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2009 Sponsors and Supporters

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2009 Planning Committee

Julie Bergfeld and Jing Yang, Academic Technology, Maryville University. Matt Insall, Mathematics & Statistics, Missouri University of Science and Technology. Nancy Piringer, MOREnet. Matt Schmitz, Information Technology Services, Southern Illinois University Edwardsville. Vi Rajagopalan, Psychology, St. Charles Community College. Katie Dodwell and Randy Malta, Technology and Educational Support Services, St. Louis Community College. Catherine Chmidling, Writing Program, University of Missouri. Susan Sanders, Health Sciences Library, University of Missouri - Kansas City. Rhonda Tenkku, Business Administration; Gina Ganahl and Kate Moore, Continuing Education; Robert Keel, Sociology; Cherylle Cann, Libraries; Tom Meuser, Gerontology Program; Denise Mussman, Foreign Languages & Literatures; Joe Naumann, Geography; Jeff Sippel, Art & Art History; Christopher Boyce, Mary Fowler, Holli Kubly, Tempeste Reese, Jennifer Simms, and Paul Wilmarth, ITS; Peggy Cohen and Cheryl Bielema, CTL, UMSL.

Please direct questions or comments to:

Cheryl Bielema  
Conference Coordinator  
Center for Teaching and Learning  
bielema@umsl.edu
### Thursday October 15, 2009

#### 8:30-9:30  Registration, Workshop Check-In, and Coffee
- **JCP Lobby**
  - Coffee sponsored by SIUE.

#### 9:30-11:30  Pre Conference Workshops, North and South Campuses
- **JCP Lobby**
  - Shuttle bus available for workshops on South campus. Queue in the JCP lobby for shuttle bus. *(NOTE: Must be pre-registered to attend)*

<table>
<thead>
<tr>
<th>Campus</th>
<th>Workshop Title</th>
<th>Location</th>
<th>Speaker(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>North Campus</td>
<td>UC 65 Getting Started on Your Web Site: FINALLY!</td>
<td>JCP Lobby</td>
<td>Paul Wilmarth and Joe Naumann, UMSL</td>
<td>Come to this workshop and see how easy it is to start with a small or modest web site and gradually expand it as needed.</td>
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<tr>
<td>North Campus</td>
<td>JCP 126 The Roles of a Successful Blended/Online Instructor</td>
<td>JCP Lobby</td>
<td>Karen Swan, University of Illinois Springfield</td>
<td>Participants will share their own experiences and explore the teaching component of the Community of Inquiry framework (CoI) that will be described in Dr. Swan’s keynote presentation.</td>
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<td>South Campus</td>
<td>SCC 103 Designing and Managing Effective Online Discussions</td>
<td>JCP Lobby</td>
<td>Jyoti Pande, St. Louis Community College</td>
<td>Interactive workshop where tips for establishing rapport and collaboration will be shared as well as rewriting discussion questions for clarity, focus, and deep learning.</td>
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<tr>
<td>South Campus</td>
<td>Marillac 100 Online Videos for Distance Education: Every PC Can Make One</td>
<td>JCP Lobby</td>
<td>Chris Niemeyer and Helen Shaw, UMSL</td>
<td>Participants will be guided through the easy process of making instructional videos using Windows Movie Maker and other applications that come pre-bundled with every PC.</td>
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#### 11:30-5:00  Registration
- **JCP Lobby**

#### 11:30-5:00  Vendors’ Exhibits
- **JCP Lobby**

#### 12:30-1:20  Concurrent Session I (choose one)
- **JCP Lobby**
  - Using Wimba to Support Online and On-Ground Courses
    - Matthew Grawitch & Stephanie Granda, Saint Louis University
    - This presentation introduces the use of Wimba in three primary ways: (1) to deliver lecture in online courses, (2) to supplement on-ground course requirements, and (3) as a stand-alone tool for webinars.

#### 1:00-3:00  Post Conference Workshops, North Campus
- **JCP Lobby**
  - Check for location and directions at Registration Desk *(NOTE: Must be pre-registered to attend)*

<table>
<thead>
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<tbody>
<tr>
<td>SSB 449</td>
<td>SSB 449</td>
<td>Curt Atkisson and Edward Brent, University of Missouri-Columbia</td>
<td>SAGrader is an automated writing evaluator that allows students unlimited revisions on assignments. Disadvantaged students can interact with the system to increase their grades and learning.</td>
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<td>SSB 134</td>
<td>SSB 134</td>
<td>Douglas Eder, Southern Illinois University Edwardsville</td>
<td>Principles for assessment of learning in the E-nvironment resemble those for the F2F environment. This interactive workshop uses research-based principles to assemble turnkey assessments of student learning in technology-assisted environments.</td>
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<tr>
<td>UC 65</td>
<td>UC 65</td>
<td>Tom Meuser, UMSL</td>
<td>Participants will learn the basics in how to structure, assign and implement a digital video project to promote student service-learning.</td>
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<tr>
<td>CCB 103</td>
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<td>Denise Musman, Bii Klein, Margaret Philips, and Maria Snyder, UMSL</td>
<td>Hands-on activities with wikis, blogs, and audio tools will focus on their value in fostering collaboration and self-paced learning; and, for offering feedback on student presentations and recordings.</td>
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The Community of Inquiry (CoI) framework (Garrison, Anderson & Archer, 2000) is a process model of online and blended learning. The model is grounded in the collaborative view which assumes that effective learning requires a community that supports meaningful inquiry and deep learning. The model looks at the processes of teaching and learning and was designed to replicate the learning community found in the typical classroom by focusing on the relationship of three elements: Social, Teaching and Cognitive Presence.

In this presentation, Dr. Karen Swan explains the CoI framework and describes each of its elements. She will share a recent survey designed to measure student perceptions of the model and to provide feedback for future improvements.

4:00-5:00 Conference Reception

Good food, cash bar, conversation, and attendance prizes (must be present to win)
Music by the UMSL Jazz Combo.

OCTOBER 16, 2009

8:00-9:00 Registration and Continental Breakfast

Breakfast sponsored by Maryville University

8:00-12:00 Vendors’ Exhibits

Lobby

8:15-9:05 Concurrent Session I (choose one):

JCP 78 Hablar, Parler, Sprechen...: Foreign Language Learning with Everyday Software
Chris Niemeyer, UMSL
Much can be done for foreign language learning using built-in Windows applications, browsers like Firefox (we don’t mean Googling!), plus library databases. Come hear and see what it’s about!

JCP 126 Foundational Online Marketing Tools and How to Use Them
John Edward Matthews, UMSL
Maximize your online marketing effectiveness and minimize your expense. We discuss the essential online marketing tools needed to build the foundation of an effective online marketing strategy and how to put them into action.

9:15-10:05 Concurrent Session II (choose one):

JCP 78 No-Doze PowerPoint: Tips and Tricks
Andrea Compton, St. Charles Community College
Do your PPT presentations consist of outlines of course materials? Are they dangerously doze-worthy? Hear ways to make presentations more interactive, more engaging and more storytelling than lecturing.

JCP 126 Appreciative Inquiry: A Positive Deviation in Learning
Susan Duff, Learning & Development Consultant
Would you like to inspire your students to think differently about a topic? Through interactive discussion, the audience will learn the four-step Appreciative Inquiry framework and learn how discussion threads, live chats and online meetings support this teaching technique.

JCP 222 Using Discussion Board to Engage the Community
Steve Bailey, UMSL
Students interacted with small business managers during a semester-long written project. Discussion Board provided a peer review medium for students to seek and receive advice about their projects. Required postings helped pace the projects and improved students’ writing, focus and clarity.

JCP 229 Using Wikis for Case Studies and Group Work
Carrie Ellis-Kalton and Julie Bergfeld, Maryville University
From this presentation, participants will gain information about wikis and be presented with specific examples of the integration of wikis into course curriculum. Benefits and challenges are discussed.

10:15-11:05 Concurrent Session III (choose one):

JCP 78 Assistive Technology: Meeting the Needs of Students with Disabilities
Bob Cunningham, Maryville University
This presentation introduces assistive technology as tools to support the learning of college students with disabilities. Text-to-speech, voice recognition, and MP3 file creation are examples.
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11:15-12:05 Concurrent Session IV (choose one):

JCP 126 Incorporating Handheld Technologies: Moving from PDAs to Mobile Devices
Kathy M. Ketchum and Kathryn Behm, Southern Illinois University Edwardsville
A PDA research project will be discussed, including survey data, advantages, and disadvantages of the project. New strategies to enhance use of technology including “mobile devices” (phones versus PDAs), a technology club, and a technology newsletter will be introduced.

JCP 222 Student Expectations, Perceptions and Realities of Hybrid Classes
Patricia Parker, Maryville University
Anonymous surveys were administered at the beginning, middle and end of a semester to understand students’ expectations and perceptions of hybrid classes. The results are presented and discussed.

JCP 229 Teaching Blended Courses: Ensuring Success by Avoiding Pitfalls
Barbara Petzall, Maryville University
This presentation is designed to help ensure success by identifying problem areas that might be encountered when instructors are beginning to design blended classes. Tactics are then presented to deal with these issues.

1:30-2:20 Concurrent Session II (choose one):

JCP 72 Mastering Oral Foreign Language Proficiencies with CALL: Pedagogical Implications
Irina Ilyeva, Missouri University of Science and Technology
The role of communication technologies, learning outcomes, and acquisition of foreign language listening and speaking are examined through the prism of multi-user, interactive learning tools (e.g. Audacity, Blackboard's Voice tools).

JCP 126 Navigating the Digital Video Divide
Ronald Hawley, Washington University in St. Louis
From capturing to serving, a budget-oriented approach for those new to digital media. Information will cover hardware, editing software, codecs and content delivery.

JCP 222 Integrating Multi-modal Technology Applications to Enhance Student Community Involvement
JoAnn Klaassen & Anita Skarbek, University of Missouri Kansas City
The presentation describes the use of multi-modal technology by distance learner practicum project groups and how technology provided for project effectiveness and positive impact on community health issues.

JCP 225 Creating Interactive Course and Research Notes @ wiki.umsl.edu
Philip Fraundorf, UMSL
Limited-access joint-editing spaces, powered by Wikipedia’s software, offer powerful tools for research and teaching. Use them to collaborate on research protocols and manuscripts, increase class participation, and paper-trail interactions 24-7 between course and research collaborators.

JCP Summit Concluding remarks: Provost Glen Cope
Attendance prize drawings (must be present to win)