Conference Program

Hosted on University of Missouri-St. Louis campus

Download the Bonfyre app on your mobile device and scan the QR code below to join!
Thursday Workshops convene in the Technology and Learning Center (TLC) in Marillac Hall on South Campus.

8:30-9:30  Registration, Workshop Check-In
Marillac Hall Lobby
Coffee and Morning Refreshments in the TLC, Marillac 100

9:30-11:30  Concurrent Workshop I  (Workshop Pre-Registration Required)

Jack Taylor
Technical Lab, TLC
Marillac Hall, Suite 100
Advanced Google: Exploring New Uses for Instruction
Dylan Herx, University of Missouri - St. Louis
Google is great: it’s free; it provides lots of free tools; it’s committed to education. Explore some lesser known tools within the Google ecosystem. We’ll take a look at deeper search abilities for academia, using Google Drive for assignments and feedback, dialing up Google Voice for an easy way to maintain contact with your students, and there may be time for Blogger or Google Keep. Note: This is a hands-on session. Activate a Google account in advance to participate fully.

Sigma-Aldrich Science Education Lab, TLC,
Marillac Hall, Suite 100
Teaching with Video: GoAnimate
Sarah Cress-Ackermann, University of Missouri - St. Louis
GoAnimate is an exciting video production tool that can be used in any curricula. Gain hands-on experience creating a video that can be used right away.

Boeing Room TLC,
Marillac Hall, Suite 100
Seeing Data Differently through Infographics: Creative Assessments to Develop Critical Thinking Skills
Keeta Holmes, University of Missouri - St. Louis
Free Infographics tools can provide engaging outlets for students to communicate and present large amounts of material in easy, visually pleasing ways. Blending text, illustrations, charts, videos, maps, and/or diagrams, students and teachers can create simple, sharable, interactive files full of rich media. Begin by exploring examples before using tools to create materials that can be used to assess how students connect content and data. These student-driven creative assessments can provide a flexible learning path for students to develop those important critical thinking skills.

Monsanto Education Bio-Lab TLC,
Marillac Hall, Suite 100
Evaluation of Candidate Performance via Student Learning Outcomes
Donald Gouwens & Michael Bahr, University of Missouri - St. Louis
The ever increasing emphasis upon accountability in education demands that teacher educators provide evidence of student learning. This presentation provides an overview of a problem-solving model, identifies common general outcome measures for student learning and behavior, and reviews methods to evaluate these outcomes. Special attention is devoted to data-based decision making and how to use outcome data to assess candidate performance, course objectives, and program goals.

11:30-12:15  Lunch  (Workshop Pre-Registration Required)
TLC, Marillac Hall
Lunch will be provided in the corridor outside the Technology and Learning Center. Please follow signs to join colleagues in designated dining areas.
Keynote Address
Humanizing Learning with Emerging Technologies

Michelle Pacansky-Brock, Author and Innovative Educator
(All are welcome)

Remarks: Carl Hoagland, Emerson Electric Endowed Professor of Technology and Learning and Peggy Cohen, Associate Provost, UMSL

Educators in today’s digital society may be reluctant to turn to technology to increase our connections with students or to make learning more relevant. But this strategy can be the pathway to increasing class community, fueling student engagement, and empowering lifelong learners. Join Michelle for an inspiring glimpse into the world of humanized teaching and learning with emerging technologies as she shares tips, strategies, and student feedback from her own classes.

Concurrent Workshop II (Workshop Pre-Registration Required)

Jack Taylor
Technical Lab, TLC
Marillac Hall, Suite 100

Enhancing Student Engagement with Sound Wiki Pedagogy
Kwame Awuah-Offei and John Hogan, Missouri University of Science & Technology
Explore best practices for incorporating wikis into course design and share case studies of Missouri S&T professors who use wikis successfully to improve student learning outcomes.

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

New Media in Education
Rebecca Hodges, Washington University in St. Louis
This interactive workshop guides participants to incorporate new media into professional development, research, and classroom teaching. Through a focus on inspirational examples, hands-on skill-building practice, and small-group creative scenarios, we will explore uses for digital social media (Skype, Facebook, Twitter, YouTube, LinkedIn, Instagram) and digital academic tools (MOOCs, e-Books, Google Scholar, online databases and library collections) to exponentially increase 21st century skill-building.

Boeing Room TLC,
Marillac Hall, Suite 100

Learning and Teaching with an iPad
Carl Hoagland, Michael Butler, and Margaret Scordias, University of Missouri - St. Louis
In this hands-on iPad session, participants consider strategies for effectively integrating content into the classroom. The session includes Web 2.0 based apps that support interactive, constructivist, and community focused learning. Apps include Popplet, Educ reations, Notability, and Evernote. BYOI: Bring Your Own iPad!

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

Tips and Strategies for Flipping Your Classroom with VoiceThread
Michelle Pacansky-Brock, Author and Innovative Educator
Flip your classroom with Voicethread by delivering content with voice, visuals, and video…and inviting students to participate in engaging assessment activities. With passive listening taking place outside of class, students become active participants and engage in discussion, debate, and critique to foster higher order thinking skills. Learn advanced VoiceThread skills to transform students from information consumers to content creators and create VoiceThread activities that allow students to contribute their own slides. Create separate VT identities to manage feedback in clever ways. Prerequisite: Workshop participants should know how to create and share a Voicethread with others (public, selected individuals, or groups). Limited to 20 Participants.

Reception, Sponsored by Cerego
Relax. Feed your brain with good food, an open bar, and great conversation.
(All are welcome)
Remarks: Glen Cope, Provost and Peggy Cohen, Associate Provost, UMSL
Meet Andrew Smith Lewis, Founder and Executive Chairman of Cerego, an adaptive learning platform that aims to give students and lifelong learners the ability to learn faster, remember longer and manage their memory for a lifetime. Learn the science behind this system and why the Gates Foundation believes Cerego’s partnership with educational institutions will transform teaching and learning.
Focus on Teaching and Technology Conference

Friday October 25, 2013

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

7:30-8:30 Registration
JCP Lobby
Stop by the registration desk for your conference materials and a warm cup of coffee.

7:30-8:20 Breakfast and Sponsored Presentation
JCP Summit
Cengage Learning: Our Commitment to Supporting Faculty and Students
LaMar Hester, Cengage Learning
Start your day with a good breakfast, sponsored by Cengage Learning, and explore Cengage’s approach to serving today’s faculty and students by assessing needs and providing solutions to enhance the learning experience.
JCP 204  **Online Learning – Try It! You Might Like It!**  
Linda Hubble, Dennis White, and Lisa Stepanovic, St. Louis Community College  
Enrolling in online courses and programs may expand learning opportunities, but how will students know whether online learning is a good fit for them? St. Louis Community College recently piloted a student success course, Smart Start, which includes an LMS (Blackboard) orientation module and an online learning week to provide students with a low-stakes opportunity to “be an online student.” This session provides an overview of the learning experience, demonstrates components of the activities, and shares feedback collected from students and instructors.

JCP 402  **Really? Have You Flipped?**  
Rick Bonsall, McKendree University  
Is the flipped classroom a fad or an innovation? It is technology driven, but what about it is fact or fiction? Are there pros and cons? What about do’s and don’ts? Come share in this robust and possibly cantankerous debate with the goal of exposing truths about the flipped classroom.

JCP 403  **Concept Maps: Using Bubbl.us to Assess Student Understanding in Introductory Courses**  
Krista Hyde and Janet Roberts, Maryville University  
Concept mapping is a powerful tool to gauge, assess, and enhance students’ knowledge of subject matter. Learn how online tools for concept mapping were used in an introductory course to create professional, clear maps and, in so doing, engage all styles of learning.

JCP 404  **Contemporary Mathematics: Modern Math Makeover**  
Qiang Dotzel, University of Missouri - St. Louis and Andrew Smith Lewis, Cerego  
Contemporary Mathematics was redesigned to integrate new and effective learning tools to engage students. Cerego, an adaptive learning tool, and iPad app technologies transformed Contemporary Mathematics to increase relevance and meaningfulness and enhance student learning outcomes.
9:30-10:20  Concurrent Session II (choose one)

**JCP 92**
Using Group Work and Blackboard to Improve Analytical and Discussion Skills  
Bryn Lutes and Mitchell Kundel, Washington University in St. Louis  
*This session examines how one redesigned course adapted a discussion-based peer-leader training format into an active-learning classroom resulting in increased student participation and improved analytical skills. Strategies are offered for combining technology, group work, and discussion to increase the quality of student participation and foster improved learning through in-class peer interactions.*

**JCP 93**
Case Studies in Assessing and Improving Online and Hybrid Courses  
Jennifer Miller and Laura Wolff, Southern Illinois University Edwardsville  
*This session illustrates how to leverage online technologies to achieve learning goals in two courses: German History and Macroeconomics. Lessons learned and plans for future improvements in blended and fully online environments are generalizable to other disciplines.*

**JCP 202**
PANEL: Redefining Vigor in the Online Course  
Peggy Cohen, Moderator, University of Missouri - St. Louis  
*Experienced faculty share their experiences designing online courses that challenge students, maintain academic rigor, and support student learning in meaningful ways. Panelists illustrate and discuss the challenges and lessons learned in maintaining rigor without compromising quality.*

- Bruce C. Hamper, Assistant Teaching Professor, Chemistry and Biochemistry, UMSL  
- Jenny Shrensker, Assistant Teaching Professor, Math and Computer Science, UMSL  
- Andrew Hurley, Professor, History, UMSL  
- Beth Huebner, Associate Professor, Criminology and Criminal Justice, UMSL

**JCP 204**
Flipped Library Instruction  
Rob Hallis, University of Central Missouri  
*Library instruction frequently digresses to a fast-talking sales pitch to choose library materials over ‘Googling.’ By putting lecture and interactive materials online, instructors of any discipline gain time to work strategically with individual students on research. Learn more about the tools that move lectures online, techniques for organizing online materials, and technologies to promote student interaction.*

**JCP 402**
Lost in the Technology Forest? Use the Teaching Decision Tree  
Tami Eggleston, McKendree University  
*It’s easy to feel overwhelmed by the plethora of websites, CMS technology tools, and apps available for instruction. In this engaging, fast-paced, high-energy discussion, faculty begin to use a decision tree to select the best tools and organize teaching and technology resources.*

**JCP 403**
Clicking With Your Students: iClicker’s Approach to Engaging Students  
Steve Foster, Senior Regional Consultant at iClicker  
*Join the conversation to enhance the classroom experience by creating dynamic activities using the iClicker Student Response System. See how easy it is to implement a new strategy to assess students’ understanding, capture attention and engage students effectively using iClickers.*

**JCP 404**
Technology and Writing: Bridging the Research and Writing Divide  
Donna Church, University of Missouri - St. Louis and Webster University  
*How students conduct research may shape their retrieval, perception, and presentation of content. Learn and discuss ways to improve student search strategies to expand resources, develop critical thinking, and improve writing skills.*

10:20  Mid-Morning Break  
Meet with vendors while enjoying a refreshment break. Ask each vendor to stamp your FTTC exhibit card. Then, submit the completed card so that you are eligible for the 12:30 drawing for door prizes. You must be present to win.
10:40-11:30 Concurrent Session III (choose one)

JCP 92  Instant Assessment: How Real-time and Automated Quizzing Improve Learning
Susan Waller and Greg Geisler, University of Missouri - St. Louis
Engage that back row of students! Check student comprehension of reading assignments, lectures, problem sets and other course content using easy and timely iClicker and iPad quizzing technologies. Examples offered from large enrollment courses in Art History and Accounting.

JCP 93  Using Journals to Enhance Reflective Learning in an Online Practicum
Richelle Rennegarbe, McKendree University
Journals can shape how students reflect on field-based experiences by stimulating insights about how to apply knowledge and how their careers are developing. This session shows how future nursing leaders’ reflections were enhanced by the journals they maintained during an online nursing practicum.

JCP 202  Effective Teaching: Tips from Award Winning Faculty
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.
Stephanie E. Afful, Fontbonne University
Michael W. Bahr, University of Missouri - St. Louis
Catherine S. Bear, Maryville University
Ronald Frank, Missouri University of Science and Technology
Kay Gaehle, Southern Illinois University Edwardsville
Donna Werner, St. Louis Community College
Peter Will, McKendree University

JCP 204  An Approach to Flipping the Classroom in Chemistry
Michael Lewis, Saint Louis University
Recent changes in Principles of Chemistry II resulted in active learning tailored to students’ needs using adaptive learning technologies. The instructional design changes include moving to a flipped classroom by adopting technology products Tegrity and LearnSmart. Students’ perceptions and performance pre- and post-redesign are addressed.

JCP 402  The MOOC: Educational Fad or Long-term Solution?
Michael Henry, University of Missouri - Kansas City
What are MOOCs? How could they alter the future course of education? Explore the current landscape of MOOC development and implementation including learning path and progress, social learning and communities, mentor search and connections. What are the implications for academic institutions? How can a business model be developed to promote learning, access and collaboration with brick and mortar institutions? Join this lively discussion of issues related to MOOCs.

JCP 403  Designing Active Learning Spaces
Ken Brown, Regional Education Leader, Steelcase, Inc.
Steelcase’s installations are designed to support active learning and multiple modes of teaching and learning. This presentation details the theory, research processes, and testing methodologies that result in Steelcase’s dynamic classroom and learning space innovations.

JCP 404  Assisting Teaching with GTAs, Assisting Learning with ULAs
Klaus Woelk, Missouri University of Science and Technology
The traditional concept of employing Graduate Teaching Assistants (GTAs) for teaching lab or recitation sections is compared with the use of Undergraduate Learning Assistants (ULAs) for collaborative and peer-led education. With a focus on active learning and critical thinking, ULAs help to develop social, cooperative, yet challenging environments. Creating such environments depends on ULAs receiving appropriate training to help their peers learn how to learn.
Focus on Teaching and Technology Conference

11:30  Lunch  
JCP Summit
Remarks: Tom George, Chancellor and Peggy Cohen, Associate Provost, UMSL
Attendance prize drawings (12:30 in JCP Summit)
Be sure to submit your completed FTTC Vendor Exhibit Card and be present to be eligible for drawing.

Special Interest “Lunch and Learn” Sessions, 11:30 - 12:30:

Lunch and Learn with Apple (Hawthorn Room)
Presenters: Josie Lolli, Account Executive, and Vin Capone, National Development Executive
Bring your plate to the Hawthorn Room to learn how faculty and students in university programs and schools are using mobile devices and digital content to create, collaborate, innovate and communicate. Hear how Apple products can advance the academic experience and enable faculty to prepare students for exciting careers.

Lunch and Learn with Cerego (JCP 202)
Presenter: Andrew Smith Lewis, Founder and Executive Chairman, Cerego
Optimize your brain with a lively lunchtime discussion about what Cerego’s platform offers students struggling to remember key concepts, terms, facts and other foundational knowledge.

12:45-2:00  Jubilee Celebration of Teaching, Learning and Technology:
JCP Auditorium
The Future Isn’t What It Used To Be: How Educational Technology Is Transforming the Future of Teaching and Learning
Amy Collier
Director of Digital Learning Initiatives
Stanford University
Discussions of the future of higher education have taken a hyperbolic turn. We are either in the midst of the “end of education” or the “dawn of a new education era,” and digital learning is positioned as the driving force for either fate. But instead of “saving” or “destroying” education, what if educational technology could transform education to amplify what works best for teachers and learners? Stanford University’s Amy Collier will propose this future in her plenary talk. Attend this presentation to uncover emerging models of digital learning, new research on teaching and learning, and evolving university support structures that are catalyzing this transformation.

2:15-4:05  Afternoon Keynote Workshop
JCP 202
What’s Next? Five Transformational Digital Learning Approaches You Can Use in Your Courses
Amy Collier
Director of Digital Learning Initiatives
Stanford University
Following her plenary on transforming the future of teaching and learning, Amy Collier leads a call-to-action for educators and educational support staff. In this workshop, attendees will explore five digital learning strategies to transform their own classes. Amy will offer multiple entry points for each model so that educators at various levels of experience with educational technologies will find tactics that work for them.

Join Dr. Collier’s Afternoon Workshop or attend the afternoon concurrent sessions that begin at 2:15 and 3:15.
Concurrent Session IV (choose one)

JCP 92 Lessons From Three Years of Hybrid Instruction in a Technical Discipline
Alexey Yamilov, Missouri University of Science and Technology

Just like there is no one-size-fits-all approach in a traditional classroom setting, the same applies to hybrid delivery. This session describes how to adapt course content and assessment strategies for conventional and online formats with strategic technology choices. Different approaches were used in three courses taught multiple times over the last three years.

JCP 93 Redesign of Beginning and Intermediate Algebra Using ALEKS: Lessons Learned
Cheryl McAllister and Laurie Overmann, Southeast Missouri State University and McGraw-Hill

Increasing numbers of students with insufficient algebra skills prompted a redesign effort using technology, ALEKS software, and face-to-face tutoring to provide students with individualized learning experiences. Data on student success, time on task, and completion rates guided continuous improvement efforts over the years as SEMO developed a basic arithmetic course, enforced an attendance policy, created modules to provide course structure, and assessed students’ organizational and communication skills in mathematics. Student support services provided assistance and feedback during the redesign. Consider what worked, what didn’t, and the modifications underway to sustain these teaching and learning improvements.

JCP 202 Keynoter Workshop: What’s Next? Five Transformational Digital Learning Approaches You Can Use in Your Courses
Amy Collier, Stanford University

Following her plenary on transforming the future of teaching and learning, Amy Collier leads a call-to-action for educators and educational support staff. In this session, attendees explore five digital learning strategies they may use to transform their own classes. Amy offers multiple entry points for each model so that educators at various levels of experience with educational technologies may find tactics that work for them.

JCP 204 Digital Media Production in the University ESL Classroom
Jillian Baldwin-Kim, Saint Louis University and Jerol Enoch, University of Missouri - St. Louis

This presentation highlights the use of digital media production in the university-level English as a Second Language classroom through the use of iMovie and Aurasma, an augmented reality tool. Strategies for curricular integration, media production instruction, and platform-specific applications are offered with instructor testimonials and student-produced examples.

JCP 402 Is Your Usage of Social Media in the Classroom FERPA Compliant?
Perry Drake, University of Missouri - St. Louis

How does information security and student confidentiality manifest in today’s seemingly transparent world? There are many communication vehicles to convey thoughts, feelings and ideas including Facebook, Twitter, Tumblr, Instagram, Wordpress and now, Vine. Consider using these social media and digital strategies effectively in the classroom to engage and motivate students for success while meeting concerns about information security. Ask and share questions, thoughts and concerns.

JCP 403 Throw Out Your Clicker, Put On Your Top Hat
Erica Goldenberg, Top Hat

By utilizing cell phones, and web-enabled devices, Top Hat engages students in the classroom in clever ways. Begin with an introduction to Top Hat and an overview of the system, then see it in practice in a large-enrollment Introduction to Psychology course where real-time feedback is solicited from students during lectures.
3:15-4:05  Concurrent Session V (choose one)

**JCP 65  Web Tools for Reading in the Digital Age**
Christine Padberg, St. Louis Community College

The amount of reading, studying, and learning that college students do online is increasing exponentially, but strategies that work well for paper-based reading may be ineffective in digital environments. How do we support our students to be successful 21st century readers and learners? This hands-on workshop discusses differences between paper-based and online reading and presents a collection of free web tools that can enhance and support our students in their online reading tasks. Limited to first 20 participants.

**JCP 92  Video Voodoo: Tips and Tricks for Transforming Classes**
Barbara Wilkins, Missouri University of Science and Technology

Many faculty rely on video tools to convey nuggets of information as they transform their courses. By offering examples from how S&T’s STEM courses were enriched with videos, this session explores how to choose among the various video options available: fast and easy, formal or informal, free or pricey.

**JCP 93  Value, Benefits, Issues Embedded in the Blended Version of Course Delivery**
Larry Monteilh, Fontbonne University

A successful transition to blended learning involves rethinking business-as-usual. Blended learning involves strategically adjusting the syllabus, assignments, and classwork to maintain course and program integrity while focusing on what works in an online environment. This session uses business courses to illustrate the transition and offers an effective strategy that can be used across curricular areas.

**JCP 402  Working from Chrome: The Essential Classroom Toolbox for Google Chromebook**
Basir Rodney and Tamara Rodney, Webster University

Web applications are the tools of the digital classroom. Knowing which to use can mark the difference between seamless integration or ineffective use as campuses rely on students to bring their personal mobile devices and expect them to be accomplished technology users. As institutions, including Webster, invest in cloud services, faculty are finding powerful applications in Google and Chrome that enliven students’ computing experiences in and outside of the digital-age classroom.

4:15-4:30  Closing

JCP Summit

Final remarks and our Grand Prize Drawing

Be sure to submit your completed conference evaluation form at the designated table to be eligible for the drawing. Must be present to win.

Please complete the conference evaluation form and return it by 4:15 to be eligible for the Grand Prize Drawings in the Summit.
About Our Keynote Speakers:

Thursday, October 24
UMSL South Campus

Michelle Pacansky-Brock
Author and Innovative Educator

Michelle Pacansky-Brock is a noted educator and online faculty development specialist with a passion for using emerging technologies to make learning more relevant and accessible for all learners. Michelle has received two Sloan-C awards for her online teaching effectiveness and is the author of Best Practices for Teaching with Emerging Technologies and the eBook, How to Humanize Your Online Class with VoiceThread. She is also Conference Chair-Elect of the Sloan-C International Symposium for Emerging Technologies for Online Learning. Connect and learn with Michelle at http://teaching-withoutwalls.com or on Twitter @brocansky.

Friday, October 25
UMSL North Campus

Amy Collier
Director of Digital Learning Initiatives
Office of the Vice Provost for Online Learning
Stanford University

Dr. Amy Collier oversees online and blended course design and teaching initiatives and conducts research to inform effective practices across the University. Amy is a strong advocate and resource for evidence-based instructional improvement, strategy, and planning. Before coming to Stanford, she directed the Center for Excellence in Teaching and Learning at Texas Wesleyan University where her team implemented nationally-recognized faculty development programs for online learning and learning space redesign. Through her graduate studies in social sciences and nearly 10 years working in faculty development, Amy has been an advocate for learners and teachers across a variety of educational institutions, from community-based service organizations to large public broad-access universities.

Save the Date for FTTC 2014
November 13-14, 2014
at the University of Missouri - St. Louis
Focus on Teaching and Technology Conference

FTTC 2013 Presenters

Stephanie E. Afful, Fontbonne University
Kwame Awuah-Offei, Missouri University of Science and Technology
Michael W. Bahr, University of Missouri - St. Louis
Jillian Baldwin-Kim, Saint Louis University
Steve Ball, University of Missouri
Catherine S. Bear, Maryville University
Rick Bonsall, McKendree University
Ken Brown, Steelcase, Inc.
Michael Butler, University of Missouri - St. Louis
Martha Caeiro, University of Missouri - St. Louis
Vin Capone, Apple
Donna Church, Webster University and University of Missouri - St. Louis
Peggy Cohen, University of Missouri - St. Louis
Amy Collier, Stanford University
Sarah Cress-Ackermann, University of Missouri - St. Louis
Qiag Dotzel, University of Missouri - St. Louis
Perry Drake, University of Missouri - St. Louis
Tami Eggleston, McKendree University
Jerol Enoch, University of Missouri - St. Louis
Ronald Frank, Missouri University of Science and Technology
Kay Gaehle, Southern Illinois University Edwardsville
Greg Geisler, University of Missouri - St. Louis
Erica Goldenberg, Top Hat
Donald Gouwens, University of Missouri - St. Louis
Rob Hallis, University of Central Missouri
Bruce C. Hamper, University of Missouri - St. Louis
Michael Henry, University of Missouri - Kansas City
Dylan Herx, University of Missouri - St. Louis
LaMar Hester, Cengage Learning
Carl Hoagland, University of Missouri - St. Louis
Rebecca Hodges, Washington University in St. Louis and University of Missouri - St. Louis
John Hogan, Missouri University of Science and Technology
Keeta Holmes, University of Missouri - St. Louis
Linda Hubble, St. Louis Community College
Beth Huebner, University of Missouri - St. Louis
Andrew Hurley, University of Missouri - St. Louis
Krista Hyde, Maryville University and Saint Louis University
Mitchell Kundell, Washington University in St. Louis
Andrew Smith Lewis, Cerego
Michael Lewis, Saint Louis University
Josie Lolli, Apple
Bryn Lutes, Washington University in St. Louis
FTTC 2013 Presenters

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Jennifer Miller, Southern Illinois University Edwardsville
Larry Monteilh, Fontbonne University
Shawn Nordell, Saint Louis University
Laurie Overmann, Southeast Missouri State University
Michelle Pacansky-Brock, Mt. San Jacinto College
Christine Padberg, St. Louis Community College
Richelle Rennegarbe, McKendree University
Janet Roberts, Maryville University
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Tamara Rodney, Webster University
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Jenny Shrensker, University of Missouri - St. Louis
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Lisa Stepanovic, St. Louis Community College
Christina Usher, University of Missouri - St. Louis
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Peter Will, McKendree University
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Laura Wolff, Southern Illinois University Edwardsville
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### Save the Date for FTTC 2014
November 13-14, 2014
at the University of Missouri - St. Louis

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

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