on my experiences using Diigo in multiple sections of a Philosophy of Education course. I will show how this collaborative research and annotation tool was used in a teacher-as-researcher assignment, and share the successes and pitfalls of making Diigo useful and meaningful.

8:30–11:30 AM

App Me Up: Web and Mobile Technology Integration to Improve Classroom Teaching and Class Content Development

Location: Illini Hall 27

Presenter: Aaron Cortes, Northeastern Illinois University–UBMS

Track: Big Ideas

Format: Presentation

Audience: Beginner

Prerequisite Skills: None

Participants will learn to integrate technology into their classroom across all content areas with a variety of free web- and mobile-based applications. The use of web/mobile apps provides a new approach for current generation technology users to be engaged in the course content. Applications that work with mobile computer/desktop with ipad and iphone.

From Desktop Publishing to Interactive Multimedia

Location: Illini Hall 28

Presenters: Roger Runquist and Joyce Runquist, Western Illinois University

Track: Better Ways

Format: Presentation

Audience: Beginner

Prerequisite Skills: None

Adobe InDesign, part of the Adobe Create Suite, allows you to take desktop publishing to a new level. Use it to create interactive PDFs for your classes, complete with buttons, or build Flash files complete

with animation. Many of the same concepts used in desktop publishing, such as formatting text and adding images, apply to creating these multimedia marvels. Topics include creating a layout, adding buttons/interactive elements, applying animations, and exporting interactive PDFs/Flash files.

How to Build Engaging e-Learning with Articulate Studio

Location: Oregon Lab
Presenter: Jeanette Brooks, Articulate
Track: Big Ideas
Format: Vendor Presentation
Audience: Beginner to Intermediate
Prerequisite Skills: None

In this workshop, you'll get practical, hands-on instruction for how to use Articulate Presenter, Engage, and Quizmaker to rapidly create compelling online courseware. This is a great way to find out what's possible with the Articulate tools and try your hand at creating a simple course! Source files will be available to all participants, and you're welcome to bring a USB Flash drive to save the work you create during the workshop.

Creating Winning Courses: Preparing Your Course for a Blackboard Exemplary Course Award

Location: Nevada Lab A
Presenter: Jan Engle, Governors State University
Track: Best Practices
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Experience with designing and developing online courses

Presented by a three-time Blackboard Exemplary Course award winner, Part 1 of this session will review the Blackboard Exemplary Course Program process, rubric, and strategies for achieving exemplary course status. In Part 2 of the presentation, participants will review a course from the perspective of an ECP reviewer. Time will be allotted for comments, questions, and answers regarding the course design.

10:15–11:30 AM

CONCURRENT SESSIONS II

Resolving Cyberbullying Issues: Practical Solutions for Educators

Location: Engineering Hall 106 B1
Presenters: Jill Joline Myers and Donna S. McCaw, Western Illinois University and Leanda S. Hemphill, University of Illinois at Urbana-Champaign

Track: Best Practices
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

Cyberbullying interferes significantly with student learning. Educators must respond in a legal and professional manner. The MATRIX, an action tool for school personnel, provides the solution. The MATRIX checklist offers a systemic resolution to student-on-student cyberbullying issues affecting student behavior and the educational environment. Appropriate consequences are applied based on the student's aggressive conduct, its effect on the victim, and its disruption to the institution. Actual court cases will be resolved by audience participation.

The Illinois Copyright Education and Consultation Program

Location: Engineering Hall 106 B3
Presenters: Lauren Dodge, Lisa Janicke Hinchliffe, and Sarah Shreeves, University of Illinois at Urbana-Champaign

Track: Better Ways
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

The Copyright Education and Consultation Program is an Illinois State Library-funded project designed to establish a sustainable program to provide authoritative copyright information directly to faculty, instructors, and researchers at the largest Illinois universities. The pilot phase includes designing a scalable program that can be expanded to all state-supported universities, delivering copyright information to faculty via online resources and training programs, and collecting and analyzing data to predict training and consultation demands during project year two.

Note-Taking on iOS Devices—Which Option Should You Choose?

Location: Engineering Hall 106 B6

Presenter: John Stryker, Oakton Community College

Track: Big Ideas

Format: Presentation

Audience: Beginner

Prerequisite Skills: Operation of a mobile device

There are many possible choices for note-taking on iPhones, iPads, and iPod Touch devices. They range from pre-installed apps to third-party and web-based solutions. We'll look at the top choices and discuss the advantages and disadvantages of each. You can use this information to increase your own productivity and make informed suggestions to your students.

Something for Everybody: A Sampler from the Department of Chemistry

Location: Engineering Hall 106 B8

Presenters: Douglas Mills and Michael Evans, University of Illinois at Urbana-Champaign

Track: Big Ideas

Format: Presentation

Audience: Beginner

Prerequisite Skills: Minimal technical expertise

The goal for participants is to come away with ideas they can apply in their instructional context. Development of similar content in other domains will require involvement of some technical expertise in most cases. A quick show and tell of six to eight varied initiatives in instructional technology, ranging from deployment of iPads to help students review lab techniques to mobile-friendly HTML5-based flashcards for learning polyatomic ions on the go. The purpose of this presentation will be to spark new ideas applicable to any subject matter through Q&A, brainstorming, and the examples presented.

Web Accessibility—Dos and Don'ts

Location: Illini Hall 23

Presenter: Tim Offenstein, University of Illinois at Urbana-Champaign

Track: Best Practices

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Familiarity with HTML helpful but not required

This presentation will demonstrate accessibility issues on a variety of example sites using the popular

assistive technology JAWS, a screen-reading application for blind and low-vision users. After reviewing sample sites, the instructor will discuss what has made these sites inaccessible, ways to detect inaccessibility, and what can be done to improve things for a disabled audience. Oftentimes, simple code corrections or application of easily implemented best practices will greatly enhance a website's usability for all audiences. Attendees are welcome to volunteer their own sites for the class to review. The class session will close with a brief question/answer period.

Better Ways to Teach Game Design and Development Online

Location: Nevada Lab B

Presenters: Roxana Hadad, Colin Maxwell, and Ian Usher, Northeastern Illinois University

Track: Better Ways

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Basic understanding of videoconferencing and online collaboration

This presentation will focus on some "Better Ways" to teach game design we discovered using Adobe Connect and Moodle as a class. Participants will take on the role of students, experiencing interaction with game design professionals, polling, timed extended response, virtual breakout rooms, and desktop sharing. They will also learn about ongoing research into the effect that the presence of game design professionals in the classroom has had on student engagement and programming ability.

12:00–1:15 PM

Panel Discussion: Learning Management Systems

Location: Alice Campbell Alumni Center

Format: Panel

Audience: All attendees

Moderator: JP Dunn, Southern Illinois University-Carbondale

Panelists: Heidi Jung, Southern Illinois University-Carbondale, Melissa Michael, and Hadi Rangin, University of Illinois at Urbana-Champaign, Renee Kozimor, Oakton Community College

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FSI 2011 MASTER SCHEDULE

LOCATION	MONDAY, MAY 16	TUESDAY, MAY 17			
	Collaborative Learning Sessions I	Concurrent Sessions I	Concurrent Sessions II	Concurrent Sessions III	Collaborative Sessions II
	2:30–5:00 PM	8:30–9:45 AM	10:15–11:30 AM	1:30–2:45 PM	3:00–5:00 PM
Engineering Hall 106 B1		Assessing Levels of Online Group Project Engagement	Resolving Cyberbullying Issues: Practical Solutions for Educators	Supersize Me: Designing and Delivering Online Courses for 750 Students	
Engineering Hall 106 B3		e-Portfolios for Students	The Illinois Copyright Education and Consultation Program	HTML5 and CSS3: Are They Right for You?	
Engineering Hall 106 B6	Best Practices with Universal Design and Technology Tools (Headliner Workshop)	Breaking Boundaries: New Collaborations	Note-Taking on iOS Devices—Which Option Should You Choose?	One Better Way for Enhancing the Institutional Value of Integrity: Delivery of a Supplemental Online Resource	Enough Rope to Hang... How Online Learning is Changing... (Headliner)
Engineering Hall 106 B8		Selecting the Best Tool: Wikis, Discussion Boards, Journals, and Blogs	Something for Everybody: A Sampler from the Department of Chemistry	Social Engineering Effects in an e-Learning Environment	
Illini Hall 23	Audio and Video Production for Teaching and Research	Quick Checks for PDF Accessibility	Web Accessibility—Dos and Don'ts	Comparison Study of PDF Accessibility Checking Tools	Audio and Video Production for Teaching and Research
Illini Hall 27	Digital Storytelling	App me up: Web and Mobile Technology Integration to Improve Classroom Teaching and Class Content Development		Amaze and Inspire with Emerging Presentation Tools	Digital Storytelling
Illini Hall 28	Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications	From Desktop Publishing to Interactive Multimedia		Ensuring Quality in the Online Classroom—A Student's Perspective	Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications
Oregon Lab		How to Build Engaging e-Learning with Articulate Studio		OpenSim: Create Your Own Virtual World Server	Handy Tips for Building Interactive Content (Articulate Studio Workshop)
Nevada Lab A	Making a Quality Difference by Exploring Online Best Practices	Creating Winning Courses: Preparing Your Course for a Blackboard Exemplary Course Award			Making a Quality Difference by Exploring Online Best Practices
Nevada Lab B	Teaching with Wikis and Google Docs	Lessons Learned Using Diigo with Undergraduates	Better Ways to Teach Game Design and Development Online	TV Tools as Teaching Techniques	Teaching with Wikis and Google Docs
Alumni Center	Discovery Lab I				Discovery Lab II

Opening Keynote Presentation | Cable Green | 5:30–6:30 PM | Alice Campbell Alumni Center

Panel Discussion | Learning Management Systems | 12:00–1:15 PM | Alice Campbell Alumni Center

Learning Team

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WEDNESDAY, MAY 18						LOCATION
Concurrent Sessions II	Concurrent Sessions IV	Concurrent Sessions V		Concurrent Sessions VI	Collaborative Learning Sessions III	
8:00-9:00 PM	8:30-9:45 AM	10:15-11:30 AM		1:30-2:45 PM	3:00-5:00 PM	
	Using the Critical Friends Model to Enhance Online Project Quality	iPlan, iSkype, iCreate, iTeach: How to Plan, Build, Record and Deploy Learning Objects . . .		Metadata Minefields		Engineering Hall 106 B1
	Interdisciplinary Education Apps	Incorporating Service Based Learning Projects in the Classroom		Best Practices for Teaching Ethics in the Classroom		Engineering Hall 106 B3
Hang Ourselves: Learning Must be Fun (Workshop)	Develop Local e-Textbooks To Achieve Your Instructional Goals	Click It! Models and Best Practices for Successful Clicker Use		Click It! Models and Best Practices for Successful Clicker Use (Repeat)	Teaching New Media Literacy (Headliner Workshop)	Engineering Hall 106 B6
	Interlocking Social Networking	Enhancing Student Engagement: Teaching with The Solution Interactive Whiteboard		Enhancing Student Engagement: Teaching with The Solution Interactive Whiteboard (Repeat)	Teaching and Learning with the iPad (Headliner Workshop)	Engineering Hall 106 B8
Production for Research	Creating Quality Graphics for Effective Learning			Advanced, Short, Focused Online Tutorials with Articulate Engage	Audio and Video Production for Teaching and Research	Illini Hall 23
Eng	Walk a Mile in your Student's Shoes: Online Teaching Excellence 101			Teaching and Learning with the iPad	Digital Storytelling	Illini Hall 27
Connecting Portable and Mobile	Building Mobile Web Sites				Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications	Illini Hall 28
Building Content with (Headliner)	Adobe InDesign: Extending the Publishing Paradigm—Part I			Simple PowerPoint Tricks to Improve Learning	Adobe InDesign: Extending the Publishing Paradigm—Part II (Headliner Workshop)	Oregon Lab
Making a Difference by Best Practices	Screencasting: Design, Development, and Delivery			Building Interactive Lessons with SoftChalk Lesson Builder	Making a Quality Difference by Exploring Online Best Practices	Nevada Lab A
Wikis and Google	Best Practices for Using Social Networks in Higher Education			Build It and They Will Come	Teaching with Wikis and Google Docs	Nevada Lab B
					Discovery Lab III	Alumni Center

Networking Lunch | 12:00-1:00 PM | Alice Campbell Alumni Center

Closing Presentation | Thursday, May 19 | 10:45-11:30 AM | Alice Campbell Alumni Center

Best Practices

Discovery Lab

Vendor

1:30–2:45 PM

CONCURRENT SESSIONS III

Supersize Me: Designing and Delivering Online Courses for 750 Students

Location: Engineering Hall 106 B1
Presenters: Marc Thompson, Geoffrey Brewster, and Kate Clancy, University of Illinois at Urbana-Champaign

Track: Better Ways

Format: Presentation

Audience: Beginner

Prerequisite Skills: Some experience with large-enrollment courses beneficial but not required

This session explores challenges and lessons learned in developing and delivering a blended course for 750 students. We discuss the initial pilot delivered fall 2009 for 100 students and the thinking and redesign in scaling up for 750 students in successive course iterations in 2010–11. Topics include designing group work for large-enrollment courses; accessibility considerations; improving interaction in large, lecture-hall F2F sessions; and developing and coordinating effective support structure with TAs and undergraduate mentors.

HTML5 and CSS3: Are They Right for You?

Location: Engineering Hall 106 B3
Presenter: Douglas Mills, University of Illinois at Urbana-Champaign

Track: Big Ideas

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Familiarity with HTML and CSS is helpful but not required

HTML5 and CSS3 are emerging standards for the delivery of text, multimedia, and interactivity on the web. What promise do they hold for instructional content? Our exploration indicates there's a lot of power to be tapped, not only on desktops and laptops but also on tablets and mobile devices. Come learn about some of the cutting-edge features of these new technologies and see them demonstrated with interactive, multimedia-rich, mobile-friendly, web-based content.

One Better Way for Enhancing the Institutional Value of Integrity: Delivery of a Supplemental Online Resource

Location: Engineering Hall 106 B6
Presenters: Antoinette McConnell, Nancy Murillo, and Marc Raskinski, Northeastern Illinois University

Track: Better Ways

Format: Presentation

Audience: Intermediate

Prerequisite Skills: Computer skills

This presentation takes the audience through the collaboration, development, delivery process, current assessment results, and a test drive of the newly created online Academic Integrity Tutorial (AIT) at Northeastern Illinois University. The development team represents the Dean of Students' Office, Ronald Williams Library, and the Center for Teaching and Learning. Attendees may take this interactive tutorial to discover how it guides a student through basic concepts, by introducing fundamentals to avoid plagiarism, basics of source documentation and results. Collectively, the AIT collaboration created a narrative that enables our community to better promote institutional values and improve student learning.

Social Engineering Effects in an e-Learning Environment

Location: Engineering Hall 106 B8
Presenter: Virgil E. Varvel Jr., University of Illinois at Urbana-Champaign

Format: Presentation

Track: Best Practices

Audience: Intermediate

Prerequisite Skills: None

Through a case study of courses taught at the same time by the same instructor using the same content but different methods, one can begin to comparatively analyze factors of quality in e-learning.

Comparison Study of PDF Accessibility-Checking Tools

Location: Illini Hall 23
Presenter: Christy Blew, University of Illinois at Urbana-Champaign

Track: Best Practices

Format: Presentation

Audience: Beginner

Prerequisite Skills: Basic computer skills

There are several tools available (web-based and commercial) for checking the accessibility of websites but only a few to check the accessibility of Adobe PDF documents. Of the available tools for PDF accessibility checking, how effective and reliable are they

in analyzing the accessibility of a PDF file? Are the results of the tool's evaluations consistent with one another? Is one tool better than another?

Amaze and Inspire with Emerging Presentation Tools

Location: Illini Hall 27
Presenter: Stephanie Richter, Northern Illinois University
Track: Big Ideas
Format: Presentation
Audience: Beginner
Prerequisite Skills: Basic computer skills

New presentation tools allow you to move away from the static, one-way nature of slides to the open and collaborative model that characterizes the new generation of web tools. You can create open-ended, non-sequential presentations with Prezi, edit collaboratively with SlideRocket, and share and discuss presentations with SlideShare. This session will highlight the features of these new tools and demonstrate how to incorporate them in your classes. You will also build a sample presentation using Prezi.

Ensuring Quality in the Online Classroom—A Student's Perspective

Location: Illini Hall 28
Presenter: Jay Sternickle, Joliet Junior College
Track: Best Practices
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

Learn which best practices really affect the success of today's online student. Using the Quality Online Course Initiative (an initiative sponsored the Illinois Online Network), class participants will examine a real online course, from a student's standpoint, to learn about which benchmarks are considered essential for ensuring excellence in distance learning. Class participants will look at both technological and pedagogical approaches that provide the best opportunities for student success.

OpenSim: Create Your Own Virtual World Server

Location: Oregon Lab
Presenter: Michael Taylor, Northern Illinois University
Track: Big Ideas
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Interest in virtual worlds

The Digital Convergence Lab at Northern Illinois University has been using OpenSim to teach middle

school and high school students about 3D modeling, animation, and scripting. The presentation will cover the basics of how to set up an OpenSim server. We will also discuss how NIU has used this platform with students during our Game Development Camps to teach 3D and virtual-world concepts.

TV Tools as Teaching Techniques

Location: Nevada Lab B
Presenters: Jill Joline Myers, Western Illinois University and Leanda S. Hemphill, University of Illinois at Urbana-Champaign
Track: Better Ways
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

Students are part of the "alphabet generation." They are raised with media acronyms such as CNN, MTV, and CSI. Students expect to be active participants in a real-time IM world. Students are used to getting their information through visual stimuli, in quick sound bites, and from scrolling news tickers. Television techniques can be applied successfully to classroom learning activities. Participants will learn to use fun and engaging media tools from popular TV programs for instruction.

3:00–5:00 PM

COLLABORATIVE LEARNING SESSIONS II

Enough Rope to Hang Ourselves: How Online Learning Must Change, and How We Have to Do It

Location: Engineering Hall 106 B6
Presenter: Eric Wignall, Ancilla College
Track: Big Ideas
Format: Headliner Workshop
Target Audience: Intermediate
Prerequisite Skills: Background in learning management systems

Online learning has evolved from Gopher document collections to learning management systems in 25 years while it moved from hulking, desk-covering PCs to tablets and smart phones. Over that time the tools, technologies, and complexity of the environment grew 100-fold while faculty support and staffing barely changed. Today we see the rise of different educational incentives, accreditation systems, and whole new challenges that didn't exist a decade ago. This workshop aims to provide a challenging new set of ideas and strategies to plan for, not react to, the next five years in online teaching and learning.

Part survival guide, part development workshop, this session will teach you about new trends that you can take advantage of and old habits you must change.

Handy Tips for Building Interactive Content with Articulate Studio

Location: Oregon Lab
Presenter: Jeanette Brooks, Articulate
Track: Big Ideas
Format: Headliner Workshop
Target Audience: Beginner to Intermediate
Prerequisite Skills: None

In this session, we'll look at several ways you can make your courseware more interactive, using simple techniques available in Articulate Presenter, Engage, and Quizmaker. This is a nice follow-up to the workshop called "How to Build Engaging e-Learning with Articulate Studio" (but if you aren't able to attend that workshop, don't worry—it's not a prerequisite!). Feel free to bring a USB Flash drive to save the work you create during this session.

Discovery Lab II

Location: Alice Campbell Alumni Center Ballroom
Topic Areas: Instructional Design, Multimedia, Mobile Devices, Course Management Systems

The Discovery Lab is an open space where you can have one-on-one, 30-minute consultations on a drop-in or sign-up basis. There will be open workspace with Internet access available for you to collaborate with other participants on projects of your own choosing. Additionally, a limited number of computers will be available for use in the Discovery Lab.

Learning Teams

All learning teams meet during this time. See pages 6–7 for a detailed list.

WEDNESDAY, MAY 18

8:30–9:45 AM

CONCURRENT SESSIONS IV

Using the Critical Friends Model to Enhance Online Project Quality

Location: Engineering Hall 106 B1
Presenters: Diane Hamilton-Hancock and Hoyet Hemphill, Western Illinois University and Leaunda S. Hemphill, University of Illinois at Urbana-Champaign

Track: Better Ways
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

The use of the "Critical Friend" process for developing and critiquing online group projects will be explored. Done in an environment of trust and collegiality, a Critical Friend is a student or colleague peer who asks pertinent questions, provides relevant critique, and suggests strategies and resources aimed at enhancing project quality. Participants will experience being a Critical Friend through experiential activities and then discuss strategies for adapting this process to their own online learning environments.

Interdisciplinary Education Apps

Location: Engineering Hall 106 B3
Presenter: Lauren Engelke-Smith, University of Illinois at Springfield

Track: Big Ideas
Format: Presentation
Audience: Beginner
Prerequisite Skills: Apple OS and Android OS use

Instead of banning cell phones, iPods, and iPads from your classroom, use them as tools for multimedia, cross-curricular, interactive course content activities. We will cover pedagogy briefly, then jump into useful apps to make any course creative and exciting. A look at future areas of study using technology in education will conclude the session.

Develop Local e-Textbooks to Achieve Your Instructional Goals

Location: Engineering Hall 106 B6
Presenters: Catherine Prendergast and John Tubbs, University of Illinois at Urbana-Champaign

Track: Best Practices
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Basic concepts surrounding HTML and an understanding online publishing

This session will present data from an assessment of a large-scale adoption of a custom e-book and

implementation of collaborative learning classrooms. The presenters will share the results of 1,100 surveys of students who remarked on design and functions of e-books and described how they would design their own e-book and what it would look like. Participants will learn strategies for developing an institutional culture favorable to adopting new models for flexible and open learning, including the importance of securing seed funding to incubate new programs, increasing awareness of what constitutes quality in flexible learning experiences, and successfully addressing policy and budgetary issues

Interlocking Social Networking

Location: Engineering Hall 106 B8
Presenters: Ray Schroeder and Carrie Levin,
University of Illinois at Springfield

Track: Better Ways
Format: Presentation
Audience: Intermediate
Prerequisite Skills: None

Social networking sites have revolutionized the way we interact with others online, the way we market our courses and research, and the way in which we build a personal brand online. Collectively, these social network sites reach the vast majority of people online. Yet many institutions and individuals choose only one or two of the social networking sites through which to build their online presence. Facebook, LinkedIn, Twitter, Blogs, YouTube, etc.—all can be interlocked to create a unified presence in the social networking world online. The key to the interlock is RSS. This session will show how we can interlock our social networking presence among the major social networks and reach a much larger audience with a consistent message.

Building Mobile Websites

Location: Illini Hall 28
Presenter: Roger Runquist, Western Illinois
University

Track: Better Ways
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

With the right tools and some basic understanding, participants will learn to create web pages optimized for mobile devices. Starting with the completely free iWebkit (<http://snippetspace.com/>) and a web page editor, participants will develop and customize the webkit to create unique experiences for users of their web applications. Topics for this hands-on session include setting up your workspace, understanding the webkit, building a mobile web page, and customizing the overall look and feel.

8:30–11:30 AM

Creating Quality Graphics for Effective Learning

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

During this hands-on class, participants will learn proven guidelines for planning and creating effective instructional graphics for in-class and online use. This class combines practical graphic production advice with cognitive research and information processing theory that shows that students learn better if appropriately designed graphics are included in instructional presentations. Participants will be provided with examples, exercises, and hands-on activities that link visual design and instructional design.

Walk a Mile in Your Student's Shoes: Online Teaching Excellence 101

Location: Illini Hall 27
Presenters: JP Dunn and Heidi Jung, Southern
Illinois University–Carbondale

Track: Best Practices
Format: Presentation
Audience: Beginner
Prerequisite Skills: Interest in online teaching

The best way to learn the online environment is to experience it! This multifaceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time experience them from a student’s perspective. Experience the challenges students face, so you can avoid disasters in your online course. Course content was uniquely developed to focus on good pedagogy techniques. Not only do you get the student experience, you also learn about best practices for online teaching.

Adobe InDesign: Extending the Publishing Paradigm—Part 1

Location: Oregon Lab
Presenter: Tom Petrillo, Adobe
Track: Big Ideas
Format: Vendor Workshop
Audience: Beginner to Intermediate
Prerequisite Skills: None

Publishing documents is changing daily. There’s paper, e-pub, smart phones, and tablets. We’ll navigate through the myriad of options, evaluate the benefits and challenges inherent to each, and show

examples of this ever-evolving technology. In this session, we'll get started building a document using the interactive features that will result in a Flash file suitable for playing locally or placing on your website.

Screencasting: Design, Development, and Delivery

Location: Nevada Lab A
Presenter: Daniel Cabrera, Northern Illinois University
Track: Better Ways
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Experienced computer skills

Screencasting is becoming an increasingly common tool for online instruction. The workshop introduction will focus on the process of conceptualizing educational tutorials, asking important pedagogical questions, storyboarding ideas, and deciding on the most appropriate method for distribution of content. Participants will use Camtasia Studio 7, a screen-casting program offering features and options that enhance instruction by capturing lectures, recording and highlighting interaction with website tours or software applications, and using closed captioning to expand accessibility. Participants will create a brief instructional screencast demonstrating various features.

Best Practices for Using Social Networks in Higher Education

Location: Nevada Lab B
Presenters: Holly Mathews and Mary Smith, Illinois Valley Community College
Track: Best Practices
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Ability to comfortably navigate the Internet and basic understanding of academic online content

This is a hands-on experience that will incorporate creating a professional online presence through social networking websites and harnessing that power to connect with students both online and on their mobile devices to push content and communications using best practices and utilizing some of the most prevalent and user-friendly online tools. Facebook, Twitter, HootSuite and Seesmic are the main programs that will be involved with this workshop.

10:15–11:30 AM

CONCURRENT SESSIONS V

iPlan, iSkype, iCreate, iTech: How To Plan, Build, Record, and Deploy Learning Objects in High-Quality—Cheaply, Quickly, and with High-Impact Results

Location: Engineering Hall 106 B1
Presenters: Eric Wignall, Ancilla College
Track: Better Ways
Format: Presentation

Audience: Intermediate
Prerequisite Skills: Word processing, presentation, Skype, and basic Internet skills

Using a set of low or no-cost technologies, simple strategies and new media production techniques, you can plan, build, record, and deploy great-quality learning objects. This workshop will provide a planning guide, templates, workflow diagram, and set-up details and provide examples for you to be up and running in less than a week.

Incorporating Service-Based Learning Projects in the Classroom

Location: Engineering Hall 106 B3
Presenter: Thomas Campbell, Northeastern Illinois University
Format: Presentation
Track: Best Practices
Audience: Beginner
Prerequisite Skills: None

This session will present an approach to engaging students in service-based learning. This technique has been successfully used in a field biology course to engage students and to get them to take control of their learning experience. We partnered with the National Park Service to promote and produce promotional materials for our national parks. Feedback from students was positively outstanding.

Click It! Models and Best Practices for Successful Clicker Use

Location: Engineering Hall 106 B6
Presenter: Timothy Stelzer, University of Illinois at Urbana-Champaign
Track: Better Ways
Format: Vendor Presentation, Hands-On
Audience: Intermediate
Prerequisite Skills: None

Clickers can transform your lecture by increasing student interaction, providing immediate feedback and increasing participation. Tim Stelzer, physics professor at UIUC and i>clicker inventor, will discuss

strategies for engaging students using clickers through both peer instruction and formative assessment. Come ready to discuss how you might use clickers in your course—the session promises to be very interactive. i>clicker was built by educators for educators with the goal of keeping students focused on content, not technology. Today, i>clicker is one of the most widely used response systems in higher education, adopted at more than 900 higher educational institutions in the United States and Canada and used by over 2 million students.

Enhancing Student Engagement: Teaching with the Solution Interactive Whiteboard

Location: Engineering Hall 106 B8
Presenter: Brian Spotts, Claridge
Track: Big Ideas
Format: Vendor Presentation, Hands-On
Audience: Beginner
Prerequisite Skills: None

An interactive whiteboard offers instructors an easy way to create, save, and share their presentations. This hands-on demonstration of The Solution Interactive Markerboard by Claridge will teach you how to present media-rich lessons, add handwritten notes to PowerPoint slides, capture classroom content and examples, and communicate remotely with students.

12:00–1:00 PM

Location: Alice Campbell Alumni Center
Format: Open Discussion
Audience: All attendees

1:30–2:45 PM

CONCURRENT SESSIONS VI

Metadata Minefields

Location: Engineering Hall 106 B1
Presenters: Jill Joline Myers, Western Illinois University and Leanda S. Hemphill, University of Illinois at Urbana-Champaign
Track: Better Ways
Format: Presentation
Audience: Beginner
Prerequisite Skills: None

Electronic data creation, production, and dissemination are ubiquitous. Electronic correspondence creates metadata, generating a myriad of ethical and legal concerns. Inadvertently transferring confidential and sensitive materials is potentially illegal and often embarrassing. Educators must reexamine their communications to ensure confidentiality and privacy. Existing rules governing student information dissemination may be outdated or ill equipped to

address metadata issues. This session unveils meta-data, discusses ethical issues, and defines strategies to circumvent, prevent, or control potential SNAFUs.

Best Practices for Teaching Ethics in the Classroom

Location: Engineering Hall 106 B3
Presenter: Sam Martin, Harper College
Track: Best Practices
Format: Presentation
Audience: Intermediate
Prerequisite Skills: Knowledge of basic pedagogy, learning management systems, and software is helpful

This session explores the best practices for presenting ethics to students. Grounded, blended, and online course practices are discussed. Recent research and personal experience are incorporated into this session.

Click It! Models and Best Practices for Successful Clicker Use (Repeat)

Location: Engineering Hall 106 B6
Presenter: Timothy Stelzer, University of Illinois at Urbana-Champaign
Track: Better Ways
Format: Vendor Presentation, Hands-On
Audience: Intermediate
Prerequisite Skills: None

Clickers can transform your lecture by increasing student interaction, providing immediate feedback and increasing participation. Tim Stelzer, physics professor at UIUC and i>clicker inventor, will discuss strategies for engaging students using clickers through both peer instruction and formative assessment. Come ready to discuss how you might use clickers in your course—the session promises to be very interactive. i>clicker was built by educators for educators with the goal of keeping students focused on content, not technology. Today, i>clicker is one of the most widely used response systems in higher education, adopted at more than 900 higher educational institutions in the United States and Canada and used by over 2 million students.

Enhancing Student Engagement: Teaching with the Solution Interactive Whiteboard (Repeat)

Location: Engineering Hall 106 B8
Presenter: Brian Spotts, Claridge
Track: Big Ideas
Format: Vendor Presentation, Hands-On
Audience: Beginner
Prerequisite Skills: None

An interactive whiteboard offers instructors an easy way to create, save, and share their presentations. This hands-on demonstration of The Solution Interactive

Markerboard by Claridge will teach you how to present media-rich lessons, add handwritten notes to PowerPoint slides, capture classroom content and examples, and communicate remotely with students.

Advanced, Short, Focused Online Tutorials with Articulate Engage

Location: Illini Hall 23

Presenter: Daniel Cabrera, Northern Illinois University

Track: Better Ways

Format: Hands-On

Audience: Intermediate

Prerequisite Skills: Experienced computing skills

This hands-on session will demonstrate how to easily add stunning interactive content to your online courses. We will be using the program Articulate Engage '09 that allows users to integrate a number of compelling learning interactions without the need for expensive designs or programming. Although there are ten engaging interactions, we will focus on three (Process, Timeline, and Frequently Asked Questions).

Teaching and Learning with the iPad

Location: Illini Hall 27

Presenter: Mike Miley, Apple Inc.

Track: Big Ideas

Format: Vendor Presentation

Audience: Beginner

Prerequisite Skills: None

Students are learning in more places than just the classroom, and educators are finding new ways to reach them anytime and anywhere. This session will focus on Apple's mobility strategy with the iPad and how it is beginning to change higher education. With numerous education applications, as well as strategies for textbooks, research, and integration, the iPad is making learning more engaging and accessible than ever. Participants may bring mobile devices or laptops, but they are not required for participation.

Simple PowerPoint Tricks to Improve Learning

Location: Oregon Lab

Presenter: Stephanie Richter, Northern Illinois University

Track: Better Ways

Format: Hands-On

Audience: Beginner

Prerequisite Skills: Basic PowerPoint skills

Microsoft PowerPoint has a bad reputation for presentations overloaded with rainbow-hued clip

art and cryptic bullets that presenters simply read. It does not have to be this way! With just a few tricks, presentations can be interactive and engaging. In this hands-on session, you will create custom images that support your content rather than distract from it, make a branching presentation that feels like a video game, and build a presentation designed for audience participation.

Building Interactive Lessons with SoftChalk Lesson Builder

Location: Nevada Lab A

Presenter: Chad Dennis, Western Illinois University

Track: Better Ways

Format: Hands-On

Audience: Beginner

Prerequisite Skills: Basic computer skills

In this hands-on session, participants will learn how to create interactive lessons using a software package called SoftChalk Lesson Builder. Participants will learn how to create interactive content such as self-assessment quizzes, drag-n-drop, flashcards, hot spots, and much more. SoftChalk lessons can be exported as a website or uploaded to an LMS to engage students and enhance learning.

Build It and They Will Come

Location: Nevada Lab B

Presenter: Jane Peller, Northeastern Illinois University

Track: Big Ideas

Format: Presentation

Audience: Beginner

Prerequisite Skills: None

Creating interactive, dynamic online learning content is not just a "field of dreams" anymore. Anyone can easily build interactive modules that will sit in the CMS or on the web for students to access 24/7 with the Lectora authoring system. This workshop will demonstrate how Lectora was used to build academic modules for online course modules, interactive scenario-based environments, and professional portfolios. Participants will see how to transform learning to be interactive with feedback and evaluation.

3:00–5:00 PM

COLLABORATIVE LEARNING SESSIONS III

Teaching New Media Literacy

Location: Engineering Hall 106 B6
Presenters: Cheryl Cole and Angharad Valdivia,
University of Illinois at Urbana-Champaign
Track: Best Practices
Format: Headliner Workshop
Audience: Beginner
Prerequisite Skills: None

Last year, the Department of Media and Cinema Studies at UIUC added an introductory media literacy course for the 21st century. The course provides students with opportunities to develop twelve digital media skills identified as necessary to full participation in contemporary media culture. Applying an understanding of digital-access hierarchies theorized by Henry Jenkins, the course asks students to think deeper than consumption and broader than production to interrogate the power relations within a world that is often hailed a perfectly democratic—as long as public libraries provide free “access” to it. Our presentation will review the skills and our pedagogical approach to teaching the skills, emphasizing the collective media production project in which students are asked to use everyday technologies to produce a project related to an issue of contemporary media culture.

Teaching and Learning with the iPad

Location: Engineering Hall 106 B8
Presenter: Mike Miley, Apple Inc.
Track: Big Ideas
Format: Headliner Workshop
Target Audience: Beginner
Prerequisite Skills: None

In this expanded workshop, we will learn about apps that are native to the iPad, and then investigate some of the resources that are available on iTunes U. We will also look at some of the apps that are available from third-party developers that enhance teaching and learning in the classroom. Participants may bring mobile devices or laptops, but they are not required for participation.

Adobe InDesign: Extending the Publishing Paradigm—Part 2

Location: Oregon Lab
Presenter: Tom Petrillo, Adobe
Track: Big Ideas
Format: Headliner Workshop
Audience: Beginner to Intermediate
Prerequisite Skills: None

What’s an e-pub? With so many options available for reading and viewing content on various devices, what is the best strategy for creating content? This session will concentrate on understanding the different option available and will end with creating an e-pub from InDesign to be viewed on the Nook, iBook, and Droid viewers. We will also investigate the process used by *Wired* magazine and Martha Stewart to create interactive magazine content for tablets.

Discovery Lab III

Location: Alice Campbell Alumni Center Ballroom
Topic Areas: Instructional Design, Multimedia,
Mobile Devices, Course Management Systems

The Discovery Lab is an open space where you can have one-on-one, 30-minute consultations on a drop-in or sign-up basis. There will be open workspace with Internet access available for you to collaborate with other participants on projects of your own choosing. Additionally, a limited number of computers will be available for use in the Discovery Lab.

Learning Teams

All learning teams meet during this time. See pages 6–7 for a detailed list.

Wireless Access on Campus

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

Using Your Sponsored Guest Account from Your Own Computer

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

- **UIUCnet QuickConnect**
QuickConnect is a simple, browser-based method of connecting to the campus network (UIUCnet) through either the UIUCnet Wireless or UIUCnet Walkup services. Simply open a browser window, visit a web address such as <http://wireless.uiuc.edu> and provide your login name and password when prompted.
- **UIUCnet Wireless**
UIUCnet Wireless is the campus-wide wireless network. Many locations around campus already provide UIUCnet Wireless access, and more are being installed every month. For more information, including wireless locations and connection options, see <http://www.cites.uiuc.edu/wireless>
- **UIUCnet Walkup**
For laptop users who have an Ethernet network port, several campus buildings (including large libraries) offer Ethernet-based network connections. You can use UIUCnet QuickConnect to log in to these locations as well. For more information, see <http://www.cites.uiuc.edu/walkup>

- **Campus VPN**

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

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

Wireless Access Points on Campus

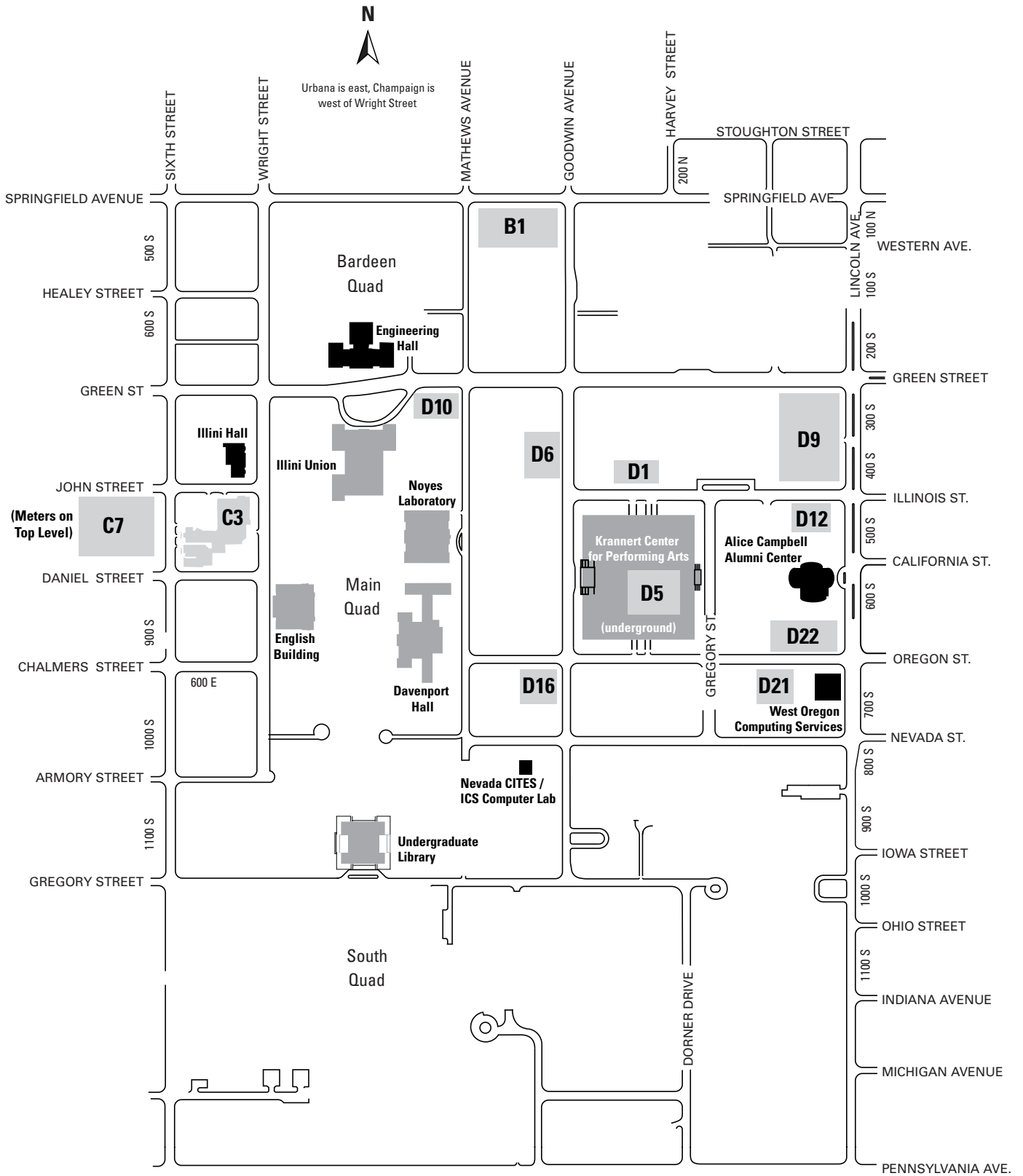
Not all campus buildings have wireless access points but a number of FSI venues do in at least some areas of the building. Among them are the following:

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

Social Networking Opportunities

- **Facebook:** <http://www.facebook.com/#!/pages/Faculty-Summer-Institute-FSI-2011/107146959366271>
- **Twitter:** <http://www.twitter.com>
FSI participants who are Twittering should follow @fsi and add the hash tag #fsi2011 to any FSI-related tweets. Then, by searching Twitter for #fsi2011, all FSI-related tweets will be aggregated at <http://twitter.com/search?q=fsi2011#search?q=%23fsi2011>

FSI 2011 CAMPUS MAP



Legend

- Parking Lots with University meters
- FSI Meeting Sites
- Landmarks

SEE YOU NEXT YEAR
MAY 14-17, 2012

