FOCUS ON
TEACHING & TECHNOLOGY
A REGIONAL CONFERENCE

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
ST. LOUIS COMMUNITY COLLEGE-FOREST PARK
UNIVERSITY OF MISSOURI-ST. LOUIS
WEBSTER UNIVERSITY

NOVEMBER 10 - 11, 2011
University of Missouri–St. Louis Campus

November 10, 2011
Marillac Hall (South Campus)

November 11, 2011
J.C. Penney Conference Center (North Campus)
Focus on Teaching and Technology Conference

Thursday November 10, 2011

All Thursday Workshops are scheduled in the Technology and Learning Center (TLC) in Marillac Hall on South Campus.

9:00-10:00  Registration, Workshop Check-In
Marillac Hall Lobby
Coffee and Morning Refreshments

10:00-12:00  Concurrent Workshop I  (Pre-Registration Required)

Jack Taylor  Google Apps 101
Technical Lab, TLC
Marillac Hall, Suite 100
Keeta Holmes, UMSL
The Google Apps suite provides online tools for faculty and students to collaborate easily on documents, presentations, and projects. Workshop participants will learn how to edit and share documents with others in real time, set up interactive online forms, and build stylish, collaborative websites with embedded presentations and slideshows.

Sigma-Aldrich Science Education Lab, TLC,
Sigma-Aldrich Science Education Lab, TLC,
Marillac Hall, Suite 100
Easy and Engaging Ways to Make your Classroom Interactions SMARTer
Michael Butler, UMSL
You have the technology in your classroom, now what do you do with it? SMART Boards and Promethean Boards are exciting, easy ways to incorporate technology into your everyday lessons. Join us and learn the ins and outs of Interactive Whiteboards.

Boeing Room TLC, Boeing Room TLC, Boeing Room TLC,
Marillac Hall, Suite 100
Creating a Unit Assessment System: Using Student Outcomes for Program Evaluation
Michael Bahr and Don Gouwens, UMSL
Using examples and small group work, this presentation describes the creation of an assessment system for a graduate program and includes examples of learning outcomes, student assessments, and use of aggregate data to improve program quality. The presenters will demonstrate use of data-based decision making to enhance program effectiveness.

Monsanto Education Bio-Lab TLC,
Monsanto Education Bio-Lab TLC,
Marillac Hall, Suite 100
Lecture Capture: What, Why, and How
Sandy Gambill, Saint Louis University
Lecture capture technologies are gaining popularity on university campuses as a way to recreate the classroom experience for both distance and residential students who may need to review. We will consider a range of lecture capture options and present some creative alternatives for effective use.

Conference Room 1 TCL
Conference Room 1 TCL
Marillac Hall, Suite 100
Create and Use 3D Images with Your Digital and Phone Cameras
Karl Kindt, Ill, Webster University
Adding the 3rd dimension communicates an aspect of reality often critical to understanding. Workshop participants will create 3D images and discover ways to use 3D imagery to deepen student learning.

12:00-12:45  Lunch  (Pre-Registration Required)
TLC, Marillac Hall Suite 100
<table>
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<th>Time</th>
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| 12:50-1:50 | **Plenary Presentation: Getting the Most out of Google Technology in Higher Education**  
Remarks: UMSL Chief Information Officer and Associate Vice Chancellor, Lawrence Frederick  
Presenter: Tom Mills, Enterprise Director for Global Education, Google  
An overview of Google innovations for higher education highlighting practical ideas on how to get the most out of them. Discussion will cover Google Apps as well as other offerings such as Chromebooks, Google Plus, Google Geo products and more. |
| 2:00-4:00 | **Concurrent Workshop II (Pre-Registration Required)**  
**Google+ for the Classroom**  
Jack Taylor  
Technical Lab TLC  
Marillac Hall, Suite 100  
Holly Henry, University of Missouri System and Bonnie Anderson, UMSL  
This session combines an overview of Google+ with hands-on activities and participant discussions to explore how the salient features of Google+ distinguish it from other social media and how those features might be used in the classroom setting. We discuss topics applicable to online, blended, and face-to-face classes.  
**The iPad in the University Classroom**  
Sigma-Aldrich Science Education Lab, TLC,  
Marillac Hall, Suite 100  
Carl Hoagland, Michael Porterfield, and Michael Butler, UMSL  
Bring your iPad to this workshop to explore its potential use with university students. We’ll consider how to get started and how to adapt applications for instruction. We’ll focus on examples of successful uses and best practices.  
**OneNote: One Easy Tool for Planning and Teaching**  
Monsanto Education Bio-Lab TLC,  
Marillac Hall, Suite 100  
Claudia Dicken, Saint Louis University  
Files strewn everywhere? Let OneNote pull them all together into a single notebook. From planning to record keeping to lesson presentation, OneNote is an easy-to-use tool that will organize and simplify your teaching life.  
**Encouraging Effortful Learning in an Effortless Information Age**  
Boeing Room TLC,  
Marillac Hall, Suite 100  
Jacqueline Bichsel, Missouri University of Science and Technology  
Expanding technology has created the expectation among students that they should have easy access to information both in and out of the classroom, an expectation that has led to study habits that are not learning-intensive. Best teaching and study habits that enhance learning in light of these expectations will be discussed. |
Friday November 11, 2011

Friday’s sessions are scheduled in the J.C. Penney Conference Center on North Campus.

7:30-8:30
Registration and Breakfast Presentation

J.C. Penney Summit
(L2)

Piazza is a free online platform for class Q&A that has won wide adoption at Stanford, Berkeley, MIT, and dozens of other schools as a replacement for forums and mailing lists. Unlike traditional forums, it focuses students on a single, collaboratively edited answer and offers real-time updates.

7:30-12:30
Vendors’ Exhibit

JCP 202
(L2)

Be sure to meet our vendors, explore their innovations, and thank them for supporting the FTTC.

8:30-9:20
Concurrent Session I (choose one)

JCP 65
( GL)

Better Ways of Reinventing the Wheel: Online Tools for New and Veteran Teachers
Sarah Jones, St. Louis Community College - Wildwood
This hands-on workshop focuses on using online technology to access teaching tools of all varieties. Participants with any level of experience will learn resources to use in their courses or to share with others.

JCP 78
( GL)

Creating an Engaging Presence in your Online Course
Kate Sprague, Webster University
Teaching in an online environment doesn’t mean you and your students can’t get to know each other. Join us for this interactive discussion emphasizing the importance of creating and maintaining an engaging instructor presence by focusing on the research of personalization, along with tips and tools for engaging students.

JCP 205
(L2)

Congratulations on your new iPad: Now What?
Jacquelyn Sandone and Catherine Friel, University of Missouri
The entertainment aspects of having an iPad are obvious, but using an iPad to enhance teaching may not be as obvious. This presentation showcases some apps that will help instructors with productivity, presentations, and classroom management. Session focuses on instructor, rather than student use.
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<tr>
<th>Session Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>JCP 402</td>
<td>Panel Discussion: Practical and Interactive Tools for Student Evaluation and Feedback</td>
<td>15 minute presentations</td>
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<tr>
<td></td>
<td><em>Initial Experience with Clinical Skills Evaluation in an Online Course (15 min.)</em></td>
<td>Joanne Kramer, University of Missouri</td>
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<td><em>Crash Course in Transportation Engineering: Students Using a Vehicle Driving Simulator (15 min.)</em></td>
<td>Ryan Fries and Huaguo Zhou, Southern Illinois University – Edwardsville</td>
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<td>JCP 403</td>
<td>Letters Home from ScreencastCamp</td>
<td>Michaella Hammond, Kaplan University and Christine Padberg, St Louis Community College at Meramec</td>
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<td><em>This August, two intrepid college instructors participated in the first-ever screencasting “unconference”. In our presentation, we share what we learned at ScreencastCamp, including exciting screencasting strategies and educational technologies to enhance classroom instruction, online writing centers, and instructor training.</em></td>
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<tr>
<td>JCP 405</td>
<td>The Quality Matters Rubric: A Framework for Course Design/Redesign</td>
<td>Linda Esser and Bobbie Bushman, University of Missouri</td>
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<td><em>Share the experiences of a seasoned faculty and TA who are discovering how to kick student engagement up a notch in an online course. The Quality Matters (QM) Rubric provides a framework for online course design/redesign, regardless of content and level. Consider ways to redesign your online course using QM.</em></td>
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9:30-10:20 Concurrent Session II (choose one)

JCP 72 Using Reflective Journals to Help Adult Learners Manage Online Fears
Claudia Dicken, Saint Louis University
Returning to school after 20 years is scary. Taking an online math class can be even more daunting. Through reflective journaling, students express their challenges and celebrate their successes.

JCP 78 Targeting Diverse Learning Needs in Basic Science with a Buffet Redesign Model
Klaus Woelk, Missouri Science & Technology
Missouri S&T’s chemistry department participates in an initiative to redesign large-enrollment courses with technology-supported learning strategies. The diverse needs of S&T’s students prompted us to utilize a buffet model for the redesign. Progress and concerns toward a pilot implementation in Spring 2012 are discussed.

JCP 205 Speak up! Teaching Online Students to Write with Authority and Authenticity
Amy Peach and Margaux Sanchez, Fontbonne University
Are students learning to express themselves authentically and with authority in online courses? This session explores what is meant by “voice” in writing and how online courses of all disciplines might be developed and taught to encourage expression of that voice.

JCP 402 Panel Discussion: Playing the Students: Using Games, Stories, and Streaming to Engage Students
15 minute presentations

Games and Interactive Media to Promote Student Learning in Business Law (15 min.)
Michael Costello, UMSL

Meramec Meets the Bard: Streaming Shakespeare at St Louis Community College (15 min.)
Michael Burke, St. Louis Community College - Meramec

Using Digital Stories to Prepare Classroom Instructors for the Evolving Student (15 min.)
Darryn Diuguid, McKendree University

JCP 403 The Teacher’s Technology Tool Box: Wikis, Discussion Boards, Journals, and Blogs
Tami Eggleston, McKendree University
This presentation briefly shares best practices with online tools by comparing the tools to educational theories. Participants learn engaging ideas and related theories and leave with a summary table to determine the right tool to maximize its usefulness for student learning.

JCP 405 Accessibility Matters: Case Study
Marcel Bechtoldt, UMSL
This presentation reflects on accessibility support for a student with a disability in an online course using Blackboard and Wimba Classroom. Session explores lessons learned including how early notification and planning provided both the student and teacher with an unforgettable learning experience.

10:20 Mid-Morning Break
Meet with vendors while enjoying a refreshment break.
10:30-11:20 Concurrent Session III (choose one)

JCP 65 Digital Storytelling with PhotoStory 3
(GL)
Lindsay Miller and Irangi Egodapitiya, Missouri University of Science & Technology
Interactive workshop: create your own photo story; acquire resources! Microsoft Photo Story 3 enhances knowledge acquisition and allows students to create a movie-like story. It also enables teachers to meet learning objectives with innovations that bring learning alive.

JCP 72 Make Your Course a Blended Learning Experience: Get More than You Bargained For
(GL)
Clayton Price, Missouri University of Science & Technology
Blended courses provide space savings on your campus and on-line availability of learning for students. Initial course development labor can be very significant, but the benefits go far beyond providing on-line delivery. Recorded lectures, for example, become an invaluable resource for all students.

JCP 78 Utilizing Technology in New First-Year Composition Curriculum
(GL)
Stephen Fairbanks, Jennafer Alexander, and Brenna Kiser, UMSL
Three English Department TAs present their observations regarding a redesigned blended learning curriculum relying heavily on the integration of technology: daily “Technology Pilots”, weekly online journals, and every fourth class meeting in real time online.

JCP 205 It is as Easy as 1-2-3. Make Your Course a Student Engagement Paradise
(L2)
Rick Bonsall, McKendree University
To design an engaging online course you need to build upon a framework. Equally important, you need examples and ideas about the types of activities that fit within that framework. Session reviews and shows how to operationalize Dr. Swan’s Community of Inquiry framework and workshops.

JCP 402 Panel Discussion: Connecting in the Cloud: Social Media Success Stories
(L4)
15 minute presentations
Developing a Collaborative Learning Environment Across Universities (15 min.)
Mary Ann Drake, Webster University
Tool Checklists: An Innovative Method of Learning Social Media (15 min.)
Rebecca Dohrman, Maryville University
Teach Them Where They’re at: Active Learning and Social Media (15 min.)
Sarah Smith-Frigerio, University of Missouri

JCP 403 Engaging Students with Wikis, Chat Boards, and Newspapers
(L4)
Marc Spingola, UMSL
Wikis, Chat Boards and Newspapers encourage students to use the Internet for learning, develop technology literacy skills, engage in peer instruction, improve composition and communication skills, and promote awareness of current events. This session showcases several examples for achieving these goals and reducing faculty workload.

JCP 405 Adaptive Release in Blackboard 9.1: Facilitating Student Engagement
(L4)
Diane Pisacreta and Linda Hubble, St. Louis Community College – Meramec
Presenters explain applications for using adaptive release to present instructional content to students in online or blended courses. We demonstrate a learning module using adaptive release criteria and generate additional ideas for learning strategies.
Concurrent Session IV (choose one)

**JCP 72**
**Multi-Sensory Collaboration Goes Mobile: Voicethread and the iPad**
Keeta Holmes and Michael Porterfield, UMSL
This session introduces Voicethread and demonstrates its effective use in higher ed through a showcase of examples for collaborative learning, interactive lecture delivery, demonstrations, and more. The session includes discussion of the new iPad app for easy on-the-go interactions.

**JCP 78**
**How I Learned to Stop Worrying and Love Web 2.0: Enhancing Student Learning through Web-Based Assignments**
Kevin Zanelotti, McKendree University
Is your embrace of pedagogy-enhancing technologies limited to PowerPoint, class management software, and the occasional online video? In this presentation I present web-based assignments that take the Web 2.0 concept seriously, focusing on web-page creation and Wikipedia-based assignments.

**JCP 205**
**Collaboration, Research, and Course Redesign**
Kathleen Burns and Mimi Duncan, UMSL
This presentation includes a discussion of the results of a multi-year collaboration between colleagues with contrasting academic backgrounds who share a passion for leveraging technology to enhance the learning experience of students.

**JCP 402**
**Panel Discussion:**
**Effective Teaching: Tips from Award Winning Faculty**
Moderator: Peggy Cohen, UMSL
2011 teaching award winners from co-sponsoring campuses offer insights and practical examples to illustrate low and high tech ways to hold students’ attention and focus on learning.

Fred Fausz, University of Missouri – St. Louis
Andrea Nichols, St. Louis Community College - Forest Park
Neil Quisenberry, McKendree University
Jason Stacy, Southern Illinois University Edwardsville
Klaus Woelk, Missouri University of Science and Technology

**JCP 403**
**From Chalk and Talk to Teaching with Technology: Transforming Engineering Economics**
Kellie Grasman and Julie Phelps, Missouri Science & Technology
This instructor engaged in purposeful “change by design” to transform a traditional high-volume lecture course into a flexible, efficient, student-focused course that utilizes virtual teaming, online project collaboration, real problems, real-life tools, active learning, problem-solving with instant and individualized feedback and support, classroom engagement, and authentic assessment.

**JCP 405**
**Tracking Usage of Online Course Materials with Google Analytics**
Jeff Thomas, Missouri Science & Technology
Take a look at how to set up and use Google Analytics to measure the usage of online course resources in a blended lecture course, an inverted lecture course, and a web-enhanced lab course.
12:30  Lunch
JCP Summit  Remarks: Peggy Cohen, Associate Provost for Professional Development and Director, Center for Teaching and Learning
Attendance prize drawings (must be present to win)

1:15-2:15  Plenary Presentation:
JCP Summit  Understanding the Learning Process as the Gateway to Smart Teaching
Dr. Michele DiPietro
President, Professional and Organizational Development Network in Higher Education
Executive Director, Center for Excellence in Teaching and Learning
Kennesaw State University

Any conversation about effective teaching must begin with a conversation on how students learn. It is only when we understand the cognitive, motivational, and developmental processes underpinning learning, and how each plays out in the social environment of our courses that we can tailor our teaching for deep, lasting learning. This becomes especially important in this age where accountability and inclusivity concerns, generational changes, and technology advances are redefining faculty roles in and out of the classroom. This address discusses the principles of learning and their implications for effective teaching, foreshadowing some key ideas for the afternoon workshop.

2:30-4:30  Afternoon Workshop
JCP Summit  A-Students and Hamster Wheels: Teaching Metacognitive Awareness
Dr. Michele DiPietro
President, Professional and Organizational Development Network in Higher Education
Executive Director, Center for Excellence in Teaching and Learning
Kennesaw State University

Are some of your students over-reliant on ineffective strategies and/or overconfident about their own abilities? Do they expect grades of A for minimal effort? This interactive workshop builds on the keynote and explores one of the learning principles in depth: What needs to happen in order for students to become strategic, self-directed, lifelong learners?

Through the workshop, we will review the six components of the metacognitive cycle, examine the evidence from the research about how students engage (or fail to engage) the cycle, and generate pedagogical strategies to promote each of the metacognitive skills and attitudes.

Please make sure to fill out the conference evaluation form and return it to the registration table.

Save the Date for FTTC 2012
November 1-2, 2012

(GL) Ground Level, First Floor, JC Penney Conference Center
(L2) Second Floor, JC Penney Conference Center
(L4) Fourth Floor, JC Penney Conference Center
About Our Speakers:

Thursday, November 10: 12:50 - 1:50
Education Administration Auditorium 100

Tom Mills
Enterprise Director for Global Education, Google

Upon graduating from Boston College’s Carroll School of Management Tom entered the technology industry in the mid-’90s. After nearly ten years in Boston with a couple smaller firms he joined Google’s Enterprise division in 2005. Since then Tom has held sales leadership roles covering many Google products including Enterprise Search, Google Maps and Google Apps. Earlier this year Tom took a new role leading Google’s team responsible for bringing Google Apps, Chromebooks and more to the Education market.

Friday, November 11: 1:15 - 2:15
JC Penney Summit

Dr. Michele DiPietro
Executive Director, Center for Excellence in Teaching and Learning and President, Professional and Organizational Development Network in Higher Education

Dr. Michele DiPietro is the Executive Director of the Center for Excellence in Teaching and Learning and Associate Professor in the Department of Mathematics and Statistics at Kennesaw State University. Prior to joining KSU, he was an Associate Director at the Eberly Center for Teaching Excellence at Carnegie Mellon University, where he also received his PhD in Statistics in 2001. He is the President Elect of the Professional and Organizational Development (POD) Network in Higher Education, the premiere faculty development organization in North America. He is a co-author of “How Learning Works: 7 Research-Based Principles for Smart Teaching,” a synthesis of 50 years of research on learning. His scholarly interests include learning sciences, academic integrity, diversity and inclusion in the classroom, the Millennial generation, statistics education, the consultation process in faculty development, and teaching in times of tragedy. His innovative course “The statistics of sexual orientation” has been featured on the Chronicle of Higher Education and several other magazines.
We gratefully acknowledge the assistance of the following sponsors and supporters in offering this regional conference. Be sure to visit their Vendor Exhibits and thank them.

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Please direct questions or comments to:
The Center for Teaching & Learning
ctl@umsl.edu

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