

Conference on Instruction and Technology (CIT 2017)

SUNY Oneonta ~ May 30-June 2, 2017

Conference Theme:

Teaching and Learning in Multiple Dimensions ¹

Teaching and Learning in Multiple Dimensions challenges presenters to demonstrate how they strategically use tools, media and pedagogy to stimulate learners to respond with greater cognitive gain. As we seek impactful ways to deliver content to our students, encourage engagement, measure learning outcomes, and foster completion, we discover an ever widening spectrum of unique circumstances each requiring insight and sensitivity. Meeting these unique needs is often a process of experimentation and exploration that requires patience and fortitude. This coupled with the continued growth and sophistication in the areas of gamification and virtual reality offer new dimensions in teaching and learning.

This theme challenges the presenters to share their iterative process, their experiences (good, bad, and ugly), and their strategic success in all types of learning spaces.

Tracks

1. **Diverse Learners, Diverse Learning Styles** - Many students enter college with dynamic new communication and learning styles which raise their expectations and challenge educators to rethink delivery and interaction strategies. For instance, many spend much of their time immersed in mobile technology or interactive worlds using 3D virtual reality/augmented reality headsets.
How might we adjust how we teach to engage these new savvy, experienced learners to reach even higher? How can we keep up? This track asks you to share strategies for successful engagement with a new and evolving learner.

¹ (*Multiple Intelligences*) In keeping with Harold Gardner's theory of Multiple Intelligences
<http://www.edutopia.org/multiple-intelligences-research>

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2. **Post Traditional Learners²/Lifelong learning/Career Retooling/Career Credentialing** beyond the traditional 2 and 4 year programs: learning to enhance an existing professional rather than develop a new career. Approaching education from a longer term perspective where learners will exit and reenter educational systems over the course of their lives.
How do we use alternative learning methods and (micro)credentialing to create a seamless process for professionals? How do we address educationally, economically, and technologically diverse populations seeking advancement within a single course?

3. **Student Success: Retention & Remediation** assurance and remediation: Tools and strategies-how college preparatory programs and early warning systems enhance success. This track explores effective practices utilizing strategies or systems designed to enhance remediation & retention of students at the institutional, course, and individual student level. Share innovative and unique tools and techniques instructors may use in their individual courses to contribute to remediation and retention.
 - a. *Examples of how engaging students outside of the classroom (in co-curricular activities) results in increased retention.*
 - b. *Effective practices in execution of Summer Bridge, College Readiness, and targeted student population support groups.*
 - c. *Programs for high school students*

4. **Professional Partnerships/** Industry enters the educational arena as a stakeholder and or a teaching partner to ensure workforce development needs are met. How can education institutions serve this community while maintaining quality, ensuring accountability, and forge long-term relationships that will encourage further education for these potential student populations beyond workforce development?
This track encourages you (and your industry partners) to share case studies demonstrating successful partnership and collaborative strategic program development.

² post-traditional” learners: individuals already in the workforce without a postsecondary credential yet determined to pursue further knowledge and skills while balancing work, life, and education responsibilities. While the term nontraditional is currently used for federal data collection and reporting purposes, it describes these learners as aberrations to the higher education system; post-traditional, on the other hand, empowers them, validating their experiences as a value-add and signaling the need for continual evolution in higher education policy, leadership, and practice.

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5. **Iterative Journeys:** Sometimes faculty get discouraged when things don't work as expected. Chances are you didn't figure it out on the first, second, or even the third try, but gained valuable insights throughout the process. *This track encourages faculty and instructional support folks to share what worked, what didn't work and what was learned. It's also an opportunity to ask attendees to jump in, provide feedback and share strategies for success.*