14th Annual

FOCUS
on
TEACHING & TECHNOLOGY

a St. Louis regional conference

Conference Program
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<th>Time</th>
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<td>9:30-11:30</td>
<td>Boeing Room (TLC)</td>
<td>Powerful Collaboration with Google Apps</td>
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<td>Sigma-Aldrich Lab (TLC)</td>
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<td>Job-Ready: Authentic Projects Worth Sharing</td>
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<td>11:30-12:30</td>
<td>LUNCH</td>
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<td>Collabitat</td>
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<td>12:30-1:45</td>
<td>Collabitat Room A (Limited to 15 participants)</td>
<td>Assessment Tech Trek</td>
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<td>Collabitat Room B (Limited to 15 participants)</td>
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<td>2:00-4:00</td>
<td>Boeing Room (TLC)</td>
<td>From the Green Flag to the Checkered Flag: Planning for Productive Pedagogy</td>
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<td>Using Rich Internet Applications to Improve Language Learning</td>
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<td>4:15-5:30</td>
<td>Boeing Room (TLC)</td>
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<td>Central States Blackboard Users Group</td>
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**Friday, November 13 - UMSL North Campus, JC Penney Conference Center**

**REGISTRATION OPENS**  
Continental Breakfast in JCP Lobby

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<tr>
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<tr>
<td>7:30-8:20</td>
<td>JCP Summit</td>
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<td>JCP 63</td>
<td>Academic Integrity and IT in Higher Education</td>
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<td>JCP 92</td>
<td>Forward Reflection: Using VLOGs in Experiential Learning</td>
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<td>JCP 202</td>
<td>iPad Superheroes: Teaching in a Digital World</td>
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<td>8:30-9:20</td>
<td>Pearson Presentation: Data-Driven Approach to Early Intervention</td>
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<td>Canvas Presentation: Migrating to Canvas: Lessons Learned from a Recent Conversion</td>
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<td>From the Green Flag to Checkered Flag: Planning for Productive Pedagogy</td>
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<td>10:20-10:40</td>
<td>Break</td>
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<td>Grab a snack and visit with Vendors in the JCP Lobby Exhibit Hall</td>
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<td>10:40-11:30</td>
<td>Catalysts for Active Learning in the Classroom</td>
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<td>12:30-2:00</td>
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<td>JCP Auditorium</td>
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<td>2:15-3:05</td>
<td>Bonfyre Presentation: Reimagining Student Engagement with Social Communication</td>
<td>Techniques for Supporting Student Success in the Online Environment</td>
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<td>Virtual Me: Developing Your Presence in an Online Classroom</td>
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<td>Keynote Workshop</td>
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<td>So Many Options: Identifying, Developing, and Implementing Meaningful Changes in Teaching and Learning</td>
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<td>3:15-4:05</td>
<td>Creating an Online Professional Development Experience: Learning By Doing</td>
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<td>Being Flexible: Listening to Your Students about What Works</td>
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<td>4:15-4:45</td>
<td>CLOSING and DOOR PRIZES</td>
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<td>JCP Summit</td>
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at a Glance

**LUNCH**
Collabitat

**REGISTRATION OPENS**
Continental Breakfast in JCP Lobby

**JCP 204**
Tools for Teaching Students to Write Well in the Digital Age

**JCP 402**
Teaching International Students: Strategies to Understand and Overcome Cultural and Language Differences

**JCP 403**
Overcoming Obstacles: Building Bridges through Library Instruction

**JCP 404**
Blackboard Presentation: Flipping the Classroom

**JCP Hawthorne Room**
8:00 - 11:30 Classroom Design Users Group
- Innovative Learning Spaces for the 1:1 Environment
- Using the Swivl Robot for Presentation Capture in Hybrid Learning Environments
- Designing Classrooms to Influence Behavior (Lessons from Our Construction Project)

**Break**
Grab a snack and visit with Vendors in the JCP Lobby Exhibit Hall

**LUNCH**
JCP Summit

**KEYNOTE ADDRESS**
JCP Auditorium
This is a ReMix: Traditional Skills Using 21st Century Technologies

Thinking Outside the Screen: Innovative Ways to Engage Online Learners

Shared Session
- Motivate Students in Labs Through Blended Learning
- Successes, Challenges, Lessons Learned: Teaching with Technology in the Hybrid Classroom

Student Performance between Partial Flip and Full Flip

Classroom Design Users Group
Optional Campus Tour of UMSL Learning Spaces

Finding a Middle Ground: A Video-Enhanced Alternative for F2F Students

Virtual Labs in a Flipped Laboratory Setting: Enhancing Student Learning

Are You Seeing Zombies?

All Aboard: Building Pathways for Online Non-Majors to Connect in Specialized Courses

**CLOSING and DOOR PRIZES**
JCP Summit

Indicates STEM
Indicates registration, meals, breaks, & prizes
Indicates Special User Group Meetings
Indicates Keynote address & workshop
Indicates vendor sessions
Thursday, November 12, 2015

Thursday Workshops are scheduled on South Campus. Except where noted, most are in the Technology and Learning Center (TLC) in Marillac Hall and the Collabitat on UMSL's 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 (Pre-Registration Required)

Boeing Room, TLC,  
Marillac Hall, Suite 100  
**Powerful Collaboration with Google Apps**  
Bob Martin, MOREnet  
*Discover how your future students are already using Google Apps for Edu to create, organize and collaborate on projects and assignments. Be ready for the coming wave of Google Apps student users in this hands on demonstration of creating and sharing, the Google way.*

Sigma-Aldrich, TLC,  
Marillac Hall, Suite 100  
**Job-Ready: Authentic Projects Worth Sharing**  
Dylan Herx, University of Missouri - St. Louis  
*Help your students show others what they’ve learned in your class to potential or current employers, family, and friends. Learn to design assessments that model how students can apply what they’re learning in the world around them. Plus, pad their portfolio with materials they’re proud to share.*

Monsanto Education  
Bio-Lab, TLC,  
Marillac Hall, Suite 100  
**Constructing Fair and User-Friendly Course Materials**  
Linda Hubble and Scott Armstead, St. Louis Community College  
*Learn to design a blended, F2F, or online course for all of your students, whether they need special accommodations or need to access materials in their own digital environment. Leverage the tools you already know (Word, PowerPoint and Adobe Acrobat) to create accessible and universally usable content. Follow our proven blueprint for creating materials and assessments that work for all.*

SCCB 103,  
Learning Studio,  
SCCB/Marillac Hall  
**Leveraging Teaching Technologies: Opening Doors for Deeper Student Engagement**  
Julie Tonsing-Meyer, Andrew Dawkins, and April Chaney, McKendree University  
*During this presentation, participants will explore the use of technology to transform instruction using the Substitution/Augmentation/Modification/Redefinition (SAMR) Model. Strategies will be shared to raise the level of student engagement and to improve student achievement.*

Please note that this workshop is held outside of the TLC in SCCB 103 (follow signs to find this room down the hall.)

11:30 - 12:30  
Lunch (AM and/or PM Workshop Enrollment Required)  
Ed Collabitat  
*Lunch will be provided in the corridor outside the Collabitat. Please follow signs to join colleagues in designated dining areas in the Collabitat.*

During the break, join us for a free sponsored workshop, one of the Tool Trek sessions, or relax with new friends in the Collabitat until the 2:00 workshops begin.
11:45 - 1:45  **Sponsored Workshop** *(free but limited to 25 spaces)*
Ed Collabitat Classroom
**Flip Teaching: Everything You Need to Get Started, Succeed and Go Beyond Your Expectations**
Dr. Renato Cataldo, CEO Crazy For Education
*Flip Teaching is achieving dramatic results throughout the U.S. for increased comprehension and test scores while simultaneously getting through material faster. This allows time for higher level critical thinking, problem based learning. Discover how to record a video lesson, understand and learn how to incorporate key elements that make the difference between average video lessons and great ones.*

12:30 - 1:45  **Tech Trek Lightning Round Sessions**
Join us on a Technology Tool Trek after you finish your networking lunch. The Technology Tool Trek is new this year! Each Trek provides you with the opportunity to hear about exciting new tools in one hour. Leave with a Tech Deck card set to help you remember how to get started. The last 15 minutes of the 75 minute session will be dedicated to questions and practical application of the tools.
Each Tech Trek room only has 15 seats, so find your spot early!

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<tr>
<td>Ed Collabitat A</td>
<td>Assessment Tech Trek, Jerol Enoch and Emily Goldstein, University of Missouri - St. Louis</td>
<td>12:30 - 1:45</td>
<td>SCCB 103, Bio-Lab, TLC, Marillac Hall, Suite 100</td>
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<td>Ed Collabitat B</td>
<td>Presentation Tech Trek, Bryn Lutes, Washington University in St. Louis</td>
<td>12:30 - 1:45</td>
<td>SCCB/Marillac Hall, Suite 100</td>
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<td>Ed Collabitat C</td>
<td>Multimedia Tech Trek, Janet Roberts, Maryville University</td>
<td>12:30 - 1:45</td>
<td>Ed Collabitat A</td>
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2:00-4:00  **Concurrent Workshop II** *(Pre-Registration Required)*

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| Boeing Room, TLC, Marillac Hall, Suite 100 | From the Green Flag to Checkered Flag: Planning for Productive Pedagogy | Tami Eggleston, McKendree University
*“Timing is Everything!” This high-energy, fast-paced workshop will focus on how professors should plan face-to-face, blended, or online classes. Specifically, it is important to think about how to start, build momentum, break down big assignments, and end strong in all classes, but especially in online courses. Various theories, technology tools, and strategies will be discussed.* |
| Sigma-Aldrich, TLC, Marillac Hall, Suite 100 | Using Rich Internet Applications to Improve Language Learning | Amy Roither, Webster University
*Learn how to use Rich Internet Applications (RIAs) to create content for flipped classrooms or project based learning in language courses. In this workshop, the presenter demonstrates five RIA tools and provides hands-on practice through a variety of short tasks. Participants will gain ideas for creating content for all four language skills (listening, reading, writing, and speaking).* |
| Monsanto Education Bio-Lab, TLC, Marillac Hall, Suite 100 | STEM Instruction: Helping Students Learn How to Learn Complex Concepts | Michael Howard and Jay Sriram, University of Missouri - St. Louis
*The simple fact is that most of our students don’t know how to learn. They don’t know how, because no one ever taught them how. In this workshop we will talk about some ways to help your students learn how to learn, and we’ll do some hands-on exercises to demonstrate how they work. Examples will be shared from STEM disciplines, though these strategies work across the curriculum.* |
| SCCB 103, Learning Studio, SCCB/Marillac Hall | Does It Have to Be a Paper? Creative Alternatives to Share Research | Keeta Holmes, University of Missouri - St. Louis
*Want to think creatively about assignments that go beyond traditional exams or research papers? Join us to design assignments that might more accurately reflect the kind of thinking and problem-solving you want your students to develop. Learn easy technologies that help students develop more ways to share and communicate their work to demonstrate learning in a variety of media formats.* |

4:15-5:30  **Central States Blackboard Users Group**
*Special meeting of Blackboard administrators, but all conference attendees are welcome*
*Blackboard users from Missouri and surrounding states meet to discuss issues related to Blackboard Learn and other LMS concerns. Light refreshments will be provided.*
Focus on Teaching and Technology Conference

Friday, November 13, 2015

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 enjoy our continental breakfast and a warm cup of coffee.

7:30 - 12:30  Vendors’ Exhibit
JCP Lobby
Enjoy morning refreshments and meet our vendors, explore their innovations, and thank them for supporting the FTTC. Be sure to get your Exhibit Hall passport card stickered to be eligible for door prizes. Must be present to win at the Closing Session at 4:15.

8:00 - 12:30  Teaching with Technology Award Nominee Posters
JCP Lobby
Explore the FTTC 2015 Award Nominee posters on display on the 2nd floor of JCP to learn more about their innovative ideas, strategies, and technology choices. Award announcements to be made at 12:30 in the JCP Auditorium.

8:00 - 11:30  Special Session for IT, AV, and Classroom Support Professionals
JCP Hawthorne
Classroom Design Users Group Track
Do you design or manage classroom systems at your institution? Join St. Louis IT and AV professionals to build a regional community, share problem-solving strategies, and learn about innovations in learning space design. Exchange design and support experiences in all aspects of the classroom design process from initial planning to the future direction of learning spaces. In addition, this block will feature the two presentations chosen to fuel and illustrate creative problem-solving to meet the pedagogical needs faculty that request.

UMSL’s Christopher Boyce (Instructional Support Services) will facilitate this informal session tailored to be casual but technical in nature. Bring your questions, problems, puzzles and input!

Professional Networking and Focused Discussion featuring
* Presentation, Integrating the Swivl Robot in Classrooms for Presentation Capture
Larry Irons, University of Missouri - St. Louis
This session provides an overview of the challenges and choices to install and use an innovative hardware device, the Swivl Robot, allowing instructors to walk about the room while recording classes.

* Presentation, Designing Classrooms to Influence Behavior (Lessons from our Construction Project)
Zak Mussig, St. Louis College of Pharmacy
Unfortunately, AV design is often an afterthought in the building or classroom design process. AV systems can promote or prevent certain methods of room use such as team-based learning or student assessment. This session introduces several new learning spaces at St. Louis College of Pharmacy and discusses the successes and challenges involved in their construction.

8:30 - 9:20  Concurrent Session I (choose one)
JCP Summit
Data-Driven Approach to Early Intervention
Thara Lowndes, Southern Illinois University Carbondale and Tim Wilson, Pearson
Predictive Analytics, early warning, and a custom dashboard are improving student success and retention at SIU Carbondale. Learn how a campus and corporate partnership is providing actionable data insight for the core curriculum at SIU.

JCP 63
Academic Integrity and IT in Higher Education
Patrick Finnegan, Clark Keboedeaux, Golden Peters, and Ryan Browning, St. Louis College of Pharmacy
Technology and IT have increased the number and diversity of student learning opportunities in higher education. Any advancement in technology is not without risk. This session is a point-counterpoint session detailing the advantages and disadvantages of IT when it comes to encouraging academic honesty.

STEM focused session but applicable to other disciplines
**Forward Reflection: Using VLOGs in Experiential Learning**
Sarah Huisman, Fontbonne University
Reflective practices are important when students are engaged in hands-on learning such as practicums, Service-Learning or other experiential experiences. With students becoming more and more technologically savvy how can we incorporate technology to help students to reflect? This presentation explores a research study that used VLOGs for preservice teacher candidates to reflect during a practicum experience.

**iPad Superheroes: Teaching in a Digital World**
Janet Roberts, Sam Harris, Katherine Kline, and John Baltrushunas, Maryville University
Faculty members at Maryville University have taken on a new job title: iPad Superhero! For this panel presentation, we have invited four faculty participating in Maryville University’s Digital World iPad initiative to speak about their experiences using iPads in the classroom. We’ve asked them to identify one assignment in which they incorporated the use of the iPad into their teaching. We will explore each of the apps that were used, including Explain Everything, Inspiration, Blogger, and ArtStudio; how the initiative promoted digital literacy; and how we used the iPad as a meaningful learning tool.

**Tools for Teaching Students to Write Well in the Digital Age**
Joy Santee, Stephanie Quinn and Hannah Harry, McKendree University
Do your students struggle with planning, drafting, and revising their writing? Help them get on the “write” track with free, web-based tools that can help them throughout their writing process. We’ll introduce and demonstrate a number of tools and help you see how to apply them to writing in any discipline.

**Teaching International Students: Strategies to Understand and Overcome Cultural and Language Differences**
Denise Mussman, University of Missouri – St. Louis
International students add diversity and expertise to our campuses, yet some instructors are puzzled about ways to handle language and cultural differences that interfere with learning and grades. Learn about traditional classroom roles and expectations in other cultures and about available campus and online resources. Leave the session with strategies for communicating with international students and evaluating their assignments.

**Overcoming Obstacles: Building Bridges through Library Instruction**
Rob Hallis, University of Central Missouri
Students continue to encounter obstacles when looking for academic information. Through the general education program, students should acquire the ability to recognize an informational need, identify resources that would fill that need, effectively locate it and use it to fill that need. Embedding library assignments in a wider range of activities can strengthen their information management skills while building on content expertise of the course. Through participating in this workshop, participants will develop worksheets for adapting these principles into their individual courses.

**Flipping the Courseroom**
Wade Fields, Blackboard
Blackboard will walk you through instructional frameworks which you can use to build an interactive, asynchronous, outside-of-class experience, followed by peer learning exercises that culminate with face-to-face sessions. During these sessions, instructors address specific gaps in knowledge with learners individually and/or in small groups. Join us to see how Blackboard solutions can help flip your classrooms.
Concurrent Session II (choose one)

JCP Summit

**Migrating to Canvas: Lessons Learned from a Recent Conversion**
Andy Goodman, University of Missouri-St. Louis and Justin Stowers, Canvas

Migrating to Canvas after nearly 20 years with Blackboard was a bit scary and daunting. Andy will share some of his experiences with the move, some tips on what to expect, and some advice about using transitions to revise what and how you organize your course. Justin will share some of the more popular/advanced Canvas features that make it user friendly for faculty and students.

JCP 63

**Bringing Ambient Awareness into the Classroom**
Jesse Kavadlo, Maryville University

Students like to know the answers, but what happens when we want them to question? What happens when students must find their own answers? Rather than beginning in-class discussions by learning what students think, we can use what social media theorists refer to as “ambient awareness” to start at a more advanced and interesting stage—not to check answers or to alleviate student confusion, but rather to cultivate it for pedagogical purposes.

JCP 92

**Open Educational Resources and iPads as Textbook Alternatives and Supplements**
Mark Poepsel, Sorin Nastasia, and Debbie Mann, Southern Illinois University Edwardsville

Three professors from Southern Illinois University in Edwardsville discuss their efforts to introduce open educational resources across campus in a pilot program involving 20 different courses in a variety of fields. Professors will share their experiences with these freely available resources. They will discuss the implementation of this pilot project using iPads in the classroom, and benefits and issues that arose will be presented in a mostly open discussion format.

JCP 202

**From the Green Flag to Checkered Flag: Planning for Productive Pedagogy**
Tami Eggleston, McKendree University

“Timing is Everything!” This high-energy, fast-paced workshop will focus on how professors should plan face-to-face, blended, or online classes. Specifically, it is important to think about how to start, build momentum, break down big assignments, and end strong in all classes, but especially in online courses. Various theories, technology tools, and strategies will be discussed. Shortened version of Thursday’s workshop of the same name.

JCP 204

**Enhancing Learning with Targeted Technology: Examples from the Language Classroom**
Violaine White, Martha Caeiro, Amy Michael, and Sandra Trapani, University of Missouri – St. Louis

In order to meet the needs of today’s language students, introductory-level language courses at UMSL are currently offered in three delivery formats: face-to-face flipped, hybrid, and online. UMSL Languages faculty share how the integration and strategic use of online tools fosters active and independent learning, affords time for activities encouraging cultural awareness, and creates opportunities for greater interaction and communication both in and out of the classroom. Faculty in French, Japanese, and Spanish will showcase activities and assessments using tools such as BlackBoard Polls, Kaltura, EduCanon, VoiceThread, and Blackboard Collaborate Web Conferencing, that may be easily adapted to other disciplines.

JCP 402

**Student Engagement Panel (Three 15-minute presentations)**
St. Louis Community College Faculty Panel

1) **Structured Discussion Forums and Student Engagement in Online Teaching**, Shamim Ansari
   Learn three strategies to structure a discussion forum in literature and composition courses: 1) Create specific questions that encourages critical thinking and writing. 2) Design both teacher-to-student as well as student-to-student feedback; and 3) Have students formulate and post discussion board questions to each other.

2) **Rewindable Writing Feedback: Engaging Students during the Writing Process**, Michaella Thornton
   Investing students in the writing process centers on providing formative feedback in a timely manner. Screencasting and web conferencing are two adaptable, time-saving teaching technologies almost any writing-intensive discipline may use in face-to-face, online, and hybrid learning environments. Explore the beauty of “rewindable education” and how students may revisit digitized writing feedback throughout the semester.

3) **“Digitalizing” the College Classroom: Engaging Students and Assessing Learning**, David Taylor
   Technology allows students multiple and varied opportunities to demonstrate knowledge and understanding of course content. This session explores the ways in which instructors can leverage digital tools to engage students and assess their learning.
Using Social Annotation to Develop Students’ Close Reading Skills
Monica Swindle, St. Louis Community College

Are you looking for a way to help your students develop stronger close reading strategies and the ability to use textual support in class discussions and written work? Social annotation allows a group to collaboratively annotate and discuss a text asynchronously online and can be used in classes to help students learn important close reading, annotation, and discussion skills. This session will explain what social annotation is and how it can be used in the classroom and will give you the opportunity to try out and set up a social annotation tool for your classes.

Teaching Intro Chemistry through Personalized Learning Paths
Valerian D’Souza, University of Missouri – St. Louis and Dana McClane and Jennifer Becker, McGraw-Hill

In a demassified society, technology provides a customized and supportive learning path for students and can make a substantial difference in success rates. This is a story of one such effort in teaching Intro Chemistry.

10:20 - 10:40 Mid-Morning Break
JCP Lobby
Meet with vendors while enjoying a refreshment break. Complete FTTC Vendor Exhibit Card for door prize drawing at the 4:15 Closing Ceremony.

10:40-11:30 Concurrent Session III (choose one)

Catalysts for Active Learning in the Classroom
Denise Leonard and Erin Solomon, Washington University in St. Louis

Washington University in St. Louis, with support from a 3-year grant from the Association of American Universities (AAU), seeks to assess the effectiveness of incorporating active-learning strategies into introductory undergraduate STEM courses such as biology, physics, engineering, and psychology. One key project centers on how faculty effectively incorporate the use of clickers in their STEM courses. With appropriate planning and effective use, clickers can quickly stimulate student engagement with the course material and efficiently test conceptual understanding in a large classroom setting. We share how faculty, relatively new to the use of this technology, were supported in implementing clickers and what lessons were learned for how faculty can better incorporate this technology in their classrooms.

Coffee or Tea? How to Build a Community of Inquiry Using a Virtual Café to Measure Social Presence and Mindfulness of STEM Students
Iris Hinderliter, University of Missouri – St. Louis and Kimberly Allen, Maryville University

Building a Community of Inquiry (COI) with your students starts with making intentional connections with students as early as at New Student Orientation. The Triton Virtual Café is a social media platform that was developed in a nursing school to build community, promote mindfulness, and break down potential barriers to success. The virtual café offers an interactive bridge in which to sustain a connection with students prior to and after orientation.

Effective Teaching: Tips from Award Winning Faculty
Andy Goodman, 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.

- Julie Turner, Professor and Chair, Nonprofit Administration, Lindenwood University
- Peter Henderson, Associate Professor of Music, Maryville University
- Larry Gragg, Curators Teaching Professor of History, Missouri S&T
- Michelle Magnussen, Associate Professor of Theatre, McKendree University
- Dennis Doyle, Assistant Professor of History, St. Louis College of Pharmacy
- Joe Wilson, Associate Professor of Chemistry, St. Louis Community College
- Wendy Fuchs, Associate Professor, Special Education and Communication Disorders, SIUE
- Lauren Obermark, Assistant Professor of English, UMSL

STEM focused session but applicable to other disciplines

Continue to Page 9 for more 10:40 - 11:30 sessions
Focus on Teaching and Technology Conference

10:40 - 11:30 Concurrent Session II (continued from previous page)

JCP 204 Making Students’ Thinking Visible: Routines for In-Class and Online
Laurie Milburn, University of Missouri – St. Louis
Encouraging critical reflection through Discussion Board is just a “click away!” Learning how to write discussion board prompts that require text-based reflections will enhance both your instruction and your students’ understandings.

JCP 402 Encourage Enrollment by Promoting Your Course
Julie Phelps and Amy Skyles, Missouri University of Science & Technology
Have you ever planned to teach a course only to find out that there weren’t enough students enrolled to make the class? Or have you had several students drop a course because it wasn’t what they thought it was when they registered? Instructional designers will share three ways they have found to increase enrollments and clarify student expectations in your courses.

JCP 403 Shared Session (Two Presentations) Designing Online Management Courses: Lessons Learned (10:40 – 11:05)
Sinan Onal, Southern Illinois University Edwardsville
Understanding the experience of students in online courses can lead to important modifications to meet students’ needs. Working with management courses in senior industrial engineering, my research focused on getting to better know my students and their needs. In this session, I’ll share results and help others think about how understanding our students can create better courses.

BYOT: Integrating Personal Technology into the Classroom (11:05 – 11:30)
Christaan Eayrs, Amber Schmisseur, and Keith Oliver, St. Louis Community College
Utilizing technology that is accessible and familiar to students provides the opportunity for greater engagement, but also a deeper understanding of theory and concepts. Presenters will share ideas from communication, mass communication, and theatre courses to incorporate technology into assignments and activities.

JCP 404 MindTap: Increasing Student Learning AND Making Your Life Easier
Scott Domowicz, Pittsburgh Technical Institute and Paula Nutting, Rob Thomson, Michaela James, Justin Masek, and Anne Haupt of Cengage Learning
MindTap is a proven technology to increase student engagement while providing a meaningful learning path to enhance critical thinking skills. The simple integration and student access allows faculty more flexibility for in-seat, hybrid and online courses while offering simple alignment to course goals and objectives, thus making life easier for faculty!

11:30 - 12:15 Lunch

JCP Summit Remarks: Andy Goodman, Associate Provost and CTL Director, University of Missouri - St. Louis
JCP Oak
JCP Cypress
JCP Hawthorne
JCP 202

STEM focused session but applicable to other disciplines
12:30 - 2:00
Plenary Session
JCP Auditorium

Remarks: J. Andy Goodman, Associate Provost for Professional Development and Director, Center for Teaching and Learning, University of Missouri - St. Louis

Annual Teaching with Technology Award Announcement
2015 Nominees:
General Chemistry Lab Redesign Team (Klaus Woelk, Shayna Burchett, Jack Hayes, Annalise Pfaff, Amy Skyles), S&T
Jocelyn DeGroot, Southern Illinois University Edwardsville
Tami Eggleston, McKendree University
Patrick Finnegan, St. Louis College of Pharmacy
Geri Friedline, University of Missouri - St. Louis*
Susanne James, Southern Illinois University Edwardsville
Shaji Khan, University of Missouri - St. Louis
Katherine Kline, Maryville University
Rebecca Luebbert, Southern Illinois University Edwardsville*
Basiyr Rodney, Webster University
Bobbi Shatto, Saint Louis University
Stephanie Van Stee, University of Missouri - St. Louis
Barbara Van Voorden, University of Missouri - St. Louis
Dustin York, Maryville University

* Nominated but unable to attend

Keynote Presentation:
The New Science of Learning: How Research and Technology Are (or should be) Changing the Way We Teach
Todd Zakrajsek
Associate Professor, UNC Department of Family Medicine
Associate Director, Fellowship Programs, Dept Family Medicine
Executive Director, Academy of Educators
Co-Editor, Journal of Undergraduate Medical Education (JUME)

The society in which we live is changing rapidly. Unfortunately, strategies for teaching within higher education struggle to keep pace. The good news is that recent findings related to student learning and innovative educational technologies allow for amazing opportunities to engage our learners, both in the classroom and off campus. Throughout this session we will rethink what it means to be a “teacher” and how best to help our “students” to learn.

2:15 - 4:05
Afternoon Workshop with Dr. Zakrajsek
JCP 202

So Many Options: Identifying, Developing, and Implementing Meaningful Changes in Teaching and Learning

In this workshop we will first take a quick look at research related to how people learn. From there, we will identify specific educational strategies to enhance the learning process and work through how these strategies might be incorporated into just about any class. The goal of this workshop is to recognize opportunities with respect to enhancing student learning that are effective and efficient (with respect to time and money) and then develop effective methods so that you may quickly implement those strategies.

Join us for Dr. Zakrajsek’s Afternoon Workshop or continue with our afternoon concurrent sessions each to begin at 2:15 and 3:15 respectively.
Focus on Teaching and Technology Conference

2:15 - 3:05  Concurrent Session IV (choose one)

JCP Summit

Reimagining Student Engagement with Social Communication
Daren Curry, University of Missouri-St. Louis and Chris Dornfeld, Bonfyre
In early 2015, UMSL integrated the Bonfyre social networking platform into six classes to explore how social media would impact faculty and student social engagement. We’ll share results from our pilot study and discuss how to increase student engagement in online courses at UMSL.

JCP 63

Techniques for Supporting Student Success in the Online Environment
Teri Graville, Dorothy Welty, and Monica Swindle, St. Louis Community College
Join this interactive panel discussion of successful strategies used in the online environment. Panelists share how and why they use online tools within and outside of Blackboard to promote student learning. Attendees will have the opportunity to share a glimpse into their own online course.

JCP 92

Virtual Me: Developing Your Presence in an Online Classroom
Kelli D. Whittington and Richelle Rennegarbe, McKendree University
This session will focus on techniques used in the online environment to enhance engagement by stepping out from behind the podium into the virtual world. Development of an online presence and consistently utilizing that presence within the classroom results in increased interactions, student engagement and decreased student anxiety related to the online learning environment.

JCP 202

Keynoter Workshop: So Many Options: Identifying, Developing, and Implementing Meaningful Changes in Teaching and Learning (2:15 - 4:05)
Dr. Todd Zakrajsek, University of North Carolina, Chapel Hill
(See page 10 for description)

JCP 204

This is a Remix: Traditional Skills Using 21st Century Technologies
Melody Niesen and Amanda Drake, University of Central Missouri
Through remixes of traditional writing and critical thinking skills and assignments with today’s technologies and media, we discuss and model assignments that use Facebook, Prezi, ThingLink, Blackboard wikis, and Google sheets. We encourage those who are interested in learning more about how to engage 21st century learners to be a part of our discussion.

JCP 402

Thinking Outside the Screen: Innovative Ways to Engage Online Learners
Leilani Carver, Maryville University and Emily Goldstein, University of Missouri - St. Louis
Think outside of the box when it comes to engaging online learners, promoting learning, and building community online. Discuss how to use innovative online strategies, tools and tactics in the development and teaching of online public speaking courses: Online icebreakers, memes, contests, word clouds, digital scavenger hunts, weekly instructor video updates, infographics, letters to their future selves, pair chats, Twitter hashtags, Pinterest humor, etc. These strategies, tools and tactics will help create a learning community and allow students to feel more connected to the content, the instructor and to each other.

JCP 403

Blended and Hybrid Learning Shared Session

Motivate Students in Labs and Classrooms through Blended Learning (2:15 – 2:40)
Shayna Burchett and Klaus Woelk, Missouri University of Science & Technology and Jack Lee Hayes, State Fair Community College
This session will be a guided conversation about improving student success through intrinsic motivation. Bring your current obstacles and success stories to discuss solutions with peers.

Successes, Challenges, Lessons Learned: Teaching with Technology & the Hybrid Classroom (2:40 – 3:05)
Theresa Odun-Ayo and Tayo Obafemi-Ajay, Missouri University of Science & Technology
This session provides insight to successes, challenges and lessons learned with the use of technology and hybrid classroom instruction technique in teaching Electrical Engineering courses. Participants will leave with a better understanding of how to incorporate the tools and methods presented to enhance their instructional delivery in the technologically enabled classroom.

JCP 404

Student Performance between Partial Flip and Full Flip
Chaya Gopalan, Southern Illinois University Edwardsville
Active learning strategies help engage students in learning. Flipping the classroom at least partially helps make more time to engage students in active learning.
3:15 - 4:05  Concurrent Session V (choose one)

JCP 63  Creating an Online Professional Development Experience: Learning by Doing
Jennifer Mishra, Amanda Davis, Matt McKeever, and Mason Rekittke, University of Missouri – St. Louis
Online courses are common at the university level, but many public school teachers have not had the opportunity to create an online class. This session describes a graduate class where the students (public school teachers) created an online course for use in professional development – and the lessons learned during the creative process.

JCP 92  Being Flexible: Listening to Your Students about What Works
Jerol Enoch, University of Missouri – St. Louis
How do we find the right balance between teacher and student control in the learning process with the teacher as facilitator and the student as active participant? What decisions can we ask of/leave to the students? I would like to relate my experiences from a cross-cultural service-learning course and hear about your experiences with asking students to be present and active in their own learning experience.

JCP 202  Keynoter Workshop Continued (2:15 - 4:05)
Dr. Todd Zakrjasek, University of North Carolina, Chapel Hill
(See page 10 for description)

JCP 204  Finding a Middle Ground: A Video-Enhanced Alternative for Face-to-Face Students
Teri Portman, Melissa LaMonica-Indelicato, and Tyann Cherry, Webster University
As Marshall McLuhan wrote, “The medium is the message.” As Webster University seeks a middle ground between fully online and face-to-face courses in a new synchronous, webinar-based model, we find ourselves challenging the fundamentals: How does content delivery differ via video? How can instructors manage a video classroom and engage students? Can we make the experience seamless enough that the participants primarily focus on the course, and not the medium? In this presentation, we will share our experiences and welcome input from the audience.

JCP 402  Virtual Labs in a Flipped Laboratory Setting: Enhancing Student Learning
Faith Notz and David Collum, Missouri Baptist University
This presentation and discussion is based on incorporating virtual labs into the classroom as a pre-lab assignment and a potential flipped classroom tool. Virtual labs are capable of furthering students understanding of topics covered in the classroom and laboratory settings.

JCP 403  Are You Seeing Zombies?
Jennifer Albat, Southern Illinois University Edwardsville
Do you complain about zombies in your classroom? Have you heard complaints about zombies in the classroom? As Instructional Designers we are continually looking for new ways to engage students and flip classrooms. In this workshop, we demo 5 of the 2014 top sites and apps for education: Plickers, Zeemaps, Office Mix, Poll Everywhere, and Kahoot.it. Learn how to incorporate these interactive experiences into learning activities. Bring your own device to join in the fun!

JCP 404  All Aboard! Building Pathways for Online Non-Majors to Connect in Specialized Courses
Daniel Rust, University of Missouri – St. Louis
Come discover innovative course design features and successful instructional strategies for promoting a high level of online student engagement—even among non-majors—in specialized courses.

4:15 - 4:45  Closing
JCP Summit
Join us for final remarks and door prizes (must be present to win).

Please make sure to fill out the conference evaluation form and return it to the registration table to be eligible for door prizes.

STEM focused session but applicable to other disciplines
We gratefully acknowledge the assistance of the following sponsors and supporters in offering this regional conference.

Be sure to visit the vendor exhibits and thank them.

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About Our Keynote Speaker:

Friday, November 13
JCP Auditorium (Keynote Address, 12:45 - 2:00)
JCP 202 (Keynote Workshop, 2:15 - 4:05)

Dr. Todd Zakrajsek
University of North Carolina at Chapel-Hill
Associate Professor, UNC Department of Family Medicine
Associate Director, Fellowship Programs, Dept Family Medicine
Executive Director, Academy of Educators
Co-Editor, Journal of Undergraduate Medical Education (JUME)

Todd Zakrajsek is an Associate Research Professor and Associate Director of Fellowship Programs in the Department of Family Medicine. He is also the Executive Director of the Academy of Educators. In addition to his work at UNC, Todd serves on several boards: Journal of Excellence in College Teaching, Journal on Centers for Teaching and Learning; International Journal for the Scholarship of Teaching and Learning; Higher Education Teaching Learning Portal; Education Research Initiative (Lenovo Computer); Technology Enriched Instruction (Microsoft); and Communicating Science in K-12 (Harvard). Todd is also serving terms as an elected steering committee member for both the Professional Organizational Developers Network and the National Academies Collaborative. He is also a founding co-editor of the Journal of Undergraduate Medical Education.

His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning. His most recent publications include Teaching for Learning: 101 Intentionally Designed Educational Activities to Put Students on the Path to Success (co-authored with Claire Howell Major and Michael S. Harris; Routledge; 2015); The New Science of Learning: How to Learn in Harmony with Your Brain (co-authored with Terry Doyle; Stylus; 2013); Developing Learning in Faculty: Seeking Expert Assistance from Colleagues (New Directions in Higher Education; 2014); Essential Skills in Building and Sustaining a Faculty Development Center: Budget and Staff (Journal on Centers for Teaching and Learning; 2013); and Scholarly Teaching: Suggestions for a Road More Traveled (International Journal for the Scholarship of Teaching and Learning (2013). He also co-edited a special volume of the Journal of Excellence on College Teaching, "Teaching for Brain-Based Learning." Todd has been a visiting professor and delivered keynote addresses at over 200 campuses and teaching conferences.

Todd earned a B.S in Psychology from Lake Superior State University and a M.S. & Ph.D. from Ohio University in Industrial/Organizational Psychology. He has been at UNC since 2008.

Web Resource:
- TEDx, April 2015: Improving Learning by Thinking about Learning: https://www.youtube.com/watch?v=tYg3sLcyLB8
2015 Planning Committee

We gratefully acknowledge the assistance of our dedicated planning committee representing 13 higher education institutions committed to teaching and learning with technology.

Fontbonne University: Amy Peach
Lindenwood University: Tom Cupples
Maryville University: Janet Roberts and Bonnie Stegman
McKendree University: Halimin Herjanto
Missouri University of Science & Technology: Irina Ivliyeva
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St. Louis Community College: Lisa Stepanovic and Lita Pener
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University of Missouri Extension: Teresa Mareschal
Washington University in St. Louis: Bryn Lutes, Simone Pfleger, Angineh Djavadghazaryans
Webster University: Elvir Mandzukic

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Vendor Concierge and Tech Trek Coordinator: Emily Goldstein, University of Missouri - St. Louis
Fundraising Guru: Michael Porterfield, University of Missouri - St. Louis
Website and Marketing Creative Director: Dylan Herx, University of Missouri - St. Louis

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November 3 - 4, 2016
http://www.umsl.edu/ctl/fttc/
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As you enter Marillac Hall’s corridor, notice there are three colored lines along the ground. Follow the colored lines to our conference events.

- Green line leads you to the Ed Collabitat
- Blue line leads you to the TLC (Technology Learning Center)
- Yellow line leads to the SCCB classrooms

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