University of Missouri-St. Louis

FOCUS ON
Teaching & Technology
A Regional Conference

NOVEMBER 1-2, 2012

University of Missouri–St. Louis Campus

November 1, 2012
Marillac Hall (South Campus)

November 2, 2012
J.C. Penney Conference Center (North Campus)
Focus on Teaching and Technology Conference

Thursday November 1, 2012

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 in the TLC, Marillac 100

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

Jack Taylor  Teaching and Learning with Mimio Studio and Teach Wand
Technical Lab, TLC
Marillac Hall, Suite 100
Come to this hands-on workshop on the innovative Mimio Studio and Teach Wand tools. In this session, participants will download the Mimio Studio software, consider sample lesson plans and activities on Mimio Connect, and share ideas for integrating the Mimio tools into their own courses. Paul Witkowski will offer first-hand experience using Mimio as a case study for a Language Development teacher education course.

Sigma-Aldrich Science Education Lab, TLC,
Peggy Cohen and Keeta Holmes, UMSL
Marillac Hall, Suite 100
Collaborative learning prepares students for the workplace (1) by helping them understand and respect differences between and among their team members and (2) by teaching them the skills and strategies needed to work productively in a group. Participants will develop a plan to transform an assignment from an individual to a group-learning project using a variety of Google applications.

Boeing Room TLC,
Sandy Gambill, Saint Louis University
Marillac Hall, Suite 100
This interactive workshop will help faculty foster an engaging, learner-centered environment by developing technology-based assignments. We’ll explore a variety of readily available technologies that are easy to implement in the classroom, and look at assessment techniques that help ensure desired student learning outcomes aren’t muddied by the incorporation of technology. Participants will develop an assignment for a course they are teaching or would like to teach, and develop a rubric for assessing the assignment.

Monsanto Education Bio-Lab TLC,
Natalie Bolton, UMSL
Marillac Hall, Suite 100
Learn seven research-based classroom assessment strategies for learning that work across all disciplines. Consider how to embed formative assessment strategies so that your instruction focuses on student learning and assists students in mastering course objectives. Participants will learn how the strategies are used with undergraduate and graduate students and experience some of the strategies firsthand.

Conference Room 1 TLC
Cathryn Friel, Jenna Kammer, and Jacquelyn Sandone, University of Missouri - Columbia
Marillac Hall, Suite 100
How do classroom discussions promote critical thinking? Attend this workshop to learn how to create HOT (Higher Order Thinking) questions, especially for use with Clickers, but with the benefit of applying the strategy to other assessment techniques (e.g. quizzes and exams). During the session, you’ll work with others to develop HOT questions that may improve critical thinking.

12:00-12:45  Lunch  (Pre-Registration Required)
TLC, Marillac Hall
Lunch will be provided in the corridor outside the Technology and Learning Center for workshop participants. Please follow signs to join colleagues in designated dining areas.
12:50-1:50
Marillac 100
Ed Admin Auditorium

Keynote Address
Make the Flip and Stick the Landing

Joel Davies
Development Executive Higher Education, Apple, Inc.

Welcome: Lawrence Frederick, CIO and Associate Vice Chancellor, UMSL

Join Joel Davies from Apple Education for a conversation about making the move to a flipped classroom. We’ll explore the rationale, process and payoff from Joel’s teaching experience in his courses, including tips and tricks on how to effectively and efficiently make the flip and stick the landing.

2:00-4:00
Concurrent Workshop II (Pre-Registration Required)

Jack Taylor
Technical Lab, TLC
Marillac Hall, Suite 100

Technology Exists! Now What? How to design assignments that integrate technology
Annette Van, Cynthia Dudenhoffer, and Jeremy Reed, Central Methodist University

Refresh your pedagogical approach to meet the needs of today’s learner! We’ll guide participants through incorporating technology into assignment design toward the goal that every participant leaves with a redesigned activity that uses technology to achieve learning objectives. Expect a fun mix of presentation, discussion, group work, and hands-on! We encourage participants to bring assignments of their own to revamp as well as an Internet-ready device.

Sigma-Aldrich Science Education Lab, TLC, Marillac Hall, Suite 100

Shed Some Light on the Future: Building a Sustainable Mobile Policy in a BYOD (Bring Your Own Device) Era
Panel: Amy Peach (Fontbonne University), Chris Tobnick (Goldfarb School of Nursing at Barnes-Jewish College), and Linda Hubble (St. Louis Community College - Meramec)

As more and more students and faculty members bring their own devices to college and university campuses, instructional designers, librarians, faculty, and IT professionals will be responsible for defining responsive, yet clear policies for their respective learning communities. Join this session to share your views on e-texts, apps in the classroom, and security or budget concerns and come away with a broader institutional network and understanding of BYOD (Bring Your Own Device) issues and an emerging action plan for how to best invest in your institution’s future!

Boeing Room TLC, Marillac Hall, Suite 100

Using Google and Prezi Sites to Extend Learning and Collaborating Beyond the Classroom
Karl Kindt, Ill, Webster University

Each person will create a collaborative never-ending course website that will incorporate audio, video, and links to relevant websites and images. Free web creation tools and free audio editing software will be used. A disk of free collaborative software will be provided. This is very much a hands-on workshop at the end of which you will have created a collaborative/media rich interactive website for any course you may be teaching and a website that will enable you to continue interacting with students even after they graduate from your institution.

Monsanto Education Bio-Lab TLC, Marillac Hall, Suite 100

Addressing Civility in College Classrooms
Peggy Cohen, UMSL

Consumer attitudes about academic success can overpower respectful attitudes towards learning, professors, and peers. Effective alternatives are demonstrated in this workshop which is designed to help colleagues across the disciplines consider how to promote, assess, and maintain professional and civil behaviors in their courses.

Conference Room 1 TLC, Marillac Hall, Suite 100

Orchestrating Multiple Intelligences in Beginning-Level Language Classes
Elena Allen, Forsyth Technical Community College

Key components of Multiple Intelligences (MI) will be clarified and applied to encourage foreign language instructors to reconsider their own practices through the spectrum of human differences. Participants will apply MI concepts to their own instructional design.
Focus on Teaching and Technology Conference

Friday November 2, 2012

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

7:30-8:30 Registration and Breakfast
JCP Lobby
Join us for coffee and a continental breakfast.

7:30-12:30 Vendors’ Exhibit
JCP Lobby
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 92 SMART Notebook 11: Creating Powerful Presentations for SMARTBoards
Leslie Lincoln, Schiller’s Audio-Visual, SMART Certified Education Consultant
Learn what’s new with Notebook 11 plus see more advanced tips and tricks to help create powerful presentations directly from SMART Notebook.

JCP 93 Building an Engaging Classroom with Interactive Technologies: Face-to-Face, Blended, Online, Anytime
Irina Ivliyeva and Nathan Weaver, Missouri University of Science & Technology
This session will examine two interactive classroom technologies (Tegrity Lecture Capture, Videoconferencing) for synchronous and asynchronous delivery in FTF, blended and online learning environments. Presenters will discuss the advantages and the risks of including interactive technologies into coursework and offer an array of exciting strategies that foster faculty-student engagement and enrich students’ learning experiences.

JCP 202 iTeach: 5 Ways to Immediately Add Technology to Your Teaching
Annie Wagganer, St. Louis Community College-Florissant Valley
Bring your iPhone and iPad (or other mobile device) to this interactive and practical session. We will focus on simple ways to use technology for the educator looking to quickly energize the classroom. Strategies to include: collaborative note-taking, producing in-class videos, participatory “fact-checking” lectures, and simple applications for using music and social media during regularly scheduled class time. Texting will be encouraged! No smart device? Come anyway and learn how to use what your students already have!

JCP 204 Creating “Collaboratories”: Enhancing Teaching, Learning, and Reference with Blackboard Collaborate
Matthew Schmitz, Southern Illinois University at Edwardsville and Lindsay Schmitz, UMSL
Instructors can utilize Blackboard Collaborate to interact with their students in a live environment or offer recorded lectures. Librarians can also use Bb Collaborate to provide online reference assistance or recorded tutorials. During this session, the presenters – an instructional designer and a librarian – will demonstrate how Bb Collaborate can be used to support teaching, learning, and research.
JCP 402  Uniquely Universal
Julie Phelps and Barbara Wilkins, Missouri University of Science & Technology
Designing courses to meet student needs can be an unpredictable, timely, and expensive process. Learn unique ways to apply principles of Universal Design for Learning to meet a variety of student needs, learning styles, and online readiness among an increasingly diverse student population. Don’t wait until you have to modify your course to accommodate a student disability. Many design techniques may be put in place in advance and will benefit more than just the students who need disability support services. This session provides tips on free and inexpensive resources for closed-captioning video, web design, online resources, tech tips, and more. The presenters and participants will share their experiences and ideas for course redesign using Universal Design for Learning principles.

JCP 403  Using Technology to Boost Academic Support
Lisa Brennan, McKendree University
Educators are expressing a growing concern about students being ill-prepared for the rigors of college coursework, but few academic support programs keep pace to assist at-risk students. This session provides: resources for instructors and support staff to build supplementary learning tools into existing courses or tutoring programs; an overview of one of the largest shifts in higher education history; insight into why technology can assist even the hesitant student; and an opportunity to meaningfully dialogue about how we and our institutions can and should work to provide all students with equal access to degree completion.

JCP 404  Effectiveness of the LEAD Program for General Chemistry at Missouri S&T
Travis McDowell, Missouri University of Science and Technology
The LEAD (Learning Enhancement Across Disciplines) program at Missouri S&T is a model utilized for peer-learning in many courses. Over the last decade changes have been made to correspond to curricular transitions. Now, the LEAD program is synchronized with blended course design in general chemistry. The presenter explains the evolution of these changes in LEAD centers for peer learning.
9:30-10:20  Concurrent Session II (choose one)

**JCP 92**
Panel Discussion:
Effective Teaching: Tips from Award Winning Faculty - Part I
Peggy Cohen, University of Missouri - St. Louis
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.
Danielle MacCartney, Webster University
Mark Reinking, Saint Louis University
Jean Sampson, McKendree University
Johannes Wich-Schwartz, Maryville University

**JCP 202**
Making Sense of MOOCs (Massive Open Online Courses)
Sarah Day, Southwestern Illinois College
This session will introduce the world of MOOCs as a tool for student learning and professional development. Hear from personal experience how a MOOC creates online and face-to-face collaborative communication. Learn how to find a MOOC and tips for success in MOOC participation.

**JCP 203**
Flipping Learning Technology Support: Preparing Faculty in the 24/7 World
Kim Scharringhausen, Saint Louis University
Have you ever thrown a face-to-face faculty training session, and then no one came? Learn how Saint Louis University plans to flip its Blackboard 9.1 training into 24/7 access.

**JCP 204**
Food for Thought: Collaborative Course Design and Social Media in the Writing Classroom
Jenny Agnew and Michaella Thornton, Saint Louis University
A technology-rich classroom alone does not necessarily make for innovative, high-impact teaching and learning. Find out what does by joining an Innovative Teaching Fellow and professor and instructional designer as they discuss transferable lessons from the Reinert Center for Transformative Teaching and Learning’s experimental space, the Learning Studio, about collaborative course design, theme-based composition (a writing course situated in food, culture, and class), and how to best incorporate learning technologies like social media and blogging into the writing process.

**JCP 402**
Blending an Upper Level History Course, Successes and Failures
Jeff Schramm, Missouri University of Science and Technology
This presentation shows the evolution of an upper-level history course as it transitioned to a blended format in the fall of 2011. This session examines the approach, techniques, course transitions and the results of his initial effort including data from student assignments. Lessons learned and future directions are discussed.

**JCP 403**
Engaging Students with Blackboard Instant Messenger and Individualized Exams
Jeff Thomas, Missouri University of Science and Technology and Robert Keel, UMSL
Learn how to engage and assess your students with two useful Blackboard tools—Blackboard’s new Question Set feature offering a more efficient way to deliver individualized exams, and Blackboard Instant Messenger (BB-IM) for advising, online collaboration, and tutoring.

**JCP 404**
Strategies to Overcome Student Perceptions of Challenges in Online Courses
Sarah Smith-Frigerio and Shelly Rodgers, University of Missouri - Columbia
This presentation identifies four areas where students perceive challenges in online education and outlines the steps instructors can take to overcome these challenges.

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

JCP 65 Educate with Collaborate: A Hands-On Workshop
Tom Roedel, Jennifer Simms, and Paul Wilmarth, University of Missouri - St. Louis
There have never been more options for delivering content than there are today. The classroom is everywhere, and Blackboard Collaborate helps you keep up. Blackboard Collaborate gives you the flexibility of anytime, anywhere instruction and the ability to connect with your students synchronously or asynchronously. Seating is limited for this workshop. First 20 participants to arrive are guaranteed a seat.

JCP 92 Technology Options: Creating A Course To Satisfy the Millennials
Robyn Otty, Maryville University
This session illustrates how technology can create a course structure for the Millennial generation without sacrificing instructor expectations. The presenter will demonstrate practical technology tools within a face-to-face classroom context.

JCP 93 Partnering to Link Teachers, K-12 Students and Community Partners with ‘edweb’ Tools
Virginia Navarro and Gwendolyn Turner, University of Missouri - St. Louis
A user-friendly social media tool called EDWEB builds connections among university students, K-12 students, and local parents and community partners to support new ways to build bridges among stakeholders in education, including personalizing information support resources, collaboratively developing products, and preparing educators with strategies to reach beyond classroom walls. EDWEB fosters professional development and reflective dialogue.

Robert Cole, Saint Louis University
Explore how findings of a Delphi study inform the use of social learning technologies in Pre K-12 teaching and learning. After a brief overview there will be a question and discussion session related to teacher and student readiness and preparedness to use such tools and applications in the elementary and secondary classroom.

JCP 202 PANEL: iPad Innovators
Keeta Holmes, Moderator, University of Missouri - St. Louis
Three 2012 UMSL ITS Innovation Award Winners discuss how each uses the iPad in the classroom to support teaching, student collaboration, and more.
- Alicia Beatty, UMSL Chemistry and Biochemistry
- Teresa Thiel, UMSL Biology
- Qiang Dotzel, UMSL Mathematics and Computer Science

JCP 402 Leveraging the Technology Toolbox: Engaging Students Through Personalization and Belonging
Tami Eggleston, McKendree University
Discover how online strategies can create personalization and belonging including best practices using discussion boards, blogs, wikis, journals, video and audio resources. Explore examples from real classes using these tools and leave with a plan and an easy to follow handout that can be used as early as this term.

JCP 403 Exploring Student-to-Student Interaction in Online Courses
Michael Henry, University of Missouri - Kansas City
This presentation addresses how we can effectively facilitate student-to-student interaction in an online environment and provides solutions to problems encountered. Participants are encouraged to explore and discuss these issues, as well as share examples of student-to-student interactions in online courses.

JCP 404 Impact of Hybrid Delivery on Student Success in Subsequent Upper-Division Courses
Mimi Duncan and Kathleen Burns, University of Missouri - St. Louis
Transitioning a large enrollment course to hybrid delivery augmented student knowledge of high tech resources and supported student performance in higher level courses. We will discuss the design process and features of this course that effectively bolstered student success.
JCP 65  Make Your Presentations Pop with Prezi: Hands-on Workshop
Michael Porterfield and Jerol Enoch, University of Missouri - St. Louis
This workshop will give participants a hands-on opportunity to use Prezi. We will work together to create a Prezi presentation from start to finish. Learn to import PowerPoint slides into Prezi to go beyond the linear constraints of PowerPoint for those times you need to drill down into a concept.
Seating is limited for this workshop. First 20 participants to arrive are guaranteed a seat.

JCP 92  Panel Presentations (Each Presentation, 20 minutes)
1) Rebecca Dohrman, Maryville University
   Teaching Entrepreneurship Skills through Strategically Ambiguous Assignments
   Research has shown that increasing an individual’s comfort level with ambiguity can also increase the chances that she/he will become an entrepreneur. I will convey the importance of teaching ambiguity through innovative assignments and will share three activities and student feedback.

2) Richelle Rennegarbe, McKendree University
   Addressing the Emotional Side of Online Learning
   This presentation examines the challenges facing students in an online learning environment. Strategies for improving student success in online learning will be discussed, as well as the role of the instructor in creating an effective online experience.

JCP 93  Persistence Among Graduate Students Enrolled in an Online Course
Peggy Ward-Smith, University of Missouri - Kansas City
Dropout rates for online courses are higher than for courses taught face-to-face. Persistence has been identified as a contributing factor in the ability to complete an online course. This session presents the results of a study which assessed student persistence and correlates these results to the inability of completing the course.

JCP 202  Effective Teaching: Tips from Award Winning Faculty-II
Peggy Cohen, Moderator, University of Missouri - St. Louis
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.
   Edward S. Bennett, University of Missouri-St. Louis
   Suzanna Long, Missouri University of Science and Technology
   Jason Stacy, Southern Illinois University Edwardsville
   Hilary Wilson, St. Louis Community College

JCP 204  A Writing Center in the Virtual World
Carl Hoagland, Bill Klein, and Chris Schott, University of Missouri - St. Louis
UMSL’s Second Life Writing Center, a multi-user virtual environment, allows students and consultants to meet online, talk through voice or text, and work on their writing—all in real-time and from any place in the world. We’ll describe the Center and summarize the research in progress.

JCP 402  Twitter in University Classrooms: Opportunities and Cautions
Dave Knowlton, Southern Illinois University Edwardsville
This session describes the integration of Twitter into the university classroom. Emphasis will be placed on facilitating students’ use of Twitter toward the goal of educational outcomes. Practical advice for integrating media-based communication will be offered.

JCP 403  Enhancing Oral Communication Skills with Technology
Denise Mussman, University of Missouri - St. Louis
This presentation showcases a variety of technologies and assignments, some web-based and some off-line that can help students develop communication and presentation skills. Examples of activities and assignments from ESL classes are shared.
12:30 Lunch
JCP Summit
Remarks: Peggy Cohen, Associate Provost for Professional Development, University of Missouri - St. Louis
Welcome: Glen Cope, Provost, University of Missouri - St. Louis
Attendance prize drawings (must be present to win)

1:15-2:15 Plenary Presentation
JCP Summit
The Top Pedagogical Techniques That Can Improve Student Learning in Any Course
Megan E. Bradley
Developmental Psychologist and Professor, Department of Psychology
Frostburg State University, Frostburg, Maryland

Using Course Redesign as a framework, this talk will review pedagogical techniques and assessment strategies any instructor can use to improve students’ learning potential in any course. Evidence from two redesigns in General Psychology and Developmental Math illustrates how the use of evidence-based techniques improves student learning outcomes.

2:30-4:30 Afternoon Workshop
JCP Summit
Establishing the Right Mindset: Helping Your Students to Train Their Brains
Megan E. Bradley

This workshop reviews the Train Your Brain series created by Bradley to assist students across a variety of courses. The overall goal of the Train Your Brain program is to help students acquire a growth mindset where they approach their education by taking academic risks, asking for help when needed, learning from mistakes, and redoubling their efforts when work is challenging. Each Train Your Brain module is based on current research on student learning and covers such topics as test anxiety, how sleep improves performance, and the importance of practice in learning.

Please complete the conference evaluation form and return it to the registration table.
Focus on Teaching and Technology Conference

Presenter Information

**Jenny Agnew** is an Assistant Professor of English and Assistant Chair of the Core Curriculum and General Studies Program at Saint Louis University’s School for Professional Studies.

**Elena Allen** is a language instructor at Forsyth Technical Community College.

**Alicia Beatty** is an Associate Professor in the Department of Chemistry and Biochemistry at the University of Missouri-St. Louis.

**Natalie Bolton** is an Assistant Professor in the Department of Educational Psychology, Research and Evaluation in the College of Education at the University of Missouri - St. Louis.

**Lisa Brennan** is an English instructor, Assistant Director of the Writing Center, and Coordinator of the First-Generation Student Success Program at McKendree University.

**Kathleen Burns** is Director of the Advanced Credit Program at the University of Missouri - St. Louis.

**Peggy Cohen** is Associate Provost for Professional Development and Director of the Center for Teaching and Learning at the University of Missouri - St. Louis.

**Robert Cole** is an Instructor in the Department of Educational Studies at Saint Louis University.

**Sarah Day** is Assistant Manager of Instructional Technology at Southwestern Illinois College.

**Rebecca Dohrmann** is an Assistant Professor of Communication at Maryville University.

**Qiang Dotzel** is an Assistant Teaching Professor in the Department of Mathematics and Computer Science at the University of Missouri - St. Louis.

**Cynthia Dudenhoffer** is Director of Information Resources and Associate Professor at Central Methodist University.

**Mimi Duncan** is a Lecturer in the College of Business Administration at the University of Missouri - St. Louis.

**Tami Eggleston** is a Professor of Psychology and Associate Dean at McKendree University.

**Jerol Enoch** is the Coordinator of International Programs in the Center for International Studies at the University of Missouri - St. Louis.

**Cathryn Friel** is an Instructional Designer for the College of Arts and Science at the University of Missouri.

**Sandy Gambill** is an Instructional Designer at the Reinert Center for Transformative Teaching and Learning at Saint Louis University.

**Michael Henry** is an eLearning, Multimedia and Instructional Design in the Program for Adult College Education at the University of Missouri-Kansas City.

**Carl Hoagland** is the Emerson Electric Endowed Professor of Technology and Learning in the College of Education at the University of Missouri - St. Louis.

**Keeta Holmes** is an Instructional Designer and Assistant Director in the Center for Teaching and Learning at the University of Missouri - St. Louis.

**Linda Hubble** is Senior Instructional Designer at St. Louis Community College – Meramec.

**Irina Ivliyeva** is Associate Professor of Russian at the Missouri University of Science and Technology.
Presenter Information

Robert (Rocky) Keel is Teaching Professor in the Department of Anthropology, Sociology, and Languages at the University of Missouri - St. Louis.

Karl Kindt, III is Media Technologist for Litigation at the law firm of Lewis Rice and an instructor at Webster University.

Bill Klein is a Teaching Professor in the Department of English at the University of Missouri - St. Louis.

Dave Knowlton is Associate Professor of Instructional Technology at Southern Illinois University at Edwardsville.

Jenna Kammer is an Instructional Designer for the College of Human Environmental Sciences at the University of Missouri - Columbia.

Travis McDowell is a Graduate Teaching Assistant in the Department of Chemistry at the Missouri University of Science and Technology.

Denise Mussman is an Associate Teaching Professor and English as a Second Language Coordinator in the Department of Anthropology, Sociology, and Languages at the University of Missouri - St. Louis.

Virginia Navarro is Associate Professor in the College of Education at the University of Missouri - St. Louis.

Robyn Otty is an Assistant Professor of Occupational Therapy at Maryville University.

Amy Peach is Director of Instructional Technology at Fontbonne University.

Julie Phelps is an Instructional Designer- eLearning Specialist for Educational Technology at Missouri University of Science and Technology.

Michael Porterfield is an Instructional Designer in the Center for Teaching and Learning at the University of Missouri - St. Louis.

Jeremy Reed is Assistant Professor of English at Central Methodist University.

Richelle Rennegarbe is the Division Chair and Associate Professor in Nursing at McKendree University.

Thomas Roedel is a Technical Trainer in the Faculty Resource Center at the University of Missouri-St. Louis.

Shelly Rodgers is an Associate Professor of Strategic Communication at the School of Journalism at the University of Missouri-Columbia.

Jacquelyn Sandone is an Instructional Designer and Spanish instructor at the University of Missouri - Columbia.

Kim Scharringhausen serves as an Instructional Liaison at the Reinert Center for Transformative Teaching and Learning at Saint Louis University.

Lindsay Schmitz is the Government Documents Coordinator and a Reference Librarian at Thomas Jefferson Library at the University of Missouri-St. Louis.

Matthew Schmitz is an Instructional Designer with Information Technology Services at Southern Illinois University Edwardsville.

Chris Schott is Writing Center Coordinator and an instructor in the Department of English at the University of Missouri-St. Louis.

Jeff Schramm is an Associate Professor in the Department of History and Political Science at Missouri University of Science and Technology.

Jennifer Simms is Manager of the Faculty Resource Center at the University of Missouri – St. Louis.

Tiffany Smith is an Instructional Designer in the Faculty Development Center at Webster University.
Focus on Teaching and Technology Conference

Presenter Information

Sarah Smith-Frigerio is Senior Academic Adviser to the online master’s program at the University of Missouri School of Journalism.

Teresa Thiel is Professor of Biology and Associate Dean of the College of Arts and Sciences at the University of Missouri - St. Louis.

Jeff Thomas is an Assistant Teaching Professor in Engineering Mechanics at Missouri University of Science and Technology.

Michaella Thornton is the Assistant Director for Instructional Design at the Reinert Center for Transformative Teaching and Learning at Saint Louis University.

Chris Tobnick is Director of Educational Technology at the Goldfarb School of Nursing at Barnes Jewish College.

Gwen Turner is Associate Professor in the College of Education at the University of Missouri - St. Louis.

Annette Van is Assistant Professor of English at Central Methodist University.

Annie Wagganer is a Sociology instructor at St. Louis Community College.

Peggy Ward-Smith is the Director of the Faculty Center for Excellence in Teaching and an Associate Professor in the School of Nursing at the University of Missouri - Kansas City.

Nathan Weaver is a senior video production specialist with a special emphasis in technology enhancement at the Missouri University of Science and Technology.

Barbara Wilkins is an Instructional Designer and eLearning Specialist for Educational Technology at the Missouri University of Science and Technology.

Paul Wilmarth is a Technical Trainer in the Faculty Resource Center at the University of Missouri - St. Louis.
About Our Keynote Speakers:

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

Joel Davies, MFA
Higher Education Curriculum Development Executive
Apple, Inc.

Joel Davies joined Apple this summer after spending the last 13 years as an Associate Professor of Design and Development at Creighton University. He led three curricular overhauls, all designed to maximize the effectiveness of using technology in the discipline and the classroom. Joel is an Apple Distinguished Educator, Class of 2007.

Friday, November 2: 1:15 - 2:15 and 2:30 - 4:30
JC Penney Summit

Dr. Megan E. Bradley
Developmental Psychologist and Professor
Department of Psychology
Frostburg State University
Frostburg, Maryland

Megan Bradley is professor of psychology at Frostburg State University (FSU). Megan chaired FSU’s General Psychology redesign team as part of the Maryland Course Redesign Initiative, a collaborative effort between the University System of Maryland (USM) and NCAT. She is now coordinating the redesign of FSU’s developmental math program. Her educational research interests include the use of instructional technology to improve student-learning outcomes and the effects of online discussion questions on student participation. Her academic research focuses on social and cognitive development for which Megan received a grant from the National Science Foundation to study the development of children’s deception. Honors and awards include the USM Regent’s Award in Teaching in 2010 and FSU’s Academic Achievement Award in Professional Development in 2009. Megan is also a USM Course Redesign Fellow. Megan received her Ph.D. from University of Maryland, Baltimore County in applied developmental psychology and a Master’s in clinical psychology from Marshall University.
Focus on Teaching and Technology Conference Sponsors & Supporters

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.

2012 Sponsors and Supporters

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2012 Planning Committee
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