Monday, May 14, 2012

10:00 AM–12:00 PM  Registration  Alice Campbell Alumni Center
12:00–1:15 PM  Lunch and Opening Activity  Alice Campbell Alumni Center
1:30–2:45 PM  Concurrent Sessions I  Various Locations
3:00–4:15 PM  Concurrent Sessions II  Various Locations
4:30–5:45 PM  Concurrent Sessions III  Various Locations
6:00–7:30 PM  Keynote Presentation, W. Gardner Campbell  Alice Campbell Alumni Center
7:30–8:30 PM  Opening Reception  Alice Campbell Alumni Center

Tuesday, May 15, 2012

8:30 AM–1:00 PM  Registration  Alice Campbell Alumni Center
9:00–10:15 AM  Concurrent Sessions IV  Various Locations
10:30–11:45 AM  Concurrent Sessions V  Various Locations
12:00–1:15 PM  Lunch and Student Panel Presentation  Alice Campbell Alumni Center
1:30–2:45 PM  Concurrent Sessions VI  Various Locations
3:00–4:15 PM  Concurrent Sessions VII  Various Locations
4:30–5:45 PM  Concurrent Sessions VIII  Various Locations
6:00–7:30 PM  Leadership Presentation/Dinner  Alice Campbell Alumni Center

Wednesday, May 16, 2012

8:30 AM–1:00 PM  Registration  Alice Campbell Alumni Center
9:00–10:15 AM  Concurrent Sessions IX  Various Locations
10:30–11:45 AM  Concurrent Sessions X  Various Locations
12:00–1:15 PM  Lunch  Alice Campbell Alumni Center
1:30–3:00 PM  Closing Presentation, Barry Dahl  Alice Campbell Alumni Center

HOSTS

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Online & Continuing Education
Campus Information Technology and Educational Services

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Opening Keynote Presentation  
MONDAY, MAY 14, 2012 • 6:00–7:30 PM 
ALICE CAMPBELL ALUMNI CENTER

W. Gardner Campbell, Ph.D.  
Director of Professional Development and Innovative Initiatives in the Division of Learning Technologies, Associate Professor of English  
Virginia Polytechnic Institute and State University  
www.gardnercampbell.net • gardner.campbell@vt.edu • twitter.com/#!/gardnercampbell

THE ROAD TO DIGITAL CITIZENSHIP

Biography

W. Gardner Campbell is Director of Professional Development and Innovative Initiatives at Virginia Tech, where he also serves as associate professor in the Department of English. Prior to his appointment at Virginia Tech, Gardner was founding Director of the Academy for Teaching and Learning at Baylor University, as well as associate professor of literature, media, and learning in the Honors College. Before coming to Baylor, he was professor of English at the University of Mary Washington, where from 2003 to 2006 he also served as Assistant Vice-President for Teaching and Learning Technologies. He has been involved in teaching and learning technologies for nearly two decades, including work at the University of San Diego and the University of Richmond, where in the fall of 2006 he was Director of the Center for Teaching, Learning and Technology. Gardner received his B.A. in English from Wake Forest University and his M.A. and Ph.D. in English from the University of Virginia. He is a Fellow of the Frye Leadership Institute (2005), was chair of the Electronic Campus of Virginia from 2006 to 2008, and has served on program committees for both EDUCAUSE and the EDUCAUSE Learning Initiative. From 2009 to 2012, Gardner was on the board of directors of the New Media Consortium (vice-chair, 2010–2011; chair, 2011–2012). A member of the ELI Advisory Board from 2007–2011, Gardner currently serves on the advisory board of the National Institute for Technology in Liberal Education (NITLE) and the editorial boards of the Journal of Interactive Technology and Pedagogy and the Journal of Information Fluency. You can read Gardner’s blog, “Gardner Writes,” at www.gardnercampbell.net/blog1.

Closing Keynote Presentation  
WEDNESDAY, MAY 16, 2012 • 1:30–3:00 PM 
ALICE CAMPBELL ALUMNI CENTER

Barry Dahl  
Senior Community Manager, Desire2Learn  
barrydahl.com • twitter.com/#!/barrydahl

MYTHS AND REALITIES OF TEACHING WITH TECHNOLOGY

Biography

Barry Dahl is an independent contractor and consultant with a focus on e-Learning and educational technology. Barry has two accounting degrees from Arizona State University (ASU) and served as an accounting faculty member for 17 years, including 11 years at ASU and 6 years at Lake Superior College (LSC). He previously served as the Vice President of Technology and Lake Superior Connect e-Campus, as well as senior administrator in charge of online learning at LSC. He also served on the board of directors for the Instructional Technology Council.
from 2007 to 2011. In January 2012, Barry founded the College Compact of Online and Blended Learning Administrators (CCOBLA). The mission of CCOBLA is to provide connections for collaboration and community-building among the men and women in administrative positions in higher education, with a focus on the issues related to online learning and/or blended learning.

Panel Presentation
TUESDAY, MAY 15 • 12:00–1:15 PM
ALICE CAMPBELL ALUMNI CENTER
ONLINE LEARNING FROM A STUDENT PERSPECTIVE
Moderator: Jeff Cross, Eastern Illinois University, and Ed Garay, University of Illinois at Chicago
Panelists: Sandra K. Henderson, Eastern Illinois University, James Adams, University of Illinois at Urbana-Champaign, Nick Schall, Franklin University
Sandra K. Henderson received a B.A. in General Studies from Eastern Illinois University in May, 2010. She is currently enrolled in the Master of Science program in the School of Technology with a concentration in Training and Development at EIU. Ms. Henderson has online and face-to-face learning experiences at both the undergraduate and graduate levels.

James Adams received a B.S. in Accountancy from the University of Illinois at Urbana-Champaign in December, 2011. He is currently enrolled in the Master of Accounting Science program with a concentration in Entrepreneurship at UIUC. Mr. Adams has online and face-to-face learning experiences at the undergraduate level and face-to-face learning experience at the graduate level.

Nick Schall received an A.A.S. in Business Management from Parkland College in December, 2011. He is currently pursuing his Bachelor's Degree in Human Resource Management at Franklin University, graduating in August of this year. Mr. Schall has online and face-to-face learning experiences at the undergraduate level.

Leadership Presentation
TUESDAY, MAY 15 • 6:00–7:30 PM
ALICE CAMPBELL ALUMNI CENTER
LEADERSHIP LESSONS FOR INSTRUCTORS AND THEIR STUDENTS
Alex Breen, Norma Scagnoli, and Robert Baird, University of Illinois at Urbana-Champaign
Dinner is included.

Steering Committee
Jamie Nelson, Conference Chair, University of Illinois at Urbana-Champaign
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
JP Dunn, Southern Illinois University–Carbondale
Ed Garay, University of Illinois at Chicago
Leslie Hammersmith, University of Illinois at Urbana-Champaign
Amy Hovious, University of Illinois at Urbana-Champaign
Scott Johnson, Illinois Online Network (ION)
Maribeth Kasik, Governors State University
Sam Martin, Harper College
Elizabeth Osika, Chicago State University
Jason Rhode, Northern Illinois University
Roger Runquist, Western Illinois University
John Stryker, Oakton Community College
Angela Velez, Indiana University Northwest
Ava Wolf, University of Illinois at Urbana-Champaign
Track Descriptions

- **Leading to Learn: Methods and Tools**
  Learners lead and leaders keep on learning. This track will focus on improvements in teaching and learning through the use of technological tools. Tell us about your recent efforts to engage and educate students by leveraging a variety of technologies to improve the management, coordination, and effectiveness of your teaching.

- **Learning to Lead: Theory into Practice**
  Share your best practices that have been informed by theories! Proposals for this track should report theories you’ve incorporated into your practice or research you’ve conducted, and share lessons you’ve learned through the application of technology in your teaching. Successful proposals will introduce ideas that have resulted in improved student learning and will help others gather and use feedback/data to improve students’ learning.

- **Leading Edge: New and Emerging Technologies**
  Explore the emerging technologies of tomorrow and new and innovative uses of known technologies. See how these technologies can be used to enhance your teaching and research, and that of your students.

**Collaborative Learning**

**Concurrent Session Presentations** (various rooms): 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 to 60 people.

**Learning Teams** (various rooms): Sessions in which you choose a topic for in-depth training. Enrollment is limited, and attendees are strongly encouraged to stay with the team every day and commit to the team project.

**Open Learning Lounge** (Alice Campbell Alumni Center): Offers 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. Attendees may also use this time to check email, catch up on work, or network with one another.

*Please bring your own laptop if possible.*

**Facilitators**

- **JP Dunn**, Southern Illinois University
- **Laura Callegari Hill**, University of Illinois at Urbana-Champaign
- **Heidi Jung**, Southern Illinois University
- **Jason Mock**, University of Illinois at Urbana-Champaign
- **Betsy Pudliner**, Eastern Illinois University
- **Michelle Steil**, Northeastern Illinois University
- **Angela Velez-Solic**, Indiana University Northwest
- **R. Scott Wennerdahl**, University of Illinois at Urbana-Champaign
Learning Teams will meet Monday and Tuesday (4:30–5:45 PM) and Wednesday (10:30–11:45 AM). See pages 12–13 for a complete schedule.

A Picture Is Worth a Thousand Words: Using Effective Visual Presentations in the Classroom

Facilitators: Jose Vazquez and Robert Baird, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G17
Track: Learning to Lead: Theory Into Practice
Audience: Beginner
Prerequisite Skills: None specified

In the last 25 years, neuroscience and cognitive science have made tremendous strides in understanding the way our brains collect and assimilate visual information. Drawing from this research, participants will (1) create visual metaphors for their own presentations, (2) collaborate in identifying ways they and their colleagues might use visual thinking in the classroom, (3) get hands-on exposure to a range of presentation platforms, from PowerPoint to Prezi, and (4) perform “makeovers” of their own slides.

Assignments that Inspire Students’ Learning

Facilitators: Mary-Ann Winklmes and Rick Hazlewood, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Learning to Lead: Theory Into Practice
Audience: Beginner to intermediate
Prerequisite Skills: None specified

In this group, you’ll design assignments that will inspire students’ mastery of essential skills and knowledge in your courses. We’ll engage you in some short assignments and peer exercises (both on site and online) so you can try out possible formats for your own assignments. You’ll get a review of recent research about assignments that stimulate students’ learning, and you’ll work with your colleagues to draft and offer feedback on assignments for your courses.

Making a Quality Difference by Exploring Online Best Practices

Facilitators: Heidi Jung and JP Dunn, Southern Illinois University
Location: Foreign Languages Building G23
Track: Learning to Lead: Theory Into Practice
Audience: Beginner
Prerequisite Skills: None specified

This learning team will take a step back to look at how our online tools and strategies stand up against quality standards. Using various quality-standard rubrics, this learning team will explore, assess, discuss, and determine what is involved in meeting these and other best practice criteria to build a high-quality online course. Members will have the opportunity to evaluate online courses and are encouraged to bring online examples as well. Participants will share what they learn from these assessment activities 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) when they return to their campus.

Micro Video Production

Facilitators: Rick Langlois, Ed Glaser, and John Tubbs, University of Illinois at Urbana-Champaign
Location: Illini Hall 23
Track: Leading Edge: New and Emerging Technologies
Audience: Intermediate to advanced
Prerequisite Skills: Intermediate computer skills with some knowledge of multimedia use

This Learning Team is a fast-paced, hands-on session in which two-person teams will write, shoot, and edit a micro video. Bring your own camera. It could be an HD camcorder, DSLR, point-and-shoot compact pocket camera, or even an iPhone 4! 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.
iBooks Author: Creating a Multi–Touch Book for iPad

Facilitators: Jamie Nelson and Ava Wolf, University of Illinois at Urbana-Champaign
Location: Illini Hall 27
Track: Leading to Learn: Methods and Tools
Audience: Intermediate
Prerequisite Skills: Intermediate computer skills required and experience working with digital content

iBooks Author is a new Mac app that lets you create interactive books for iPad, and this learning team will guide you through the process of building one! We’ll start with Apple-designed templates, drag and drop in images and media, and then add text and multi-touch widgets to complete your project. Bring your own iPad or borrow one of ours. You will be contacted prior to the conference about additional materials to bring.

MONDAY, MAY 14
1:30–2:45 PM

CONCURRENT SESSION I

Creating Online Educational Modules with SNAP/SNAP Empower

Facilitator: Jane Peller, Northeastern Illinois University
Location: Foreign Languages Building G13
Track: Leading to Learn: Methods and Tools
Audience: Beginner
Prerequisite Skills: PowerPoint skills

Do you need to push content out to the public in lightning speed? Are you or your people stuck in the PowerPoint prison? We solved those dilemmas by creating what we call Snippets…with SNAP.

Figuring out the technical aspects of how to use SNAP and SNAP Empower is just one step in the process—that part is relatively easy. But learning how to create interesting, informative, and pedagogically sound modules can be overwhelming. This session will examine sample modules built for use in higher education and for community health programs. We will show you how to choose appropriate SNAP and SNAP Empower tools that reinforce Bloom’s levels of learning, pairing it with desired learning outcomes and desired user experience. We will walk you through a series of questions and steps that will help make sound decisions in SNAP module building.

Using Quick Response (QR) Codes for Mobile Learning

Facilitator: Stephanie Richter, Northern Illinois University
Location: Foreign Languages Building G17
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

QR codes are the black-and-white squares that have been popping up on advertising, packaging, and billboards. They can be scanned by smartphones and other mobile devices. Once scanned, the QR code can display a short message or send the user to a website. In this session, you will explore uses for QR codes in the classroom and create sample QR codes. Mobile devices are not required for this session, but they are encouraged.
The Paperless Classroom: There’s an App for That!
Facilitators: Erika Hackman, David Bock, and Brett Coup, Parkland College
Location: Foreign Languages Building G23
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: None
During the 2011–2012 academic year, Parkland College investigated the use of mobile technology to enhance curriculum, engage students, and promote sustainability. Android tablets and iPads were given to students in a “paperless” science course and to faculty from disciplines across the college. A new computer science course was developed to build mobile apps requested by faculty. In this presentation, we’ll share our discoveries and future direction for the integration of mobile technology and pedagogical implications.

Learning in Small Doses: Facilitating Memory Retention with Qstream
Facilitator: Anne McKinney, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: None
Qstream is an online resource that allows learners to build knowledge by taking short courses in the form of daily quiz questions sent via email. Learners must answer each question correctly two or three times in a row over several weeks before it is retired, emphasizing long-term memory over short-term studying. This presentation will demonstrate how Qstream is being used to teach familiarity with Shakespeare for informal continuing education in cultural literacy.

Webtools Survival Kit
Facilitators: Kara McElwrath and Jeff Sudduth, University of Illinois at Springfield
Location: Illini Hall 23
Track: Leading to Learn: Methods and Tools
Audience: Beginner
Prerequisite Skills: None
No time—no money—limited resources. These are the challenges that most educators face. Join us as we explore free, educationally relevant, web-based resources that we think all instructors should know about—resources to help save time, engage students, be more efficient and effective, and enhance the teaching and learning process.

Embeding Teacher’s Presence Through Micro-Lectures
Facilitators: Norma I. Scagnoli and Jill Moore-Reynen, University of Illinois at Urbana-Champaign
Location: Illini Hall 27
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: Knowledge or experience in educational technology application
This presentation focuses on alternative ways to embed teacher presence in a course via the use of micro-lectures. Micro-lectures are short video recordings intended to teach about a particular subject. The audience will see the result of an analysis of different types of micro-lectures, uses, functions, designs, and application in traditional, blended, or fully online instruction. The presentation concludes with recommendations for the design of micro-lectures and potential applications of this strategy.

Building Mobile Websites
Facilitators: Roger and Joyce Runquist, Western Illinois University
Location: Illini Hall 28
Track: Leading to Learn: Methods and Tools
Audience: Beginner
Prerequisite Skills: None
With the right tools and some basic understanding, participants will learn to create web pages optimized for mobile devices. Using Adobe Dreamweaver 5, participants will develop, customize, and publish a web-based application. Specific topics include setting up your work space, building a basic web-ready page, and customizing the look and feel of your own mobile web page.
Designing and Hosting Effective Synchronous Online Sessions

Facilitator: R. Scott Wennerdahl, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G13
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

While this presentation will use examples and hands-on activities within both Elluminate and Collaborate systems, emphasis will be placed on best practice strategies that can be employed in any real-time online platform. Topics include designing an informative and engaging session, preparing participants in advance, capitalizing on previous asynchronous activities, effective teaching and management strategies during the session, effective session closure, and connecting to asynchronous activities for post-session teaching/learning.

Transforming Static 2D Graphics into Dynamic, Interactive Learning Content

Facilitator: Jay Sternickle, Joliet Junior College
Location: Foreign Languages Building G17
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: Basic computer and Internet skills

Learn how to use Web 2.0 tools to create dynamic and interactive content for online students. Participants will learn about three online tools that allow instructors to transform text and static images into engaging presentations and interactive environments. Participants will explore the capabilities of Animoto (a video slide-show creator), Spicynodes (an interactive concept-mapping tool), and Photosynth (Microsoft’s unique panorama tool). This class will provide hands-on experience with these tools and practical production advice.

Designing a High-Enrollment Blended Languages Course: The New ITAL101 at UIUC

Facilitator: Laura Callegari Hill, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G23
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

How one instructor/course designer had to redefine her own career path in order to effectively redesign and implement a basic foreign-language course in a blended format. What she had to learn, who helped her, and her reflections on an extraordinary journey.

Using iClickers to Engage and Motivate Students

Facilitators: Johnell Bentz and Michelle Bonati, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading to Learn: Methods and Tools
Audience: Beginner
Prerequisite Skills: None; bring sample lectures, presentations, or student projects/assignments, to use as a way to incorporate iClicker questions.

Clicker response systems are being used increasingly to monitor attendance and student participation. In this session, we will share our own experience using iClickers. We will share data on students’ perceptions about using iClickers. In addition, we will talk about the types of questions, including student-developed questions/activities, that can be used with the iClickers, show examples, and have participants write questions for use in their own instruction.

Digital Branding/Digital Dirt: How Off-Duty Comments Affect Careers

Facilitators: Jill Joline Myers and Laurel Borgia, Western Illinois University
Location: Illini Hall 23
Track: Learning to Lead: Theory Into Practice
Audience: Beginner
Prerequisite Skills: None

The democratization and usage of social media affects careers and hiring practices. Its use blurs professional and personal lines of behavior, exposing employees and employers to great risks. Technology captures digital expressions, allowing employers to eavesdrop on employees. Likewise, inappropriate posts place
employers at risk for civil liability claims and reputation damage. This session discusses how social networking affects public careers, legal limits on a public employer’s censorship capacity, and risk management by digital branding.

Social Media in the College Classroom: Executive Thinking Across Disciplines
Facilitator: Michelle M. Steil, Northeastern Illinois University
Location: Illini Hall 28
Track: Leading Edge: New and Emerging Technologies
Audience: Intermediate to advanced
Prerequisite Skills: Must have an email account that the individual is willing to use to create a free blog. Must have an understanding of blog posting, as well as manipulating, the blog environment, settings, graphics, etc. Must have an understanding of rhetorical situation—purpose, audience, genre, stance, and design—and how those features of written texts translate into an electronic environment.

Tumblr.com as a blended component of the college classroom enables writing invention; serves as a springboard for research topic idea generation; promotes integration/incorporation of sources, citations, and multimedia to support student claims; and encourages extended commentary outside of class. Using this popular “microblogging” technology in the writing classroom motivates students and opens up executive thinking, and has the potential to be used across the disciplines for similar purposes. Here is an example of an innovative technology that crosses disciplines, and supports the idea that social media and the college classroom are now inextricably intertwined.

3:00–5:45 PM
Screencasting: Design, Development, and Delivery
Facilitator: Daniel Cabrera, Northern Illinois University
Location: Illini Hall 28
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: Experienced computer skills
Screencasting is an increasingly common tool for online instruction. In Part 1, participants 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. During the hands-on portion, participants will create a basic screencast tutorial using Camtasia Studio 7.

4:30–5:45 PM
CONCURRENT SESSION III
Putting the Horse Before the Cart: Letting the Pedagogical Theory Drive the Technology
Facilitator: Tami Eggleston, McKendree University
Location: Foreign Languages Building G13
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: A willingness to learn and be engaged
Engaging technology tools, best practices, and theories such as Ambrose et al’s (2010) Research-Based Principles for Smart Teaching will be shared. Common pedagogical challenges identified in research (e.g., motivation, working in groups) will launch the discussion and technology fixes will follow (e.g., virtual posters, group wikis, current event blogs). Participants will leave with some cool new technology tools and theories. In sum, we will remember to put the theoretical horse before the technological cart.

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

Open Learning Lounge
Location: Alice Campbell Alumni Center
Attendees can sign up at the registration desk for one-to-one consultation in the areas of Instructional Design, Multimedia, Mobile Devices, and Course Management Systems.
TUESDAY, MAY 15  
9:00–10:15 AM

CONCURRENT SESSIONS IV

With Great Video Comes Great Responsibility: Making the Most of Your Multimedia Curricula

Facilitators: Colleen Cook, Robyn Bianconi, and Leighton Christiansen, University of Illinois at Urbana-Champaign

Location: Foreign Languages Building G13
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

Multimedia has become a proven pedagogical tool and a central component of today’s curricula. As such, it can no longer be considered an emerging technology. Multimedia in the classroom adds value whether the learning environment is physical, online, or blended. It is a legitimate publishing, teaching, and learning form, and in many cases, our primary method of communication with our classes. Students now expect to interact with content in a variety of formats, including video and audio instructional materials. Further, it has the potential to reach global audiences within minutes. Given this fact, forward-thinking instructors may put just as much—or more—effort into creating media content as they do for traditional lecture and textual content. With this in mind, care must be taken to ensure student access, integration with the lesson context, and preservation of the multimedia resources created for the curriculum. We will introduce pedagogical aspects to consider when creating multimedia, and discuss methods for maximizing the return on your effort through best practices in resource management.

Evaluation of the Implementation of iPads in a Graduate Professional Program

Facilitators: Seung Won Hong and Norma I. Scagnoli, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: None

Educators and trainers today are wondering about the effectiveness of the use of mobile devices in teaching and learning—without a clear understanding of how much is gained in the use of those devices. This presentation aims to share the evaluation process and early outcomes in the use of iPads by graduate students in professional education. The presenters will share insights of the evaluators’ experience, details about communication and collaboration, and lessons learned.

Involving Students in Collaborative Learning: How To Make the Best Use of Forums/Discussion Boards

Facilitator: Izabella Petriashvili, Northeastern Illinois University

Location: Illini Hall 23
Track: Leading to Learn: Methods and Tools
Audience: Intermediate to advanced
Prerequisite Skills: Elementary navigation skills

In the contemporary world, online communication has become the dominant mode of communication among students – texting, chatting, networking. Therefore it is of utmost importance for instructors to be able to make the best use of online conversations to achieve multiple aims: Involving learners in collaborative learning, enhancing learner autonomy, boosting their motivation, improving their writing skills. The presentation will also address the issues of assessing students’ online participation and offer useful tips for teachers who include forum discussions in their course design.

Copyright and Fair Use in Higher Education

Facilitator: Sara Settles, Western Illinois University

Location: Foreign Languages Building G23
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

This interactive discussion will explain guidelines for copyright and fair use for educators. Discussion will center on issues faculty face using materials in the classroom or online, along with student-submitted work. Examples of acceptable use in print, audio, video, and creative materials will be included in the discussion.

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**Leading to Learn**

**Vendors**

**Open Learning Lounge**
Choosing an LMS in 5 Complex, Exhaustive, Only-Somewhat-Painful Steps

Facilitators: Thomas J. Tobin, Northeastern Illinois University
Location: Illini Hall 27
Track: Learning to Lead: Theory Into Practice
Audience: Intermediate
Prerequisite Skills: A familiarity with campus technology initiatives or service on review committees for technology is a plus.

Campus leaders typically make no larger expenditure than on the Learning Management System (LMS) that hosts their e-course content. To increase the efficiency and transparency of the process of selecting, testing, and adopting an LMS, NEIU followed a phased approach, using the structures and processes of formal project management. Attendees will learn the key processes of project management and take away practical how-to tips on selecting a new LMS or evaluating an existing one.

From Desktop Publishing to Interactive Multimedia

Facilitators: Roger and Joyce Runquist, Western Illinois University
Location: Illini Hall 28
Track: Leading to Learn: Methods and Tools
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 layouts, adding buttons/interactive elements, applying animations, and exporting interactive PDFs/Flash files.

Walk a Mile in Your Student’s Shoes: Online Teaching Excellence Parts I and II

Facilitators: JP Dunn and Heidi Jung, Southern Illinois University
Location: Foreign Languages Building G 17
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

The best way to learn the online environment is to experience it! This multi-faceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time experiencing 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. This online course was developed in Desire2Learn; principles learned in this session can be applied to other learning management systems.

Apple Learning Tour: Engage Students, Explore Apps, Interactive Books, and Multi-Touch Textbooks

Facilitators: Jason Beckman and John Stanfield, Apple
Location: Alice Campbell Alumni Center

Discover amazing interactive iBooks. Immerse yourself in the world’s largest online catalog of free education content in iTunes U. And experience some of the thousands of education apps for iPad. Learn how to create your own interactive Multi-Touch books with Mac and iBooks Author. Discover how a course is built with iTunes U Course Manager using interactive learning materials. Then see how it all comes together with an overview of ownership and deployment models for content.

10:30–11:45 AM

Deploying Digital Media to Motivate Marginalized Millennials

Facilitators: Jill Joline Myers and Laurel Borgia, Western Illinois University
Location: Foreign Languages Building G13
Track: Leading to Learn: Methods and Tools
Audience: Beginner
Prerequisite Skills: None

Gaining student attention and achieving engagement is challenging to college instructors, due to the technological sophistication of today’s college students. Use of digital media—including YouTube videos,
podcasts, discussion formats, iPod apps, and online applications—gives students the opportunity to interact with class peers both in a face-to-face manner and with digital technology. This session will provide interactive activities demonstrating how professors can utilize digital tools to motivate and instruct disengaged students.

**Research Methods Teaching Strategies in a Cyber Learning Environment**

**Facilitator:** Monica Solinas-Saunders, Indiana University Northwest  
**Location:** Foreign Languages Building G23  
**Track:** Learning to Lead: Theory into Practice  
**Audience:** Beginner  
**Prerequisite Skills:** None

This research study uses pilot data from a sample of undergraduate students enrolled in courses of research methods for sociology and criminal justice during the year 2011. By comparing learning outcomes from a group of students enrolled in the online version of the course to those of students attending an “in person” version of the same course with same instructor, textbook, and resources, this study highlights the key components of a successful online teaching. The workshop provides the highlights from the empirical study, and it also demonstrates successful strategies implemented in the online course (that is, the use of new tools to create a more efficient cyber learning environment for analytical courses such as research methods). Oncourse will be used to demonstrate how to build a module/section of a course in research methods.

**Using LiveScribe Smartpens in the Classroom**

**Facilitator:** Betsy A. Pudliner, Eastern Illinois University  
**Location:** Illini Hall 23  
**Track:** Leading Edge: New and Emerging Technologies  
**Audience:** Beginner  
**Prerequisite Skills:** None

How can we enhance classroom teaching and delivery of course content? One way is to incorporate Livescribe Smartpen technology with other delivery methods. Livescribe extends the classroom lectures and traditional PowerPoint presentations by compiling “live” lecture pencasts to be used in the classroom and online. The purpose of this presentation is to describe and demonstrate how Livescribe Smartpens can be used in the classroom.

**Massive Open Online Courses for Introductory Students**

**Facilitator:** Jonathan Tomkin, University of Illinois at Urbana-Champaign  
**Location:** Illini Hall 27  
**Track:** Leading Edge: New and Emerging Technologies  
**Audience:** Beginner to intermediate  
**Prerequisite Skills:** None

Massive Open Online Courses (MOOCs) have gained significant media attention over the last year due to the success of Thrun and Norvig’s Stanford experiment and subsequent Silicon Valley start-up. In this presentation, we will examine the ideas behind MOOCs, explore what can possibly go right and wrong, and go over a University of Illinois “Global Sustainability” MOOC. Will MOOCs or something like them fatally disrupt current higher-ed institutions? Or can today’s colleges and universities use MOOC-like approaches as part of their standard education mission?

**Using Turnitin’s WriteCycle Outside the English Department**

**Facilitators:** Juanita Ortiz, Kara McElwrath, and Jeffrey Sudduth, University of Illinois at Springfield  
**Location:** Foreign Languages Building G27  
**Track:** Leading to Learn: Methods and Tools  
**Audience:** Beginner  
**Prerequisite Skills:** None

This presentation demonstrates the use of Turnitin. com’s WriteCycle program (first drafts, PeerMark, and final drafts) to enhance writing in a curriculum outside the English department. We will focus on the use of these tools in a writing class for criminal justice majors.
1:30–2:45 PM

CONCURRENT SESSIONS VI

Amaze and Inspire with Prezi

Facilitator: Stephanie Richter, Northern Illinois University
Location: Foreign Languages Building G13
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: Basic computing and Internet skills, including browsing to a website, attaching a file to an email, and using a scroll-wheel mouse

Most presentations are static, one-way, and filled with bullets. New (and free) presentation tools allow you to create open-ended presentations that engage students with the material. One such tool, Prezi, makes it easy to build interactive and visually striking presentations quickly. Prezi uses a canvas that allows you to spread out your ideas rather than locking them into slides. In this session, you will learn to use Prezi to amaze and inspire your students.

Twitter as a Tool in University Classrooms

Facilitators: Bridget K. Welch and Jess White, Western Illinois University
Location: Foreign Languages Building G17
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: Internet

In this presentation, we summarize a cross-disciplinary, quasi-experimental design of using Twitter as a pedagogical tool. We found that Twitter had no effect on student engagement, empowerment, or academic performance but that student enjoyment of Twitter positively correlated with increased perception of engagement and empowerment. In this presentation, we will discuss how to use Twitter, best practices in the classroom, and how to improve upon our original classroom program.

Narrated Presentations (Visual, Voice, and Interactions) Using Adobe Presenter

Facilitator: Carlos Ferran: Governors State University
Location: Foreign Languages Building G23
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: Some PowerPoint

PowerPoint is the tool of choice for face-to-face presentations. However, PPT is not ideal for online presentations. Adding audio and interactivity makes the files unmanageable, and some needed features have been stripped from the newer versions. Several plug-ins (iSpring, Articulate, Camtasia, Connect, and Presenter, among others) have been developed to complement PPT, but they are more expensive than PPT. This presentation will explain the problem and browse several of the plug-ins, then go in depth into Adobe Presenter to develop a narrated presentation that includes visual, audio, and interactive quizzes.

Effective Teaching Tools in a Large-Enrollment Classroom

Facilitator: Julia Shapland, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

Keeping students focused and interested in large-enrollment classrooms presents a variety of challenges. Join us for an in-depth look at the arsenal of tech tools and teaching methods used in a class with 550 students. Learn tips and tricks for presenting content, increasing engagement, and minimizing cheating. This session will cover a variety of high-tech tools including tablet PCs, media-rich online content, and i>clickers, as well as no- or low-tech methods for delivering and managing instruction.
Best Practices and Tips in Using Clickers
Facilitators: Timothy Stelzer and Mayla Sanchez, i>clicker
Location: Illini Hall 23
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

“Clickers” (Personal Response Systems) can increase classroom interaction, provide immediate feedback and engage everyone in participating. The purpose of this session is to provide best practices in integrating i-clickers into the classroom. Tim Stelzer, professor of physics at the University of Illinois in Urbana-Champaign, and one of the inventors of i-clicker, will share strategies for engaging students, including the peer instruction method. Come ready to discuss your experience in engaging students in your lecture courses—the session promises to be very interactive.

Using Camtasia + Bamboo Tablet To Deliver a Custom Learning Experience
Facilitators: Sudipta Roy, Kankakee Community College, and Joy Bensiger, Governors State University
Location: Illini Hall 28
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

In this presentation, we will share our experience using educational technology to replicate students’ in-class learning experience to an online setting. Lecture videos transition from manual computations, through “Beginners’ Excel,” to “Advanced Excel,” allowing students to customize their learning experience to their individual level of familiarity with technology. The videos are created using Camtasia; the manual computations are worked out using a Bamboo tablet. A demo video can be viewed at www.screencast.com/t/Q8M0kgN2bbl.

Illinois Initiative on Transparency in Teaching and Learning in Higher Education
Facilitator: Mary-Ann Winkelmes, University of Illinois at Urbana-Champaign
Location: Illini Hall 27
Track: Learning to Lead: Theory into Practice
Audience: Beginner
Prerequisite Skills: None

Since 2010, this initiative has involved approximately 7,500 students in 72 courses at nine universities in five countries. The project aims to improve higher education teaching and learning experiences for faculty and students through two main activities:

• promoting students’ conscious understanding of how they learn
• enabling faculty to gather, share and promptly benefit from data about students’ learning by coordinating their efforts across disciplines, institutions, and countries

Early findings suggest statistically significant benefits to students’ learning. The discussion in this session will highlight and explore the data we are gathering about how new learning/teaching technologies affect students’ learning.

Increasing Instructional Reach and Depth through Online Lectures
Facilitator: John Braden, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G13
Track: Learning to Lead: Theory into Practice
Audience: Beginner
Prerequisite Skills: None

Online lectures provide a means of reinforcement and review for students in conventional face-to-face classes, but they also offer the opportunity to deliver instruction more intensively during shorter periods using mixed-media in blended and fully online environments. This session describes an introductory personal financial planning class that has been offered in 4-, 8-, and 16-week configurations based on a single instructional platform. Special emphasis will be given to the preparation, delivery, and results of these different class time configurations.
Teaching New Media Literacy

Facilitator: C. L. Cole, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G17
Track: Learning to Lead: Theory Into Practice
Audience: Beginner
Prerequisite Skills: None

For the last two years, I designed and taught an introductory new media literacy course for UIUC’s Department of Media Studies. The course provides the opportunity to develop digital media skills identified as necessary by Henry Jenkins to facilitate full participation in contemporary media culture. This presentation will provide an overview of the course and the skills, emphasizing the pedagogical hands-on approach to learning skills such as data visualization, remixing, and transmedia production.

OpenClass: A Technology Demonstration of a New Social Learning Management System

Facilitator: Ed Garay, University of Illinois at Chicago
Location: Foreign Languages Building G23
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: None

This session is a technology demonstration of Pearson’s OpenClass, a new easy-to-use, cloud-based learning management system that provides basic LMS functionality as well as a social learning environment to facilitate collaboration, content exchange, and a rich, interactive learning experience in a class, across campus, and beyond.

The Many Faces of Facebook: Enhancing the Academic Experience

Facilitator: Kathryn Anthony, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: None

Can a social networking tool like Facebook enhance the academic experiences of students, faculty, and alumni? From the perspective of an active Facebook user with over 600 friends, this session will describe the use of Facebook as a teaching supplement in six different courses during the last four semesters. This is an in-depth look at best practices, benefits and disadvantages of Facebook in the classroom, and the innovative approach of reaching out to alumni. A few students will be on hand to describe their experiences and offer different perspectives on the teaching and learning.

CALL Software To Improve International Students’ Communication in Graduate Programs

Facilitators: Norma I. Scagnoli, Ruth Yontz, and Jinhee Choo, University of Illinois at Urbana-Champaign
Location: Illini Hall 23
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner to intermediate
Prerequisite Skills: None

This presentation focuses on the implementation of web-based software for language learning by international graduate students. The presenters will share their research on students’ use of a specific software application in an ESL course that teaches communication skills in business. The findings provide information related to students’ use of the software, their satisfaction, and learning outcomes. The research has implications for software in language teaching, suggesting principles that inform implementation and development.

Teaching Online and Staying Sane: Time-Saving Tips and Tricks

Facilitator: Angela Velez-Solic, Indiana University Northwest
Location: Illini Hall 27
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: Interest or experience in online teaching

Teaching online can be incredibly time-consuming. Experienced online teachers have battle scars, caffeine addictions, and too many grey hairs to show for the time and effort it takes to do the job well—until they discover shortcuts and timesavers to managing the classroom, grading, and providing feedback. This practical session will share these tips.
**4:30–5:45 PM**

**Concurrent Sessions VIII**

Using Web 2.0 Tools to Facilitate Online Collaborative Brainstorming  
Facilitator: Jay Sternickle, Joliet Junior College  
Location: Foreign Languages Building G13  
Track: Leading Edge: New and Emerging Technologies  
Audience: Beginner to intermediate  
Prerequisite Skills: Basic computer and Internet skills

Learn how to use Web 2.0 brainstorming tools to engage students with active online learning aimed at improving critical thinking, problem-solving, and collaboration skills. The session will focus on using mind maps as a visual, interactive way to allow students to represent, link, and arrange new concepts in an online environment. In this hands-on session, participants will learn how to create both static and interactive mind maps using free tools like Mindomo and Spicynodes.

**Lon-Capa Show and Tell**  
Facilitator: Christine Yerkes, University of Illinois at Urbana-Champaign  
Location: Illini Hall 28  
Track: Leading to Learn: Methods and Tools  
Audience: Beginner to intermediate  
Prerequisite Skills: None

Lon-Capa is an open-source LMS especially well-suited for math and science, with an exceptionally powerful, versatile engine for delivery of homework problems, quizzes, and exams. Come see what Lon-Capa has to offer, as evidenced by a sampling of current uses in chemistry at the University of Illinois.

**Learning Teams**  
All learning teams meet during this time. See pages (6–7) for a detailed list.

**Open Learning Lounge**  
Location: Alice Campbell Alumni Center

Attendees can sign up at the registration desk for one-to-one consultation in the areas of Instructional Design, Multimedia, Mobile Devices, and Course Management Systems.

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**Wednesday, May 16**

**9:00–10:15 AM**

**Concurrent Sessions IX**

Social Media for Social Good  
Facilitators: Lisa Cherivtch, Marie Lapidus, and Jessica Lee, Oakton Community College  
Location: Foreign Languages Building G13  
Track: Learning to Lead: Theory into Practice  
Audience: Beginner to intermediate  
Prerequisite Skills: None

Thinking about how to get your students engaged solving real-world problems? Have an opportunity to work with individuals outside of your institution? Learn how social media tools can allow students to work with peers across the town or around the globe to develop and execute a social responsibility programs.

Applying Gestalt Theory To Create More Effective Instructional Presentations  
Facilitator: Jay Sternickle, Joliet Junior College  
Location: Foreign Languages Building 17  
Track: Learning to Lead: Theory Into Practice  
Audience: Beginner to intermediate  
Prerequisite Skills: Basic computer and Internet skills

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

Facilitators: Diane Hamilton-Hancock, Leaunda Hemphill, and Hoyet Hemphill, Western Illinois University
Location: Foreign Languages Building G23
Track: Learning to Lead: Theory into Practice
Audience: Beginner to intermediate
Prerequisite Skills: None

Recently the Digital Divide concept has been questioned and digital fluency appears to be better understood when we view learners not as either immigrants or natives but rather see all learners as falling somewhere on a digital continuum. Educational best practices must be based on fact, not on stereotypes. Participants will learn how to apply the digital continuum assessment questionnaire to more closely connect their students’ technology and learning characteristics with appropriate instructional pedagogy.

Beer Koozies and Other Modern Marvels: Designing Multimedia for Online Education

Facilitators: Jason Mock, Colleen Cook, and Eric Snodgrass, University of Illinois at Urbana-Champaign
Location: Foreign Languages Building G27
Track: Leading to Learn: Methods and Tools
Audience: Beginner to intermediate
Prerequisite Skills: None

For students and faculty that thrive on the interaction that takes place in the physical classroom, the prospect of online courses can be daunting. This is especially true in visually oriented disciplines like atmospheric sciences. Award-winning UIUC instructor Eric Snodgrass and his team will discuss how developing multimedia curriculum materials for online education transformed his views on teaching and enhanced his popular and nationally recognized course, ATMS 120, both on and off campus.

Using Digital Media To Conduct Active Case Studies

Facilitators: Kimberly D. Dodson and Jill Joline Myers, Western Illinois University
Location: Illini Hall 23
Track: Learning to Lead: Theory into Practice
Audience: Beginner
Prerequisite Skills: None

Many educators in applied fields struggle to promote critical thinking skills. By creating or using existing digital media with case studies, learning is enhanced. Adding a multimedia format provides realistic hands-on experience that allows for individual and group participation and interaction, employment of subject matter content, and inclusion of intangible factors in the decision-making process in a productive environment. Digital media–enhanced case studies afford learning environments that bridge academic theory with workplace practice.

A Classroom in Your Pocket: An Introduction to Mobile Learning

Facilitator: Stephanie Richter, Northern Illinois University
Location: Illini Hall 27
Track: Leading Edge: New and Emerging Technologies
Audience: Beginner
Prerequisite Skills: None

Mobile technologies like smartphones and tablets allow students to access course materials from anywhere, but mobile learning can be so much more. Mobile devices enable learning in the “real-world”; facilitate communication at any time; and provide simple tools for creating audio, videos, and photos. In this session, you will learn about the capabilities of mobile devices and strategies for mobile teaching and learning. Mobile devices are not required for this session, but they are welcome.
Instructional Screencasts with Camtasia

**Facilitator:** Sara Settles, Western Illinois University  
**Location:** Illini Hall 28  
**Track:** Leading Edge: New and Emerging Technologies  
**Audience:** Intermediate  
**Prerequisite Skills:** None

Screencasts allow for an instructor to produce a video and share it with others easily. Whether you are a Mac or PC user, Camtasia can be used to produce screencasts and share your video via YouTube, Screencast.com, or other mobile technologies. Learn how to produce a screencast in minutes, edit, and publish to allow your students access to another medium for learning!

### 10:30–11:45 AM

**CONCURRENT SESSIONS X**

**Classroom Assessment Techniques**

**Facilitators:** J. Yasmine Butler, Sam Houston State University, and Marjorie C. Shavers, Morehead State University  
**Location:** Foreign Languages Building G13  
**Track:** Leading to Learn: Methods and Tools  
**Audience:** Beginner  
**Prerequisite Skills:** None

Research shows that students may project mental models from face-to-face instruction onto online courses. Consequently, negative attitudes toward online courses may occur if students encounter methods they did not expect. Some methods that can be transferred to the online environment are brief Classroom Assessment Techniques (CATS). This session will discuss and demonstrate ways to adapt CATS to the online environment. CATS will be used in real time, and participants will respond to CATS and design their own. Students will learn

- the ins and outs of classroom assessment techniques
- how to design various brief classroom assessments
- how to utilize classroom assessment techniques in an online learning environment

**Google Documents and Sites for the Engaged Classroom**

**Facilitator:** Sara Settles, Western Illinois University  
**Location:** Illini Hall 28  
**Track:** Leading to Learn: Methods and Tools  
**Audience:** Beginner to Intermediate  
**Prerequisite Skills:** None

Learn to engage students using free tools such as Google Documents and Google Sites. Concepts and examples of how these tools can work effectively for your classroom management and student projects. The hands-on session will explore how to use the tools, along with effectively implementing them into your classroom.

**Learning Teams**

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

**Open Learning Lounge**

**Location:** Alice Campbell Alumni Center

Attendees can sign up at the registration desk for one-to-one consultation in the areas of Instructional Design, Multimedia, Mobile Devices, and Course Management Systems.
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

- Alice Campbell Alumni Center
- Foreign Languages Building
- Illini Hall

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 #fsi2012 to any FSI-related tweets. Then, by searching Twitter for #fsi2011, all FSI-related tweets will be aggregated at http://twitter.com/search?q=fsi2012#search?q=%23fsi2012
SEE YOU NEXT YEAR
MAY 2013