

PRE-CONFERENCE WORKSHOPS
TUESDAY, MAY 30

Developing Collaborative Leaders in Instructional Technology

Presenters: Jason Lane, SUNY SAIL
Time: 1:00 - 4:00 pm Room: Fitzelle 353
Track: Student Success: Retention & Remediation
Format: Workshop

Whether focused on improving student success, being more responsive to diverse leaders, re-imagining the academic credential, or building professional partnerships, leaders have to be able to envision, manage, and support efforts that transcend functional areas and organizational boundaries. For example, supporting student success requires action from academic affairs, student affairs, information technology, institutional research, and others. In fact, because students increasingly swirl between campus, accumulating credits at multiple institutions, student success is increasingly a multi-campus affair. Yet, our campuses often are not well prepared for creating and sustaining cross-functional teams, let alone focusing such collaborative efforts on specific goals and outcomes.

This workshop is designed to build each participant's capacity to be a collaborative leader. In this interactive learning session, participants will be introduced to Collective Impact (CI) methodology. The CI methodology pushes individuals to move beyond focusing on isolated impacts toward considering how multiple organizations, resource streams, and individuals can collaborate to create a more comprehensive and collective impact designed to address particular problems. The methodology, grounded on concepts of vision, goal setting, data tracking, and communication, enables leaders to create structures that do not simply facilitate collaboration, instead they create a culture of continuous quality improvement.

Through a combination of presentation, small group activities, and case studies, participants will learn about the five principles of Collective Impact and how to implement them to help advance their professional efforts. As part of the workshop participants will have the opportunity to design a collective impact strategy that could be used on their campus and seek feedback from other participants.

Overtly Aligning Your Course Activities to Learning Outcomes

Presenters: Judith Littlejohn, Genesee Community College; John Kane, SUNY Oswego
Time: 1:00 - 4:00 pm Room: Fitzelle 354
Track: Iterative Journeys
Format: Workshop

Participants in this workshop will explore what alignment is, why it is important, and how to make course alignment transparent to students. Charts and maps will be provided to describe how course activities meet specific course, program, and/or institutional learning outcomes. A variety of evidence-based course activities will be discussed that encourage long-term knowledge retention and enhance transfer ability. Stemming from Bloom's Taxonomy, activities appropriate for a diverse range of student cognitive development, enabling and terminal objectives, and formative feedback will be discussed. Participants must have access to, or bring copies of, their course syllabus, schedule, and learning outcomes.

Explain Complex Concepts through Animated Videos

Presenters: Alena Rodick, Christine Paige, Empire State College

Time: 1:00 - 4:00 pm Room: IRC 120

Track: Diverse Learners, Diverse Learning Styles

Format: Workshop

Animated videos are also known as whiteboard animations, videoscribe, video doodling, or speed draw videos. Basically, they are short videos that use illustrations and sometimes voiceovers to communicate information. These videos show sequential animations drawn on a whiteboard as the story progresses, and they offer an effective and engaging way to explain a complex idea or describe a process.

We first started creating and using these videos in some of our MBA courses to help our students understand complex models and theories - something that is not easily seen in the real world (Ainsworth, 2008) and topics that our students struggled with every semester. After successful implementation and positive feedback, we expanded the use of the animated videos to other areas such as using them to provide professional development to our faculty.

As per emotional design theory, our videos strive to use graphics and images with personification and visual appeal to “increase the learner’s motivation to make sense of the essential material and thereby prime deeper learning processes that lead to improved learning outcomes” (Mayer & Estrella, 2014). We also rely heavily on Dr. Mayer’s multimedia principles when crafting our videos.

Most of the videos combine audio and visuals, and all of them include subtitles and/or transcripts. If students prefer, they can skip these videos altogether and read articles and lecture notes instead. Therefore, we offer different modes of delivering required content to meet various learning needs of our students.

We’ve used a few different tools, including PowToon, Videoscribe and animated PowerPoints, and have established a collaborative team process for creating these videos.

In this presentation we will demo some of the tools we use, showcase the samples of the videos we created, share the process we use for creating them and highlight theories and principles we rely on in this process.

References:

- o Ainsworth, S. (2008a). How do animations influence learning? In D. Robinson & G.Schraw (Eds.), Recent innovations in educational technology that facilitate student learning (pp. 37–67). Charlotte, NC: Information Age Publishing.
- o Mayer, R. E. (Ed.). (2005). The Cambridge handbook of multimedia learning. Cambridge University Press.
- o Mayer, R.E., Estrella, G. (2014), Benefits of emotional design in multimedia instruction (pp. 12-18). Learning and Instruction, 33

Multiple Learning Approaches: Using BYOD Apps as Multimedia Production Tools with Students

Presenters: Michelle Rogers-Estable, SUNY Oneonta
Time: 1:00 - 4:00 pm Room: Physical Science 145
Track: Diverse Learners, Diverse Learning Styles
Format: Workshop

Attend to different student learning styles by allowing them choices in how to produce class work. Learn how to utilize a variety of BYOD apps as freely available multimedia production tools during classroom projects, activities, and group work. In this workshop you will work as a group to integrate a variety of apps/tools to create a multimedia presentation/project, thus learning how to manage the process so that you can implement it with your students later. This is a hands-on experiential workshop. You will learn how to do it with your students by doing it yourself as the student. Bring a smart device with the following apps/tools installed, set up, and logged on: a file manager (such as Dropbox, Gdrive or Box), a photo editor (such as BeFunky), a lecture creator (such as Explain Everything, Doceri, or ScreenChomp), YouTube, a presenter app (such as Prezi, Glogster, and Sway), Evernote, and preferred video editor (such as iMovie, and you can use YouTube as well). Smart device will already have a video/camera on it. Make sure to set up all these apps, and create logons as needed, to make sure they are ready to go for this workshop.

SESSION ONE – WEDNESDAY, MAY 31

Rethink, Retool & Rekindle Online Groups

Presenters: Lenore Horowitz, Julie Slichko, University at Albany
Time: 8:45 - 10:00 am Room: IRC 120
Track: Diverse Learners, Diverse Learning Styles
Format: Hands-on Demo

Do you struggle with student groups in your online course? Are you looking for answers to the common problems and how to avoid them? Join us for an active and collaborative session to rethink, retool, and rekindle online group work. While addressing common challenges in online group work, practical pedagogical tips for redesigning, structuring, and evaluating group work will be offered in this “All Hands-on” Demonstration.

We encourage participants to bring a course learning objective to develop a targeted learning activity that will boost student interest and engagement. Participants will leave with alternative assessment methods and a tool kit of resources designed to improve the group experience for all learners.

Don't Stop Believin': Exploring A Collaborative Journey of Hybrid MOOC Design

Presenters: Thomas Mackey, Michele Forte, Empire State College, Trudi Jacobson, Kelsey O'Brien, University at Albany
Time: 8:45 - 10:00 am Room: IRC 4
Track: Iterative Journeys
Format: Panel

This panel presentation offers a unique perspective from a collaborative team of faculty, librarians, and administrators within SUNY that has experience co-developing four Metaliteracy MOOCs across three platforms. Our five-year iterative journey took us from our very first connectivist MOOC, to xMOOCs in the Coursera and Canvas platforms, and to the current on-demand version of our Coursera MOOC, entitled Metaliteracy: Empowering Yourself in a Connected World. We will present on the best practices gleaned from our experiences, which we have worked to adapt to the self-paced, on-demand environment.

Metaliteracy served as the content focus for each of the MOOCs, and also provided the guiding framework for our course design. Metaliteracy is an empowering reinvention of information literacy that encourages metacognitive reflection and the production of digital information in social media and collaborative communities. In each of the MOOCs, our goal was to engage participants in a way that would encourage their development as empowered, metaliterate learners, as well as teaching them about metaliteracy.

MOOCs provide ample opportunities for learners to connect with and learn from a global classroom of peers. This connectedness is often lost, however, in exchange for more automated, lecture-centered content delivery. The open and circuitous format of our first connectivist MOOC allowed for a level of flexibility and interactivity that was difficult to replicate in our later xMOOC explorations in Coursera and Canvas. However, components in the xMOOCs such as the peer assessment functionalities and discussion forums provided support structures not present in the cMOOC environment that helped facilitate student engagement.

The pedagogical practices we aimed for and how they fared in each environment will be of interest to others who are creating MOOC-based courses, and who are interested in incorporating components that encourage deep engagement and connectedness, even in the self-paced xMOOC environment.

These projects were largely supported by SUNY Innovative Instruction Technology Grants (IITGs), which provided additional resources for continued collaboration between colleagues at The University at Albany and SUNY Empire State College, for these open learning and competency-based ventures.

Overall, we will describe what worked, as well as what did not, and look forward to engaging in conversation with those who have developed MOOCs themselves, or are contemplating doing so.

Even with a few challenges along the way, and the occasional differences in viewpoints, we kept the band together, and the metaliteracy movie never ends. It goes on and on, and on, and on.

Where in the World is SUNY with Accessibility?

Presenters: Dan Feinberg, Nazely Kurkjian, System Administration
Time: 8:45 - 9:15 am Room: Fitzelle 105
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

SUNY has developed accessibility-related course evaluation rubrics, resources, and workshops.

Further, SUNY is advancing accessibility language for procurement, and initiating conversations with vendors to provide accessibility-related services.

- Accessibility Initiatives at SUNY System Administration
- Open SUNY
- OSCQR Rubric
- Workshops
- Online course
- University Life
- Working with procurement, IT
- Initial conversation with vendors - system wide contracts

The goal of this presentation is to share information about what efforts are being made, and hear from campus-based faculty and staff about what is needed. What would be most helpful for faculty and staff who are trying to ensure access?

Digital Badges for Professional Development

Presenters: Jennifer Snyder, Michaela Rehm, Center for Professional Development
 Time: 8:45 - 9:15 am Room: Fitzelle 106
 Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing
 Format: Presentation

Any organization that would like to recognize an individual's skills and/or achievements must have an understanding of the value of issuing digital badges. This session will discuss digital badges for professional development that can be earned by participating in SUNY CPD programs. CPD staff will demonstrate the Credly badging platform and will provide participants with the opportunity to earn badges by participating in activities at this year's CIT.

How Virtual Reality is Transforming Learning in Higher Education

Presenters: Christine Paige, Alena Rodick, Mark Lewis, Empire State College
 Time: 8:45 - 9:15 am Room: IRC 2
 Track: Diverse Learners, Diverse Learning Styles
 Format: Presentation

Our presentation will explore several areas of Virtual Reality (VR). Virtual Reality provides motivation since it allows us to escape from the act of staring at a computer screen by letting us use our whole bodies along with a rich assortment of (virtual) objects to interact with the computer. VR drastically transforms how students engage and learn in higher education. VR experiences are assisting students to be visually and tactically immersed in what they are learning and to practice innovative concepts in a virtual space, with minimal risk.

We will share Google Cardboard viewers with our participants to experience VR environments and to start discussion of possible applications of this technology in the classroom. A brief demo of VR creation tools like Unity and Blender will be provided, as well as resources to start building your own VR environments.

Our aim is to present a selection of innovative examples of VR, to inspire more thinking in using VR in higher education, and show the ease at which you can create your own VR apps. Our goal will be to

inspire you to escape from your computer screens and join the virtual world using goggles and your cell phone!

Assessing the Effectiveness of Online Teaching: One Great Tool-Many Options

Presenters: Donna Simiele, Lisa Dubuc, Niagara County Community College
Time: 8:45 - 9:15 am Room: IRC 5
Track: Iterative Journeys
Format: Presentation

At NCCC we consider quality online courses to include quality design, effective online teaching behaviors, ongoing assessment, and continuous refreshing as per our course quality model. Last year we presented at SUNY CIT on our SUNY FACT 2 Compliance Initiative which included our faculty training, accessibility checklist, and provided an updated on our Quality Review Project, which makes use of "OSCQR."

Most recently, we added effective online teaching using Chickering and Gamson's "The Seven Principles of Good Practice in Undergraduate Education," into our quality course design model. Using these seven principles we've created an official online course observation guide and process to evaluate online teaching faculty. The observation guide also serves as an excellent peer- review or self-assessment tool for online faculty.

In this session, we will share how this document was adapted from the Penn State Faculty Peer Review Guide, how we use it for online course observations and as a self-assessment tool for our online instructors. We will share our training and professional development plan to help online instructors make improvements in each of the seven principles as outlined in the guide. If time permits, we would like to engage our participants in a discussion to hear about similar initiatives on their campus.

Participants will be provided with a link and copy of the Guide so they can modify it for use at their institution.

View the guide here- <http://tinyurl.com/zrqe2aq>

Academic Instructional Services: An Integrated Approach to Supporting the Learning Environment

Presenters: Lisa D'Adamo-Weinstein, Empire State College
Time: 8:45 - 9:15 am Room: IRC 9
Track: Student Success: Retention & Remediation
Format: Presentation

Empire State College's new division Academic Instructional Services (AIS) focuses on the student learning experience ensuring high quality, personal learning at the undergraduate and graduate levels. Integrally connected to all facets of the learning environment, AIS works with developers, faculty, and students to design, deliver, and support student learning. AIS includes Academic Support, Instructional Design, Disability Services, Instructor Development, Retention Services, and the Library. AIS is engaged in translating aspects of the academic world to students and aspects of students' learning experiences to

faculty and staff across the college. Formed in July 2016, this new division has made strides in providing comprehensive and retention oriented resources and services.

AIS offices work not only to provide free services and resources in their individual areas but also as part of a collaborative team to support an inclusive student and faculty centered academic experience. The team identifies and develops partnerships with faculty, staff, students and key college offices/divisions resulting in enhanced learning experiences and opportunities for students that promote persistence and retention while maintaining academic rigor.

Besides providing resources and services specific to each functional office, AIS also utilizes a liaison model to connect cross-functional teams with the departments in our undergraduate, graduate and nursing schools. These teams consult and collaborate with each other, faculty, and staff to develop enhanced scholarship, strong andragogy, and teaching excellence. The focus is on providing academic services and resources to support and facilitate students' navigation of various educational experiences and environments. The liaison model allows for flexibility and integrated staffing to create general and discipline specific services and resources that span all areas of the academic program, modalities of study, and geographic locations fostering student academic success and retention.

This presentation will discuss this model and the impact it has had on the services and resources we offer at SUNY Empire State College to students and faculty.

What's Next for the SUNY Learning Commons

Presenters: Lisa Raposo, System Administration
Time: 9:30 - 10:00 am Room: Fitzelle 105
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing
Format: Presentation

Since the launch of the SUNY Learning Commons, the Commons in a Box technology platform has served us well to achieve its current level of usage and identify the varied use cases of such a tool throughout SUNY. However, due to functionality and user experience limitations, a formal SLC Upgrade Project began in 2016 with the goal of replacing the current system with a built-for-purpose community platform. This best-in-class community solution will provide mobile-first collaboration opportunities to rethink communication approaches and be available via Software as a Service (SaaS) delivery that is hosted in the public cloud. A Core Team formed and lead by the SUNY Center for Professional Development, issued an RFI that would survey the current landscape of Community/Collaboration System solutions. The Team met with seven commercial vendors who responded to the RFI, and what we learned about these products highlighted additional areas to incorporate into the requirements of a formal RFP. In this session we will report on the upcoming changes to the SUNY Learning Commons and its timeline for implementation.

Lessons Learned from The Instructional Designer Certificate Program

Presenters: Robert Piorkowski, System Administration
Time: 9:30 - 10:00 am Room: Fitzelle 106
Track: Professional Partnerships
Format: Presentation

The Instructional Designer Certificate Program has been a successful Open SUNY resource for training and developing a diverse population of practitioners in both learning theories and best practices in online instructional design. After five years, yielding 300+ successful course completions and 59 successful graduates of the entire series, the program now widens its net to a national audience beyond SUNY. The Online Learning Consortium has partnered with Open SUNY to offer this program as part of their catalog beginning this year (2017).

The four-part program practices (and preaches) Teaching Presence, whereby learners engage in activities to learn from each other. This presentation will provide a detailed overview of the program that includes course objectives, administration of the offerings, the types of learning activities, and the lessons learned from the field.

Creation and Dissemination of Interactive Online 3D Anatomy Instruction Modules at Cornell University College of Veterinary Medicine

Presenters: Linda Mizer, Julie Powell, Philippa Johnson, Marnie FitzMaurice, John Graves, Alison Buck, Ariana Boltax, Cornell University
Time: 9:30 - 10:00 am Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

The study of the morphological disciplines in veterinary medicine forms the basis for insightful physical examination, interpretation of imaging studies, informed surgery and discerning necropsy. Moving from traditional lecture/laboratory format to problem-based learning as a basis for study of the morphological sciences at the Cornell University College of Veterinary Medicine has required the provision of a rich supply of resources and guidance to work with them. To date, this has taken the form of a multimodal learning environment, the Modular Resource Center (MRC), and the development of self-learning and assessment modules that are applicable in multiple years of the curriculum. Both of these resources are available 24-7 for use by veterinary students, interns, residents and faculty, however, the use of the physical resources is limited in accessibility and flexibility.

A pilot project was conceived that took advantage of improved visualization, access and interactivity using multimodal active learning pedagogies and three dimensional visualization to teach normal weight bearing and gait analysis. This specific subject was chosen because the introduction of these concepts is compressed in the last two weeks of VTMED 5100, The Animal Body, a 12-hour credit course Foundation Course taken by the first year veterinary students. An understanding of weight bearing and the skill of gait analysis provide a pivotal ability to be able to assess structure and function from a musculoskeletal as well as neurological perspective.

Two online MRC-based modules that relate to the musculoskeletal system were chosen for augmentation. Using high resolution CT data acquisition, a 3D rendering of the dog skeleton and select

muscles were enhanced by medical illustration. These provided unique online learning resources that help translate the traditional two-dimensional presentation of muscles and skeletal elements into a three-dimensional interactive reality of weight bearing and gait analysis. The addition of self-assessment components provides valuable feedback for students and increases the achievement of outcomes for the study of the musculoskeletal system. By targeting student misconceptions and incorporating multimodal active learning techniques, these pilot modules demonstrate a scalable pedagogical approach that is adaptable for use by the broader learning community.

The SUNY Innovative Instruction Technology Grant program provided an avenue for the development of technological applications to learning. The project provided an invaluable experience in the totality of project conception to completion and brought together multiple academic faculty and information technology staff from within the college as well as the collaboration of a Rochester Institute of Technology student working on her Master's thesis. This proof of concept project provides the viability of this approach as an expandable learning strategy and will allow future application for more substantial funding to broaden the scope of the resources developed.

Reimagining a Learning Environment: An Iterative Journey

Presenters: Diane Gal, Mark Lewis, Meg Benke, Eileen O'Connor, Steve Simon, Joshua Gaul, Kay Watkins, Empire State College
Time: 9:30 - 10:00 am Room: IRC 5
Track: Iterative Journeys
Format: Presentation

Our team of faculty, instructional designers, technologists and students at Empire State College have been exploring a completely new way of thinking about online program delivery. The learning management systems currently available use courses as the primary units of delivery and reinforce the accruing of credit from courses completed toward a degree. Yet we know that a degree program is so much more than the accumulation of credit, and involves social exchanges, integrated learning across courses, and other activities.

We are working on a prototype for a programmatic, rather than a course based, digital learning environment that supports online students as they progress through their entire program of study. It is designed to enrich the learning experience by increasing engagement among students, and enhancing program cohesion.

Our thinking draws from and aligns with the Educause vision for the Next Generation Learning Environment (NGLE) in that the elements are integrated into a seamless online space for learning. The NGLE vision includes seamless learning environments in which needed learning objects and resources can be added into the learning environment without compatibility issues. Our prototype adds to that model by moving beyond a course-based environment, while retaining the idea of seamlessness.

Our project is intended to help us break out of the idea that a collection of courses and credits accrued makes a degree program, and explore a more holistic approach to earning a degree in an ecosystem in which the courses are just one part of a more interactive space. The space includes typical

programmatic elements found in campus-based and online programs, but redefined for a more interactive digital learning environment. These elements include:

- Course spaces that could be designed with mastery, competency-based and taught pathways
- Portfolios that support reflective learning, self-publishing (sharing) and outcomes assessment
- Learning object repositories with curation and rating tools and the ability to co-create
- Social networking spaces to include discussion/study groups and microblogs
- Connections with guest experts beyond a simple speech or lecture
- Collaborative research among faculty and students
- Student showcases and space for practice doing research presentations

This initial prototype was designed to support ESC's Master of Arts in Emerging Technologies program. Our team will share an overview of key features of the prototype, our user-centered design process, technical requirements and challenges, and a view towards ongoing testing and iterative redesign.

Collaboration Ready Rooms for Enhanced Community Building

Presenters: Rick Shelton, Shannon Pritting, SUNYPoly
Time: 9:30 - 10:00 am Room: IRC 9
Track: Student Success: Retention & Remediation
Format: Presentation

In this presentation, the authors will share how Blackboard Collaborate rooms can help influence and enhance the teaching and learning of their institution and help faculty with retaining students by direct engagement with Collaborate Ultra. The authors will also share best practices applied in their pilot along with the pitfalls that may be encountered with implementation of Collaborate Ultra into a standard classroom.

Online and distance courses are synchronously and asynchronously delivered in a hybrid or online distance education format, utilizing state-of-the-art videoconferencing, group meetings, and individual work on many services including Blackboard Collaborate Ultra. This pilot provides distance based access to modern computers, software, a min-studio, and peripherals needed to deliver engaging classes by using the newly designed rooms capabilities. The use of Blackboard Collaborate Ultra technology solves many of the challenges of off-campus and distance location learning. This innovative pilot will help illustrate best practices of using a well-designed collaboration room with Blackboard Collaborate Ultra as the primary tool to influence and enhance the teaching and learning process and reach learners in multiple modalities while improving retention. Further, through implementation and adoption of targeted less expensive technology, enrollment can be increased, costs can be reduced, learning outcomes can be improved, and student engagement of diverse learners can be enriched in many programs. The small studio which is co-located with the initial room offers new capabilities for students and faculty to utilize multiple tools to meet the needs of their classes.

SESSION TWO:

Creating Conversations in the Classroom

Presenters: Nina Angelo, Top Hat; Samantha Friedman, University at Albany
Time: 1:15 - 1:45 pm Room: IRC 9
Track: Student Success: Retention & Remediation
Format: Vendor Presentation

In this session, Samantha Friedman, Associate Professor, Department of Sociology at the University at Albany, SUNY, in a fireside chat with Nina Angelo, VP of Product Marketing at Top Hat, will discuss how instructors can utilize technologies like Top Hat's teaching platform to create a more interactive and engaging environment in class.

With the proliferation of mobile devices, technology can often be seen as a distraction in the classroom. Innovative instructors are exploring ways to embrace technology and use these devices as tools to facilitate engagement so that they can positively enhance a student's learning experience.

The Q&A will address how technology can be applied to:

- Encourage greater participation among students
- Provide a real-time feedback loop from students to instructors
- Facilitate in-class discussion among peers

Additionally, the speakers will discuss how instructors can utilize a platform's data to evaluate how their students are understanding course material and to quickly adapt programs to meet the needs of their classes.

Key takeaways and learnings for the audience will include best practices for application within the classroom, insight into the effectiveness of technology and student engagement, and real feedback from students using Top Hat within Friedman's Intro to Sociology course.

OLIS Update

Presenters: Mark McBride, System Administration
Time: 1:15 - 2:30 pm Room: Fitzelle 105
Track: Iterative Journeys
Format: Panel

The Office of Library and Information Services will provide an update on activities presently underway in SUNY libraries. The discussion will focus on the migration from our current library system (Aleph) to a next generation Library Services Platform, the recent development of the SUNY Libraries Consortium, and the efforts currently happening to promote scholarly communication in the 21st Century.

Lessons from the Field: Designing Competency-based PLA Pathways to Scale Up Completion and Learner Success

Presenters: Nan Travers, Michele Forte, Betty Hurley, Empire State College; Amy Ruth Tobel, Farmingdale State

Time: 1:15 - 2:30 pm Room: Fitzelle 106

Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing

Format: Panel

SUNY Excels identifies five areas of excellence to focus efforts across all SUNY institutions: access, completion, success, inquiry and engagement. Prior Learning Assessment is the process by which verifiable learning acquired outside of traditional learning environments is assessed for college-level credit. Prior learning assessment is a proven strategy to provide post-traditional students access to education, while also completing credentials at lower costs and less time. PLA research (1) indicates that students who earn PLA credits are twice as likely to complete a degree than non-PLA counterparts. In addition to supporting persistence and completion, research (2) also indicates that engaging prior learning assessment increases students self-regulated learning, study skills and self-assessment skills. The process requires students to delve deep into an inquiry of their prior learning and engage demonstration of that learning. Practices and outcomes associated with prior learning assessment cut across all five dimensions of the Excels Matrix.

However, development of prior learning portfolios can be cumbersome for students and difficult for faculty to assess. Earlier work (e.g., IITG 2014) with e-portfolios and templates based on the Global Learning Qualifications Framework (www.esc.edu/glf) indicated that when competencies were used, students had an easier time documenting their learning and faculty found assessing the learning more effective. This project builds upon the previous work.

Using competency-based technology, seven faculty teams at SUNY Empire State College combined competency based learning with prior learning assessment to provide post-traditional students with a transparent, accessible platform to document college level learning. The teams used the Global Learning Qualifications Framework as well as the Connecting Credentials Framework (<http://connectingcredentials.org/framework/#>), a competency-based framework that connects different credentials to compare, stack and/or develop new ones. Using these frameworks, the faculty named and developed competencies commonly associated with the areas to which they were assigned. Once the competencies were identified, the faculty determined assessment methods and designed the on-line environment within which students would document and faculty would assess the students' learning.

In this panel presentation, the faculty will share their experiences and outcomes across seven disciplines: the SUNY Pathways in Business, Computer Science, and Criminal Justice; SUNY General Education in Basic Communications and Mathematics; and areas directly linked to industry partners in Human Services and Labor Bargaining. In addition, the methods used to support the faculty and provide professional development will be shared. Participants will discuss how competency based methods can support prior learning assessment and credentialing learning.

(1) http://cdn2.hubspot.net/hubfs/617695/premium_content_resources/pla/PDF/PLA_Fueling-the-Race.pdf?submissionGuid=e8af1d80-97b0-4312-a2b7-0d4fe0bc61d4

(2) Travers, N. L. (2011). United States of America: PLA research in colleges and universities. In J. Harris, C. Wihak and M. Breier (Eds.). *Researching Prior Learning*. Leicester, United Kingdom: National Institute for Adult Continuing Education.

Getting Out of Our Comfort Zones...capitalizing on “the smartest person in the room” mindset

Presenters: Kathleen Gradel, Fredonia State
Time: 1:15 - 2:30 pm Room: IRC 120
Track: Diverse Learners, Diverse Learning Styles
Format: Hands-on Demo

We have all heard that “sage on the stage” content delivery may not fully engage learners...but we have “peeps” who demand guided notes and expect PowerPoints! We know that more “hits” on concepts promotes more learning...but there is only so much time in a session, and how do we know that students have done their homework? We all strive for deeper learning and critical thinking...but doesn’t that translate into just the quest for an A?

This session is a fast-paced look at a few worthy tools and practices that can capitalize on the answer to the familiar question “Who’s the smartest person in the room?” (The room!).

This hands-on session focuses on both the “why” and “how” of using backchannel tools, collaboration apps/strategies, and formative assessment apps paired with smart engagement strategies. We’ll focus on real course and professional development strategies that push the learning off the podium and literally into the hands of the learners (students, faculty, staff) across teaching/learning delivery formats.

Exploring Virtual Laboratories as a Tool and a Pathway to Increase Access STEM learning

Presenters: Jeffrey Riman, Karen R. Pearson, Fashion Institute of Technology
Time: 1:15 - 2:30 pm Room: IRC 2
Track: Professional Partnerships
Format: Panel

Virtual laboratories have great potential to expand access to traditional science laboratories and experiments. The virtual laboratory utilizes a new and evolving technology related to 3D animation and gaming to bring “hands” on experiments, explorations and data collection. For this exploration, we used Labster who provided access and support. Labster is a company dedicated to developing fully interactive advanced lab simulations based on mathematical algorithms that support open-ended investigations. Given Labster’s position in an emerging market working with many institutions of higher learning including Harvard, Medical School and Massachusetts Institute of Technology, they were a willing partner with a product that is still rapidly evolving. Our efforts were conducted concurrently with a SUNY-Wide inquiry that offered faculty unfettered access for evaluative purposes. Our efforts also included student experience feedback.

Here we present four perspectives as a model to explore virtual laboratories as an initiative to expand access to science laboratories and equipment. Specifically, this perspective serves as an assessment to provide insight, with the topics of promise and challenges addressed as follows:

1. department chairperson/dean/university technology director;

2. course instructors (including full-time tenure to adjunct professor/biotech scientist)
3. instructional designer (deployment and integration)
4. student/trainee end user impressions

The four highlighted perspectives will examine the concept and application of virtual laboratories.

The target of the exploration has two foci, one to determine if the technology can be adapted effectively to mimic the laboratory environment and two do existing products provide accurate content/examples that are accessible to the student user. We will present examples and research that discusses the technology (the product model) and how the product can and are being used to augment the classroom experience. The discussion will include feedback from faculty and student users.

This examination is designed to provide perspectives on the Virtual Lab from different lenses that demonstrates the promise and challenge of augmenting curricula with interactive simulations.

Objectives. To provide preliminary a road map for product analysis and determination of validity for classroom use.

- Performance: Assessing how well the product navigates and responds to faculty and student interactions.
- Training and support: How support materials and resources help meet the challenges of working with faculty first entering this arena.
- Product research and development: Looking at the growth path planned for the product and relevance to our longer-term goals.
- Pedagogical and scientific content/accuracy: Ensuring standards are rigorous and content is accurate.
- Diversity, equity, and inclusion initiatives: Evaluating how well the technology initiative addresses the challenges of diversity, equity, and inclusion (at the university level and in the specific fields of science).
- Discussion. This perspective provides a detailed discussion of the topics of promise and challenges of virtual laboratories as a sustainable solution to improve science education and is presented in three distinct vignettes.

Starfish Early Alert Initiative: Observations, Recommendations, Lessons Learned

Presenters: Michele Forte, Lori Palmer, Kristyn Muller, Kim Scalzo, System Administration; Heather Darrow, Broome Community College; Larry Dugan, Monroe Community College
Time: 1:15 - 2:30 pm Room: IRC 4
Track: Student Success: Retention & Remediation
Format: Panel

The Educause Center for Analysis & Research (2014) suggests that “Integrated Planning & Advising Services” include a holistic approach to the provision of information to students, faculty & staff to engender completion of the credential. The study notes that the efforts to engage & retain students must be collaborative, & across what are often communication silos. A critical component of this holistic approach is use of early alerts tool. Early alerts tools collect & manage information about student activities across a variety of stakeholders (faculty, learning coaches, advisors, financial aid

officers, and so on). They are often used with respect to “at risk” students, & campuses variously define which student cohorts might fall into this category (first-generation, student athletes, online, post traditional, & so on). Campuses determine how the tool is integrated into existing campus workflow, & who will have access to & be responsible for flagging these behaviors to proactively address common barriers to academic success.

In the 2016 State of the University Address, Chancellor Zimpher announced SUNY’s commitment to an expansion of early alerts systems. By way of context, many campuses across SUNY were already using these tools: The signature elements of Open SUNY Student Supports include scaled tools & resources including early alerts provision. The 2016 expansion of early alerts focuses on the use of Starfish, the tool of choice for many campuses within SUNY. Open SUNY campuses using Starfish created an active community of practice within which best practices for implementation & use were established & shared across these first adopters.

Intended to build upon the reported successes of these campuses, the system-funded Starfish Early Alert Initiative intends to improve retention rates at multiple SUNY campuses. Those in Cohort 1 are categorized as either new instance or mentor campuses. The former were identified based on goals of increasing student retention rates aligned with SUNY’s Completion Agenda, while the latter have proven success with Starfish integration & will serve as consultative supports to new instances. Mentor campuses will also be charged with identifying baseline metrics by which future successes can be tracked. As new campuses begin discussions on application configuration & organizational alignment, recommendations from the mentor campuses & communications channels will be available, & will be shared broadly within SUNY.

This initiative is supported by planful engagement across stakeholders. Open SUNY staff works collaboratively with Starfish & with campus personnel, & other SUNY System offices (Student Life, Financial Aid, etc.) to contribute to a community of practice.

With representatives from both new instance & mentor campuses, as well as from Open SUNY Student Supports & system administration, this diverse panel will offer highlights of this initiative to date, including but not limited to: identification of metrics by which efficacy of tool can be measured; best practices for implementation & integration; lessons learned from expansion of tool; the ways in which this element is being adapted & adopted across programs & sectors; changes to workflow & communication structures; how the early alert tool is being used engage both online & campus-based students; early success indicators.

Scaling OER Adoption to Support SUNY Excels’ Access, Completion and Success Goals

Presenters: Laura Murray, Mark McBride, System Administration; Josh Baron, Lumen Learning
Time: 1:15 - 2:30 pm Room: IRC 5
Track: Student Success: Retention & Remediation
Format: Panel

Research has shown that adopting Open Educational Resources (OER) can reduce student textbook costs by up to 90% while resulting in increased course completion rates and content mastery. This panel will discuss successful institutional strategies for scaling OER adoption and how they align with SUNY’s Excels

initiative and its access, completion and success agenda. Openly licensed materials will be provided for participants to bring back to their campus to share with other institutional stakeholders.

FACT2 Award Recipients Panel

Presenters: John Zelenak,
Time: 1:15 - 2:30 pm Room: IRC 9
Format: Panel

Come and meet the recipients of the third annual FACT 2 Excellence Awards. Hear about the instructional and instructional support magic these recipients have created on their campuses. You will have the opportunity to ask questions on how to recreate their success on your own campus.

The four awards are:

- For Instructional Support, Community Colleges
 - Hope Windle, Ulster
- For Instruction, Community Colleges
 - James Bucki, Genesee
- For Instructional Support, State Operated and Statutory Campuses
 - Binghamton IDS Team of Eric Machan Howd, Andrea MacArgel, Cherie van Putten, and Steve Weidner
- For Instructional, State Operated and Statutory Campuses
 - Kristy Digger, Delhi

FACT2 Excellence in Instruction Awards

These awards recognize SUNY full or part-time teaching faculty, working individually or in collaboration with others, engaging innovative uses of technology in the teaching and learning process. A recipient of this award has incorporated new or existing technology in ways that enhance the curriculum and engage students using methods and strategies that are scalable and transportable to other settings.

FACT2 Excellence in Instructional Support Awards

These awards recognize excellence by full or part-time instructional support persons involved in supporting innovative uses of educational technologies to meaningfully improve teaching and learning by working individually or in collaboration with teaching faculty in the strategic application of curriculum within SUNY. The recipient or team receiving this award has demonstrated excellence through instructional support practice, and the ability to recognize pedagogical opportunities and to devise strategies for infusing the curriculum with innovative use of technology that aligns with learning outcomes.

Learn more about how to nominate yourself or someone you know for these awards next year.

SESSION THREE

Partnering to Teach Gamified Course Design

Presenters: Jeremiah Grabowski, University at Buffalo
Time: 3:00 - 3:30 pm Room: Fitzelle 105
Track: Professional Partnerships
Format: Presentation

The CIT 2017 call for proposals “challenges presenters to demonstrate how they strategically use tools, media and pedagogy to stimulate learners to respond with greater cognitive gain.” The presentation will detail how a professor strategically utilized innovate game design tools to encourage students to develop creative and authentically engaging gamified learning modules for use in their own classes. In order to prepare students to design game activities students discussed and debated motivational theories along with research related to the pros and cons of gamified learning.

We will also discuss the mutually beneficial partnership between Muzzy Lane, an educational game design company, and an online graduate-level instructional design course. By integrating the tools into the coursework, it allowed students to participate in a learning environment which was much more practical and authentic. At the same time, it provided Muzzy Lane with feedback allowing them further improve their educational tools for their customers.

As part of the presentation, the audience will be introduced to research related to motivation, gamification, online instructional design, and the intersection between the three. Data related to the class such as student comments, survey results, and examples of student work will also be shared and discussed.

Research, Research, Research: The First Year of the Open Education Research Lab at the University at Buffalo

Presenters: Samuel Abramovich, University at Buffalo, Mark McBride, System Administration
Time: 3:00 - 3:30 pm Room: Fitzelle 106
Track: Iterative Journeys
Format: Presentation

It is no accident that SUNY seeks to be a leading innovator in Open Education. SUNY is dedicated to providing opportunity and access to knowledge and learning for New Yorkers, Americans, and the world. Consequently, a core aspect of SUNY’s mission is to identify new technologies, develop new pedagogies, and be at the forefront of change that innovates and improves learning for all. As the largest comprehensive university system in the United States, it is natural that SUNY educators would develop Open SUNY to support Open Education solutions to educational challenges. Already, there are Open SUNY degree programs, Open SUNY MOOCs, and Open SUNY OERs.

However, there is current untapped opportunity to move beyond best practices and isolated projects across SUNY Open Education. Modern education research has verified the value of empirical based evidence for improving education (McMillan, 2012). And a number of researchers have studied how individual Open Education innovations have improved learning outcomes (Laman & Hilton, 2012;

Fischer, Hilton, Robinson, & Wiley, 2015). However, there is little research on how Open Education can systematically change and improve institutions of higher education, and how benefits may be applied or “scaled up” system wide.

One key reason why there is little research on Open Education is the challenge of creating quality, empirical research. Research questions, methods, analysis, and communication all take time and resources to do well. Unfortunately, time and resources are often an afterthought in technology implementations, superseded by the desire to improve enrollment and be perceived as providing the most ‘innovative’ education. The result is an unhealthy system of hyped education technologies that are conceived of as a ‘silver bullet’ only to be later perceived of as ‘fool’s gold’. Open Education is just as susceptible as any other educational technology, despite the number of benefits extolled by OER advocates.

The core mission of the University at Buffalo’s OER lab is to actively engage and support the study of Open Education learning opportunities. We do this by both engaging in our own research of Open SUNY projects as well as other OER efforts throughout the world. This presentation will highlight the lab’s first year of research findings, current research studies, and development of research grants. Specifically, we will share the results of multi-campus investigation of student and instructor perception of the financial value of OER. In addition, we will share findings from in vivo research studies on Makerspaces. We will also share the details of our current grant writing successes and plans for future federally funded research studies.

We will conclude with a dialogue toward recommendations for SUNY collaborators who want to empirically study OER. Specifically, we will detail how full collaboration between research institutions can avoid barriers to research outcomes. We will solicit ideas, partnerships, and communication among all attendees toward building more OER research. Please come with your ideas, concerns, and be ready to share!!

Designing Cross-Cultural Collaborative Online Learning : Faculty Perspective

Presenters: Alex Kumi-Yeboah, Guangyi Yuan, University at Albany
Time: 3:00 - 3:30 pm Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

The primary purpose of this project is designed in situ the attitudes, responses, and expectations of faculty towards online learning. Second, to critically assess how online learning courses relate to cultural responsiveness, multicultural expectations, challenges, and achievement for faculty at the University at Albany. Last, study findings will inform best pedagogical practices for faculty and instructors regarding how to promote multicultural teaching presence to help meet minority students’ educational needs in online and blended learning environments.

Supporting Self-Regulated Learning with Student-Centered Learning Analytics

Presenters: Adam Pilipshen, Nassau Community College

Time: 3:00 - 3:30 pm Room: IRC 4

Track: Student Success: Retention & Remediation

Format: Presentation

When comparing online and face-to-face courses, discrepancies often arise with regards to withdrawal, failure, achievement, persistence, and graduation rates. These discrepancies are often attributed to the structural differences between these two modalities and research suggests that students who possess the capacity for self-regulated learning are more capable of overcoming these differences. However, the deluge of data that is collected by learning management systems can help us understand and address these issues in more nuanced and contextual ways. By leveraging learning analytics and educational data mining techniques, granular user data can be turned into insights about the unique characteristics and needs of students as well as guide the optimization of learning environments.

This presentation will outline a conceptual framework that leverages learning theory, computational methods, and data visualization strategies to enhance and support self-regulated learning in learning management systems. This presentation will:

- Discuss the role of the online learner and outline how self-regulation is a key determinant of online learning success.
- Present the current state of data strategies in higher education and introduce the audience to the finer points of educational data mining and learning analytics.
- Propose a conceptual framework that aligns learning theory and learning analytics in a way that can influence skills related to self-regulated learning.

Dan & Dave's Journey through Collaborative Online Tools

Presenters: Dave Ghidui, Dan Feinberg, System Administration

Time: 3:00 - 3:30 pm Room: IRC 5

Track: Iterative Journeys

Format: Presentation

Dan and Dave will be discussing:

Slack - THE BEST TOOL for collaboration across groups (and is great for onboarding, too). They will also discuss the integration of multiple add-ons that enhance productivity and increase entertainment.

Insight.ly - Customer relationship software is necessary, even if you think you don't need it. This solution is handy for tracking training sessions that you conduct, as well as contact information and pathways.

Google Drive - Bar none, the best collective document management software.

Trello - Lightweight task delegation software

GQueues - A mix between a TODO list and task management (with calendar integration)

Goodle Slides as a mechanism for deck building from sources like Trello (new feature to Google Slides!)

All these tools serve a precise purpose in the seamless workflow that has enabled the team to collaborate and communicate effectively remotely.

Student Engagement & Collaboration using VoiceThread

Presenters: Kathleen Borbee, Andrea Gilbert, Thomas Capuano, Monroe Community College
Time: 3:00 - 3:30 pm Room: IRC 9
Track: Iterative Journeys
Format: Presentation

This presentation reviews the integration of VoiceThread in online business courses to encourage student participation and creation of a learning community. The business work world is becoming increasingly virtual with work teams that span multiple locations – not only states but countries. The use of an innovative tool such as VoiceThread not only encourages student learning of the subject matter within an online course, but introduces students to the realities that exist in today’s work world.

- I. The overall course design will be reviewed along with how VoiceThread is integrated through Blackboard. This will include:
 - a) Creation of a VoiceThread within an online course.
 - b) Type of VoiceThreads.
 - c) Tips for getting students started with VoiceThread.

- II. of student work will be discussed and shown. This will include :
 - a. Specific use of VoiceThread that relate to course learning outcomes.
 - b. Lessons learned and best practices for successful integration of VoiceThread into a course.
 - c. Examples of student final project presentations that simulate the realities of working in a virtual world.

- I. Suggestions for using VoiceThread in classroom courses will be reviewed. This will include :
 - a. Different uses of VoiceThread.
 - b. Benefits of using VoiceThread for diverse learning styles.

Emphasis will be placed on showing real examples and sharing best practices in terms of which approaches worked best, what changes would be made in the future, etc.

A Student-driven Approach to Assessing and Utilizing Assistive Technology to Improve Course Accessibility, Classroom Inclusivity, and Student Engagement

Presenters: Craig Levins, Tim Ploss, Jayleen Wangle, Ursala Sanborn-Overby, Maurice Odago, Alison Fugit, SUNY Oneonta
Time: 3:00 - 4:15 pm Room: IRC 120
Track: Diverse Learners, Diverse Learning Styles
Format: Hands-on Demo

Students with disabilities face many challenges that may hinder their ability to receive an equitable opportunity in the classroom. Content may be delivered to students in an inaccessible format, and/or students may have barriers that impede their ability to effectively study, practice, or produce required course material independently. This project was designed to directly address these issues by funding a team of students to trial, assess, and collaborate with staff and faculty to explore individual and classroom usefulness of various assistive technologies (AT), and to create learning modules that will be shared openly. The project's primary intent was to improve accessibility, independence, and engagement for students with disabilities; but, Universal Design for Learning (UDL) principles were a focus in an attempt to assist any student who struggles with the content areas being investigated.

This presentation will focus on the results of this project, and the project team will discuss with participants how such technologies can assist with improving accessibility in the classroom and throughout the campus. We also will discuss the process of undertaking such an initiative, how the student team was able to get past the frustration of learning new technologies to the point where they felt comfortable collaborating with the faculty team, and the benefits of approaching accessibility from a student-driven paradigm. The faculty team will discuss how they might integrate the AT into their courses to truly embrace the UDL framework, as well as the benefits of considering AT when designing courses.

Participants will have the opportunity to work with the student team to research, trial, and assess free AT alternatives openly available online, and will be shown how to convert inaccessible PDF's into accessible documents.

Developing Game Based Learning for Student Engagement: MCC's Journey from Process to Product

Presenters: Andrea Gilbert, Larry Dugan, Judi Salsburg-Taylor, Monroe Community College
Time: 3:45 - 4:15 pm Room: Fitzelle 105
Track: Student Success: Retention & Remediation
Format: Presentation

Is your campus considering ways to make learning more engaging to students? Monroe Community College worked with Muzzy Lane during the Summer of 2016 to develop study skills games and financial aid games for new college students as part of an Open SUNY project. The goal of the project was to explore the process of game development and create several games for SUNY-wide use. Using the Muzzy Lane Author tool, a rapid development web-based game tool, we created simple mobile friendly games that can be integrated into Blackboard and can include badges. The team will discuss the process of development, our challenges, and share our product.

Open 365: One Community College's Year-Long Experience with SUNY's OER Services

Presenters: Michael Daly, Fulton-Montgomery Community College
Time: 3:45 - 4:15 pm Room: Fitzelle 106
Track: Professional Partnerships
Format: Presentation

Announced at the 2016 CIT Conference, Open SUNY Textbooks' (OST) expansion to offer Open Education Resources (OER) Services provided Fulton-Montgomery Community College (FM) the much needed opportunity to move from enthusiastic but ad-hoc OER offerings to a formalized, institutionalized and sustainable partnership that has proved a potential pathway for student success.

Session attendees will learn how, in one year, the services offered by OST/OER leveraged the knowledge and experience of 30% more FM faculty to create more robust OER on a stable platform, and allowed 34% more FM students to experience OER in a variety of access points (e.g., digital, web, and print). The expansion of OER resources also contributed to a 4% increase in course throughput rates for FM students electing to take a course using OER. Also detailed in this session will be how FM instituted a course fee in Spring, 2017 for OER courses in an effort to sustain these successes. This fee was met with widespread approval from college administration, faculty, staff and members of Fulton and Montgomery counties.

The session will close with futurecasting the role of OST/OER at FM, including the potential for widening our reach into college-high school partnership programs and positing the need for a SUNY-wide OER print platform.

Utilizing Predictive Analytics for Student Success

Presenters: Christopher Price, Center for Professional Development; Jason Lane, SUNY SAIL
Time: 3:45 - 4:15 pm Room: IRC 2
Track: Student Success: Retention & Remediation
Format: Presentation

SUNY partnered with the Tennessee Board of Regents and the University System of Maryland on a project funded by a grant from the Bill & Melinda Gates Foundation to develop a set of tools campuses can use to better utilize predictive analytics. Predictive analytics is "an area of statistical analysis that deals with extracting information using various technologies to uncover relationships and patterns within large volumes of data that can be used to predict behavior and events." (van Barnevald, et. al., 2012) Campuses are using predictive analytics in conjunction with early warning systems, the identification of bottleneck courses, degree planning systems, and other strategies designed to help their students be more successful. The project deliverables include the identification of predictive analytics best practices, the creation of a campus readiness process for the implementation of a predictive analytics program, and the development of workshops designed for faculty and staff to help them implement a predictive analytics program.

This presentation will address the challenges campuses have faced implementing predictive analytics and discuss how the the three project deliverables were designed to help meet these challenges. Even though campuses have made large investments in software and other ways to analyze data, many of

their faculty and staff do not understand how to utilize these tools effectively. The three project deliverables have been designed to help facilitate the effective adoption of predictive analytics tools through closing these gaps at the organizational level (campus readiness process), with faculty/staff interventions (workshops & trainings), and an overall better understanding of the principles that should guide this process.

Van Barnevald, A., Arnold, K.E., & Campbell, J.P. (2012) Analytics in Higher Education: Establishing a Common Language. Educause Learning Initiative (<http://net.educause.edu/ir/library/pdf/eli3026.pdf>)

Developing Community and High-Stakes Content, Online, through a Virtual-Reality Environment and Student-Created Videos

Presenters: Eileen O'Connor, Empire State College
Time: 3:45 - 4:15 pm Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

In this presentation, the instructor will explain the various communication and collaboration tools and activities that were used within the course. Periodic virtual-reality meetings were held that created groups of students from different courses that met to discuss topics related to class readings about preparation for various aspects of the high-stakes portfolio examination. A reporting process was integrated into the meetings so that the various teams shared their ideas within a learning-management-system discussion board to further disseminate ideas. The instructor also visited the various virtual-reality teams and polled their ideas and answered questions, taping her work with the different teams and sharing these through YouTube later so the entire class could learn. Students were also required to create periodic videos of themselves addressing various topics related to the course and related to the portfolio-requirements that they would soon need to address. These synchronous meetings developed a visual and personal experience among the different class members. A final student-created video, where the assignment required a reflection on learning throughout the course, unearthed many of the students' sentiments and beliefs that pointed to the engagement, ownership, and community aspects of the learning and growth that had taken place throughout the course. Also, since the instructor was able to gain insights into the students' understanding of the upcoming portfolio — and of their misunderstandings as well, she was able to have a very focused final webinar that provided specific suggestions to help grow and, when necessary triage, students' ideas.

The integration of the various communication environments, from shared synchronous meetings to an asynchronous, topic-exploration student-video allow the instructor to understand quite clearly students thinking around a very complex and high-stakes process. The honesty that was engendered by students as they began to feel safe within these environments allowed the instructor to gain that intimate knowledge of students' thinking that could help her guide a class in a way that simply grading papers and discussion boards would not permit.

This presentation will bring forth evidence of how these 100% online approaches created a vibrant learning network. The use of these tools are not restricted to the content area within which they were used. Evidence from the class interactions will be given to support the effectiveness of the tool for building community and the broader applications will be presented as well. Attendees at the

presentation will be encouraged to consider how these tools might help their own learning and problem solving challenges.

A Work in Progress: How Blackboard Portfolios are Being Used at MCC

Presenters: Tom Capuano, Martha Kendall, Monroe Community College
Time: 3:45 - 4:15 pm Room: IRC 5
Track: Student Success: Retention & Remediation
Format: Presentation

MCC adopted the Blackboard Portfolio tool as its e-portfolio solution. The Virtual Campus team has partnered with the COS (College Orientation) department to serve as a pilot group. Through the creation and implementation of some Blackboard Portfolio templates, MCC has come up with an e-portfolio that is designed for students to complete over a two year period. During this presentation we will share the strengths and weaknesses of this tool, as well as what we learned through the process. Included in this presentation will be the perspectives of both an instructional designer and a faculty member. One of the faculty members from the COS department will be present to share her successes and failures while using Blackboard Portfolios.

Visual Objects within Blackboard Exams: An assessment tool for graphic arts and other disciplines that may benefit from recognition of visual characteristics

Presenters: Laurey Buckley, Suffolk County Community College
Time: 3:45 - 4:15 pm Room: IRC 9
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

A mechanism to test students of graphic design on their understanding of information presented in visual form can serve as an alternative tool for assessment in the graphic arts as well as other disciplines that benefit from recognition of visual characteristics. This project focuses on the development of a system for building and deploying quizzes in the Blackboard course management system that specifically require analysis of visual evidence for testing students on basic design principles. The primary purpose behind developing a quiz that uses visual elements as the answer choices is to provide an alternative assessment strategy that would require college-level students in an introductory graphic design course to engage in comparative analysis of finished commercial layouts, in order to demonstrate understanding of basic graphic design principles. For this project, a variety of tools and resources were used to create a body of images that display varying intensities of specified design principles. The image files were then used as the answers choices to forty questions that were written based on a core set of principles presented during an introductory graphic design course. Additional steps were taken to develop the questions and catalog the image files in a manner that is compatible with importing and implementing questions into Blackboard™ test pools. This presentation will cover the research, process, and tools used to develop this system.

SPECIAL INTEREST GROUPS/BIRDS OF A FEATHER

Faculty Development Community of Practice

Presenters: Christopher Price, Center for Professional Development (CPD)
Time: 4:30 - 5:45 pm Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: SIG

Are you involved with supporting teaching and learning and faculty/staff development efforts on your campus? If so, come to this session to talk and network with others in this community of practice. We will talk about recent efforts in SUNY to bring together faculty development faculty and staff, possibilities for collaboration on faculty development events and programs, faculty development best practices, and other faculty development opportunities on campuses, in SUNY, and beyond.

DOODLE

Time: 4:30 - 5:45 pm Room: IRC 4

Moving Beyond Quizzes: Enhancing Online Pedagogy through Innovative Closure Activities

Presenters: Lisa Tessier, Liz Frisbee, Monica Liddle, SUNY Delhi
Time: 4:30 - 5:45 pm Room: IRC 5
Track: Iterative Journeys
Format: Birds of a Feather

James Lang's (2016) book "Small Teaching: Everyday Lessons from the Science of Learning" suggests that little changes in teaching based on the science of learning can yield big gains in how we help students learn. Specifically, Lang (2016) recommends that educators focus on retrieving, predicting, and "interleaving" (repeating new material and skills across multiple, different lessons) activities to facilitate student mastery of knowledge of a new subject; and connecting, practicing, and self-explaining techniques to enhance student understanding. Springing from the research presented in this book, we will discuss the importance of "closure" at a variety of scales (ex. lesson-, unit-, and semester- levels) in online pedagogy to promote retention of knowledge and student understanding. In an asynchronous, online learning environment, implementing closure activities presents unique opportunities and challenges. Often, the temptation is to rely heavily on embedded online quizzes for lesson or unit closure. However, there are many other creative online retrieving, predicting, interleaving, and connecting activities available to educators as part of the closure process (Lang, 2016). We will share our own iterative experimentation from the disciplines of science, art, and education, with an array of online closure activities designed to enhance learning. Multiple opportunities will be provided for participants to discuss, brainstorm, and design applications for their own classes through a think-pair-share, guided discussions, and hands-on online activities. Together, we hope to envision a way to move beyond over-reliance on online quizzing, toward creative closure initiatives that can be implemented relatively easily into our online teaching in 2017.

POSTER SESSION ONE

Faculty + Tech Tools + Coffee = Homegrown Professional Development

Presenters: Rachel Rigolino, SUNY New Paltz
Time: 6:45 - 8:00 pm Room: Alumni Field House
Track: Iterative Journeys

Finding spaces to discuss classroom technology--both in terms of securing physical meeting places as well as open times in a professional's calendar--is increasingly difficult. One goal of the SUNY Tools for Engagement Project (TOEP) is to encourage discussion about pedagogy and technology through asynchronous tools, specifically Google+. TOEP participants do not have to worry about scheduling in a specific time to meet with their colleagues, which makes the project attractive.

In an effort to promote SUNY TOEP, a faculty member -- and TOEP Fellow -- advertised the initiative to her colleagues on the SUNY New Paltz campus during the fall 2016. This poster session examines how (and perhaps why) a core group of faculty ultimately decided to continue meeting face-to-face rather than solely through TOEP and Google+.

Tools That Can Be Used for International Telecollaboration Projects

Presenters: Anita Levine, SUNY Oneonta
Time: 6:45 - 8:00 pm Room: Alumni Field House
Track: Diverse Learners, Diverse Learning Styles

This Poster presentation will share an overview of various basic, free online tools that can be used for telecollaborative projects. Examples will include tools used for projects conducted between Croatian elementary school students and American elementary education preservice teachers, Italian political science university students and American elementary education preservice teachers, and Kosovar secondary level public school students and an American secondary education preservice teacher.

Video Platform Implementation at SUNY Empire State College

Presenters: Michael Fortune, Kesley Foote, Empire State College
Time: 6:45 - 8:00 pm Room: Alumni Field House
Track: Diverse Learners, Diverse Learning Styles

This session's presenters are the administrative leads for the Kaltura video platform at Empire State College. This presentation will focus on the large scale implementation of this platform and its use with MediaSpace and Moodlerooms. The platform went from being a small pilot program to have grown into a fully college supported platform with video tutorials, documentation, and an integration into the college's LMS.

One benefit of a video platform is that it frees up face-to-face time for more meaningful and authentic learning activities. When study group meetings are spent delivering lectures, there is rarely enough time to also engage in constructive learning activities. By creating or using video, students become familiar

with or learn material before attending a face-to-face meeting. This strategy frees valuable time to engage in problem solving with the support of the faculty member (Kay, 2012).

Studies have found that video improves learning and study time. Playback controls of online video allow students to repeat content or review demonstrations as many times as they need until they feel they have mastered the content (Zhang et. al, 2005). When compared to reading, video presents visual and auditory information simultaneously which has been shown to decrease the split-attention effect (Atkinson, Derry, Renkl & Wortham, 2000).

Another benefit of using video is the decreased transactional distance by creating connections.

Distributed courses combined with an online learning environment can lead to impersonal relationships between instructors and students. Video has the power to decrease the perceived transactional distance when faculty record personal messages or greetings intended for students and when students present videos of themselves in a course. Witnessing vocal inflections, personality nuances, and an individual's face contribute to a fostering of social presence (Wheeler, 2005).

ESC's media platform, LEARNscape, makes sharing video with students an easy and seamless process. Directly from Moodlerooms, the ESC community can create webcam videos, screen capture videos, or upload existing video content. Faculty can also assign your students a video project and caption videos to meet ADA compliance.

Participants will learn the implementation timeline and will hear the setbacks and advancements as well as future plans for building out in the future.

Recording Speeches - A Cost Effective Implementation at under \$3000

Presenters: Cindy Stoner, Adirondack Community College
Time: 6:45 - 8:00 pm Room: Alumni Field House
Track: Iterative Journeys

Our speech faculty were using webcams attached to their instructor computers in their classrooms to record student speeches. This worked, but the quality was limited, including problems with sound and ease of use. They were able to obtain a dedicated speech classroom space, and a very limited budget. We at Educational Technology put together an inexpensive system for them that is easy to use while providing better sound, Pan Tilt Zoom capabilities and easy sharing. Three years in, and the space usage keeps increasing. Come follow our journey.

Teaching Decision Making to Post-Traditional Learners in Multiple Dimensions

Presenters: Reneta Barneva, Fredonia State; Valentin Brimkov, Buffalo State College; Lisa Walters, Fredonia State
Time: 6:45 - 8:00 pm Room: Alumni Field House
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing

Data-analysis-driven decision making is essential in most fields of human activity. Although, throughout the entire educational process – from K12 to higher education - the goal is teaching the students critical thinking, formal methods of data analytics and decision making are rarely taught. During their

professional career, people often face the necessity of making important decisions and support them by data. Instead of employing formal methods, however, they usually apply their intuition and/or anecdotal evidence.

With the significant increase of the amounts of data coming from various sources available for analysis to support decision, it becomes increasingly important to train the work force how to take opportunity of them to make informed and possibly optimal decisions. This is realized by the businesses, which start looking for experts in data analytics or data science. The latter qualification is not strictly defined. According to IBM “A data scientist will most likely explore and examine data from multiple disparate sources. The data scientist will sift through all incoming data with the goal of discovering a previously hidden insight, which in turn can provide a competitive advantage or address a pressing business problem. A data scientist does not simply collect and report on data, but also looks at it from many angles, determines what it means, then recommends ways to apply the data” [1]. According to Harvard Business Review, “demand [for data scientists] has raced ahead of supply. Indeed, the shortage of data scientists is becoming a serious constraint in some sectors.” [2]

Many professionals turn back to the universities as post-traditional learners to take courses training them to data analytics and decision making skills. Usually their goals are to take for a short time a course or two that will equip them with the competences in this field. Obviously, not all post-traditional learners would have mathematical or computer science background.

In this presentation, we will consider several technological tools that will prepare the learners in multiple dimensions with data analytic skills. The first class of tools includes data analysis and visualization tools. We will provide a survey of several software systems suitable for a broad audience that develop data analytics skills. Then we will discuss Six Sigma – a data-driven procedure meant to improve the business processes. Finally, we will examine some operations research methods that allow finding optimal solutions.

Our work is aimed at providing universities instructors and administrators with a comparable analysis of the novel technological tools and methods that could be explored in courses for post-traditional learners to increase their professional decision-making abilities. It can be used as a basis for curriculum development and instructors preparation. It may also change the perspective of teaching critical thinking in general education courses.

References:

[1] What is a data scientist? IBM, <http://www-01.ibm.com/software/data/infosphere/data-scientist/> (Retrieved December 2015).

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Enhancements to Cross-Institutional Professional Development through the Tools of Engagement Project

Presenters: Roberta (Robin) Sullivan, University at Buffalo; Cherie van Putten, Binghamton University; Chris Price, SUNY Center for Professional Development

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Professional Partnerships

The Tools of Engagement Project (TOEP) < <http://suny.edu/toep> > encourages faculty and staff to explore and reflect on innovative uses of emerging technologies to build a pedagogical toolbox. This online, on-demand professional development model is a focused venue to experiment with social-media and the latest web-based instructional technology tools in a safe and supportive environment to expand tech-infused pedagogy.

Enhancements to TOEP, including, a new website design and updated Discovery Learning Activities will be highlighted. The curated collection of resources and tutorials has been expanded to include audio, video, ePortfolios, gamification, simulations, open educational resources, and other emerging technologies. Enhancements to TOEP also include information about learning (including a glossary and information about instructional design models) and resources regarding flipped and online learning.

A major goal of this session will be to engage in dialog about how TOEP supports online, blended and traditional teaching environments. Examples of the various ways that the project has been implemented at a wide variety of SUNY and non-SUNY campus will also be shared.

This innovative cross-institutional collaboration is in its fifth year. TOEP is actively seeking new partner campuses for 2017-2018. Benefits of campus membership include the ability for all faculty and staff at a campus to earn professional development award incentives. Incentives include first place awards in CPD points and digital badges, which symbolize an individual's efforts to enhance their learning. In addition, participants from affiliated campuses are eligible to join the private Google+ social network community, consisting of more than 600 members. Regardless of the status of your campus membership, anyone is able to take advantage of the many resources available on the publically available TOEP website (<http://suny.edu/toep>).

Using Structured Review of Digital Visual Art to Teach Problem Solving

Presenters: Naren Peddibhotla, Lisa Berardino, SUNYPoly

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Iterative Journeys

Many fields of study, e.g., business, law, public policy, etc., involve problem-solving in contexts that are ill-structured in nature. In ill-structured contexts, the problems to be solved are not pre-specified and solutions depend on one's stance toward various elements of those situations. The Case Study Method is a common vehicle for teaching problem solving skills in such contexts. The challenge, however, is to guide students to get to know an unfamiliar situation, draw upon concepts taught in class and prior knowledge, and use that knowledge to solve problems that they unearth.

Instructors teach a certain concept, assign a case study and ask students to think about problems they see and their solutions for those problems, and come prepared to discuss the case in class. They often

ask students to submit their analyses in an essay. Previous studies have explored the effectiveness of structured exercises and visual art in developing problem-solving skills in such ill-structured contexts. In our current study, we aimed to combine these two approaches that have so far been used independently. Thus, our research question was: Does practice in structured review of visual art improve analysis of problems and design of solutions in a case study?

We first asked undergraduate students in a Business capstone course to analyze a case about a well-known restaurant chain and submit an essay. About a month after they submitted the essay, we conducted the first of our three weekly visual art sessions. During each session, we first asked students to download a digital file containing a painting to their classroom computer from the course website in BlackBoard and review it by zooming in or out or dragging the image across the screen. After a discussion on the painting, we took a break and then discussed a case. In each session, we used a different painting. We used a case on the music streaming industry in the first session and a case on a major electronics manufacturer in the second and third sessions. Further, we guided discussion on both the painting and the case by asking students to focus on specific aspects of the context. Four weeks after the third session, we conducted a brief survey among eleven students on their perceptions about their own improvement in the following four aspects of problem solving: identification of problems, naming stakeholders, diagnosis of causes and development of solutions.

On a scale of 1 to 5, the students indicated an improvement in all aspects of problem solving with the least improvement on development of novel solutions (3.18) and the greatest improvement on the development of solutions in general (3.64). Across the four aspects of problem solving, they rated their improvement as follows in decreasing order: development of solutions (3.64), diagnosis of causes (3.45), identification of problems (3.36) and naming stakeholders (3.36).

We found that students were able to conduct a better analysis of problems and develop more solutions. This contrasts with our previous study using an unstructured review of visual art, in which students developed more creative solutions but without demonstrating deep analysis of problems. Given constraints on time and resources in many contexts (business, law, public policy, etc.), it may be better to focus on structured problem solving even where the context is ill-structured.

Building a Bridge Between Pharmacology and Future Nursing Educators

Presenters: Jennifer Nettleton, Lynn McNall, Kimberly Balko, Empire State College

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

To promote active learning, student engagement, and diversity in a graduate online nursing course, Advanced Pharmacological Nursing Practice was developed for nurse educators. Several teaching strategies (discussions, team-based learning, role playing, case study development, and reflection) were applied to the design of this course. This session will focus on the small group assignment in which students develop an individual teaching learning presentation on a specific drug class. This activity allows them to demonstrate their understanding of medication administration. The nursing course developers and instructional designer used Ulrich and Glendon's (2005) comprehensive group learning model and a student centered approach of instructional scaffolding served as the foundation for this assignment. These models enable students to build a pharmacological case study for their peers through

problem solving. Students who participate in this course learn how to develop a case study to effectively work as a team which is an expectation in the real world work force.

To meet diverse learning styles, students are given the opportunity to work in small groups using cooperative, experiential learning and critical thinking. Students work together to create a case study in pharmacology, facilitate a discussion assignment for their peers assuming the role of student, conduct an evaluation of their peers' participation in the assignment and then to individually reflect on the experience of assuming the role of educator. Through the creation of a learning environment using multiple teaching strategies we hope to meet the needs of diverse learning styles and ultimately improve learning outcomes.

Moodlerooms Joule is the learning management system in which this course is carried out.

This presentation will walk participants through the development and delivery of this case study assignment. Participants will also learn about the strengths and limitations of this assignment and the Moodlerooms Workshop Activity feature.

Everyone Can Be Successful: How to teach learners with diverse backgrounds to use new software?

Presenters: Shuhong Luo, Upstate Medical University

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

We described how we trained six students with diverse background to use software and achieved similar training goals. We purposefully selected six students heterogeneous in ethnicity, academic background (graduate/undergraduate students, different majors, years in the program, etc.), nationality, age, time spent in the United States, etc. We trained students to use Zotero, citation management software. We used a simplified experiential learning model to guide the training protocol. Students learned by doing, discovering, reflecting, and applying, rather than by instructor-centered experiences. Student reflected on what they did after each time of active experimentation and practice. We also helped students to connect new knowledge with their prior knowledge and routine workflow. The training minimized students' new procedural knowledge by introducing the chunks of general computer procedural knowledge that could be transferred across software. Students received individualized guidance and feedback according to their learning styles and levels of prior knowledge.

Results showed that the training content and processes were very different among the six students, who came from very diverse backgrounds. However, no matter how diverse they were, all six students had almost similar perceived meaningful learning processes and acquired the same learning outcomes. For example, they were all engaged and explored actively and confidently during training. All perceived their learning process as meaningful, helping them to connect with their workflow. After training, all students could use the basic functions of Zotero, understand them, and remember them. Their procedures solved problems efficiently and flexibly and were workflow-centered. The students considered Zotero easy to use and useful, and intended to use it. Two weeks later, they had adopted Zotero into their current research projects or planned to use it in future work.

The Lived Experience of Online Course Development and Revision: It Takes a Village!

Presenters: Jacqueline Michaels, Jennifer Nettleton, Bridget Nettleton, Lynn McNall, Empire State College

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Iterative Journeys

Objectives:

1. Describe the student population for online course development.
2. Examine the process of online course development and revision.
3. Discuss the roles of stakeholders in this iterative process.
4. Explore the opportunities and challenges during course development and revision.

Undergraduate and graduate nursing courses are offered solely online, during the fall, spring, and summer terms in 8 or 15-week format. The nursing instructional designer works closely with the school of nursing dean, faculty members, adjuncts, and staff to deliver high-quality online courses. All courses are built from an online course template which leads to universal design. The online course template is the same for both undergraduate and graduate nursing courses which helps to ensure consistency and provides ease of navigation for students, faculty, and staff. The template was derived from the Quality Matter standards. Each nursing undergraduate and graduate course has a pristine master, which is the cleanest copy of the course. Any revisions to the course are implemented into the pristine master by the instructional designer. From here, courses are then poured (replicated) from the respective pristine master. Course revisions are on a three-year cycle or as needed.

During the design and revision of a course, the nursing instructional designer works closely with the course developer to ensure courses are engaging learning opportunities, which are accessible to all students and instructors. The relationship between the CID and faculty is highly collegial and cooperative. In addition to working with faculty, the instructional designer also works with the college librarians, information technology department, disability coordinators, student support specialist, and the secretary to the nursing dean.

Opportunities and barriers that occur during the development of an online course will be explored. There will be a discussion of formal and informal mechanics utilized to develop and revise courses by integrating current and up to date information through the input of subject matter experts, full time faculty, adjunct faculty, course instructional designer, departmental professional staff, and student survey responses. Barriers encountered such as limitations with the learning management system, time constraints, faculty workload issues, and working with consultants will be explored.

By attending this panel presentation, participants will gain an understanding of online course development and revision processes. The panel will share resources with participants.

Tangible Technology Enhanced Learning for Improvement of Student Collaboration

Presenters: Federico Gelsomini, Sapienza - University of Rome, Italy; Reneta Barneva, Fredonia State; Kamen Kanev, Shizuoka University, Japan; Paolo Bottoni, Sapienza, University of Rome, Italy

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

Numerous works show that group studying has several advantages: it not only develops collaborative skills that are valued in the professional career, but also greatly contributes to student learning [1,2]. In particular, students in a team may solve together more complex problems than each individual student may handle. The approach of splitting a complex problem into a number of sub-problems supported by group studying, delegating responsibilities to the team members, and following a time line with assigned deadlines leads to the development of strong planning and communication skills, as well as work ethics [3].

While numerous studies on the benefits of the group studying have been conducted, little research has been done on how to split the students into groups. In fact, in most of the cases the groups are still formed in an arbitrary way [4].

We conducted experiments with foreign language learning students and discovered that when the task of finding an appropriate partner or group for collaborative learning was left to them, they often experienced engagement difficulties. In most of the cases students continued to expect the teacher to intervene and assist.

In this work, we suggest the group finding support, commonly tackled by the teacher, to be automated through carefully crafted technological innovations. In this manner, better tracking of the interactions could be obtained together with a greater degree of freedom for the teacher to perform the tasks of monitoring learners and receiving feedback from them.

In particular, we demonstrate how advanced Human Computer Interactions methods, using surface encoding and nanovision information processing could be employed to create enhanced educational environments and novel didactical approaches. Our research is primarily dealing with language learning settings integrating the above technologies with a focus on a particular case of Computer Supported Collaborative Learning, where advanced Tangible Technology Enhanced Learning (T-TEL) environments are created to allow the formation of dynamic groups of learners.

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Keywords

Collaboration, educational technology, dynamic groups, digitally enhanced objects, language learning, Tangible Technology Enhanced Learning.

A Virtual Newbie Incorporates Virtual Learning: The Fallout

Presenters: Jelía Domingo, Empire State College

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

Virtual environments have been explored for their usefulness in learning. Recent studies have found that using virtual 3-D learning provides a sense of physical presence in the online environment which has been purported to enrich the learning experience. The researcher in this study had never used virtual learning environments but had heard about the benefits from a colleague. Before plunging fully into this new realm, she wanted to try it out in one course to see if it would truly enhance the learning experience of students. Therefore, this study functioned as a pilot for the use of a virtual space in an online course. Under examination was the perceived effectiveness of using a virtual environment for student group discussions in an online Masters level teaching course. Student attitudes towards the use of technology in education was explored through both virtual and traditional asynchronous online discussions as well, since a review of literature in this area found that prior attitudes, knowledge, and past experiences with technology might influence the current stance of students towards being required to operate in a virtual environment within the course.

This study was conducted during the fall semester with in-service teachers who were students in the Literacy course of the master of arts in teaching program. This focus of this course is to examine the literacy skills required in a 21st century American classroom as well as the Common core standards, and apply appropriate methods of literacy instruction to the content areas taught by the students in the course. The virtual environment (Kately) was incorporated into the course by assigning students to discussion groups which were required to meet in the virtual space four times during the semester. That discussion boards were the same as those regularly assigned in the Literacy course. After meeting, the group reporter posted the summary on the discussion board. Each group had 4-5 students and one would be assigned to report what the group had discussed while another was assigned to post pictures of the students meeting in the space. Students who did not fulfill a specific role had the responsibility to respond to another group's posting. These roles rotated for each discussion. In this way attendance was taken and student accountability was insured for all participants.

At the end of the course students were required to write a 2 to 3 page reflection on their experience meeting in the virtual world. They had to summarize their overall feelings about using the space, identify the positives and negatives and suggest what might be done to improve its use in the course. Students also were to indicate whether their own experience with this type of technology or the technology itself might have contributed positively or negatively to the quality of their experience and what other

activities might have worked well in the virtual space for this course. Finally, as teachers they were to reflect on how they might use a virtual Space to teach their own content within a high school setting.

The majority of students saw the value of using a virtual environment. However because of various technical difficulties in accessing and operating in the virtual platform used in the course, many also had concerns about whether the effort to use such environments outweighed the potential benefits.

Digital Devices: The Uninvited Force in 21st Century Higher Education

Presenters: Lynn Aaron, Talia Lipton, Rockland Community College

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Student Success: Retention & Remediation

The force is with us--or is it against us? Digital devices enter our classrooms daily in students' pockets or backpacks. Be it a laptop, a tablet, a smartphone, a wearable – there's a new energy in your class. Both anecdotal evidence and current research suggest that the digital device invasion of the classroom attracts our students' attention. In one study, 674 students across 26 states were asked about their device use for non-class purposes (McCoy, 2016). Over 90% of the students indicated that they did. One-fifth of the respondents indicated use 11-30 times per day and more than 1/4 indicated 4-10 times per day.

We were interested in exploring the current situation along two related lines:

It seems clear that the devices interfere with our students' attention. Perhaps the foremost question is whether they do, in fact, interfere with learning. After all, the argument is made, students have been passing notes or doodling for generations.

Since a research project is a requirement of many college courses, a video was developed that demonstrates effective use of the college library databases. Faculty members were asked to show the video to their classes. They were also instructed to avoid giving any special instructions regarding the use of digital devices during the video so that the normal classroom policy would apply. Following the video, a brief anonymous quiz was given to assess the students' retention of the material. At the end of the assessment, the students self-reported (anonymously) use of their digital devices for non-class purposes during the video.

We are interested in looking at the results in two ways: 1) a possible relationship between the classroom digital devices use policy and the student scores on the assessment and 2) a possible relationship between the students' self-reports of digital devices usage and their scores. At this time, six classes have participated in the study with initial results indicating slightly better scores among students who either use their devices minimally or not at all. We anticipate the number of classes participating will increase several-fold in the next few weeks and, with it, a meaningful increase in the value of the results by the time of CIT 2017.

This phenomenon of electronic devices as a force in the classroom is relatively new and the reaction of educators is evolving. How are they reacting? Are they developing policies for their classes? If so, what are their policies and how effective do they feel they are? This opens the door to further exploration of

relevant issues. For example, are policies that completely restrict digital devices use more effective than those that do not restrict use at all - or is a middle position most effective.

To examine this, we conducted a survey to learn about faculty policies and their perceived effectiveness. One hundred and six faculty responded. The results will be reported along with additional comments and suggestions on the topic from the respondents.

Electronic devices have become a force to be reckoned with. Research into this topic is nascent and will continue to merit our attention.

McCoy, Bernard. "Digital Distractions in the Classroom Phase II: Student Classroom Use of Digital Devices for Non-Class Related Purposes." *Journal of Media Education JoME* 7, no. 1 (January 2016): 5–32.

Why Teaching and Learning Programming by Poetry? The Unique Form of Art

Presenters: Alireza Ebrahimi, SUNY Old Westbury

Time: 6:45 - 8:00 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

Teaching and learning programming has still been considered a difficulty task. Teaching programming in different paradigms may allow us to draw a conclusion that there are other ways of making the program easier to understand and remember. As an instructor of programming for more than three decades, I decided to use poetry as an instructional tools to teach programming. Poetry and programming have similarities; comprising words and codes with a grammar and meanings. Poetry programming can engage both instructors and learners by expanding imaginative memory, applying abstractions, and exploring ways in resolving ambiguity of expressions. In addition making the programming concepts and their algorithms easier to remember, and entertaining.

Poetry with rhyme and rhythm is used as a tool to utilize memory. The below is a scenario in which a poem is created by an instructor and students. The instructor explains programming concepts and its associated code. At the same time, the instructor asks students to use poetry to map the programming concepts.

Students search the internet for existing poems that can be used in describing the given programming concept. Students can either use the existing poems, modify them or create their own new poems. Students are encouraged to work in collaboration with each other in the discussion forum and wiki. However, students are recommended to seek instructor's support when they encounter problems of any kind, such as expression of concept.

```
x=0; y=5;  
do {x=x+1;  
  y=y-1;  
}while(x!=y)
```

Here is a finished poem titled "Rendezvous- A Meeting Point"

Increment by 1 you,
Decrement by 1 me

Till we meet equal at the point
Compromise.

The poem below by Robert Frost is used to explain the concept of decision making- If Then Else in programming. In the execution time either statement after if or statement after else will be executed.

The program is shown in C++ language.

Two roads diverged in a wood, and I
And sorry I could not travel both
And be one traveler, long I stood
I took the one less traveled by,
And that has made all the difference.

The use of poetry to teach programming may be considered controversial. One may argue that not everyone likes poetry, and in order to write a good programming poem, one needs to possess expertise in both programming and poetry writing.

In conclusion, it is worth a try to investigate the impact of poetry on teaching and learning programming.

SESSION FOUR – THURSDAY, JUNE 1

Metaliteracy Badging Meets Teacher Education: Collaborative Customization for Open SUNY

Presenters: Stephanie Affinito, Trudi Jacobson, Kelsey O'Brien, University at Albany; Michele Forte, Donna Mahar, Empire State College; Karen Gardner-Athey, System Administration

Time: 8:45 - 10:00 am Room: Fitzelle 105

Track: Iterative Journeys

Format: Panel

A grant-funded collaboration between two fields, literacy studies and metaliteracy, and individuals from three State University of New York institutions (the University at Albany, Empire State College, and the System Administration) provided an opportunity to adapt and scale an existing metaliteracy badging system to meet discipline specific curricular needs, and for its first-time use with graduate students. This rich, multi-tiered badging system has been used at the University at Albany for several years with undergraduate students in a wide range of courses, and it also served as the basis for Coursera and Canvas MOOCs. The current project advances this initiative even further, allowing the presenters to create a resource that will introduce graduate literacy students to two important educational tools: digital badging and metaliteracy, with an emphasis on its digital citizen badge.

The project has spurred the expansion of content within the existing badging system, but has also motivated the creation of new content, an educator's overlay on the Digital Citizenship badge, and a customizable suite of resources targeted to higher education faculty and K-12 educators interested in metaliteracy and digital badging. These newly created educator preparation resources will ultimately

enhance students' ability to successfully and responsibly participate in today's online living and learning environment.

The project builds upon links and collaborations between departments within and across SUNY institutions and foregrounds the exciting disciplinary overlaps between literacy studies and metaliteracy. Drawing from deep expertise as co-creators and researchers in initiatives such as the new ACRL Information Literacy Framework and the Connecting Credentials and Global Learning Qualifications Frameworks (funded by the Lumina Foundation), we have worked together to create a robust resource that will be available to every SUNY institution, and, ultimately, to interested institutions beyond SUNY. In the spirit of enhancing the pillars of the EXCELS framework, this project also supports access, success, inquiry and engagement.

In this session, collaborators in the project will give a brief introduction to metaliteracy, provide an overview of the badging system, and discuss the components that we added for this project, including rubrics for assessment, and the mechanisms we found worked well for collaborating. The cooperative nature of the presentation will be enhanced by video clips of additional team members and participants reflecting on the success of the project. We are not only concerned with collaboration within the grant team; we also built components that will encourage educators to create open access learning objects included and shared in an Educators' Corner and an Educators' Conference. We will also discuss issues raised by our desire to ensure that both the system and resources remain open access.

Via guiding questions and prompts, participants will actively engage in the presentation by contributing concrete examples of badging opportunities, as related to their own professional development and curricular goals, to an open forum in the Educators' Corner. Participants will also be invited to contribute to a Twitter feed that will facilitate a backchannel conversation during and after the presentation.

Tools of Engagement Project (TOEP): Scaling-Up On Demand, Online Faculty Development

Presenters: Cherie van Putten, Binghamton University, Robin Sullivan, Buffalo State College; Christopher Price, The College at Brockport; Lynn Aaron, Rockland Community College; Rachel Rigolino, SUNY New Paltz; Gina Siple, Nassau Community College

Time: 8:45 - 10:00 am Room: Fitzelle 106

Track: Professional Partnerships

Format: Panel

The Tools of Engagement Project (TOEP) [<http://suny.edu/toep>] has brought together over 600 faculty and staff from across 21 member institutions in a virtual online community. Over the course of the academic year, participants work through discovery learning activities at their own pace in order to learn to create and use emerging technology tools within teaching and learning. Participants earn digital badges relating to the use of audio, video, ePortfolios, gamification, simulations, and other technology tools. Participants post reflections about their explorations within a private Google+ social network community and reply to their colleagues' posts to be eligible to earn additional award incentives. Community members nominate their peers for the awards to recognize those who share the most pedagogically intriguing ideas about the application of emerging technologies and also to acknowledge effective peer mentors within the TOEP Community.

The results of pre- and post-surveys and participants' comments over the five years of the project have shown TOEP to be an effective professional development learning tool for emerging technologies. It has become a well known and well respected forum for faculty and staff to come together to learn from and with each other in an online community. The pace of TOEP and the differential teaching and learning aspect of the modules have struck a chord with faculty and staff who struggle to find the time to effectively integrate technology into their teaching practice. A challenge has been to determine how to integrate TOEP into the diverse institutions found within SUNY. This panel session will demonstrate how three campuses use TOEP and how their faculty and staff have benefited from the experience.

The the key to scaling-up TOEP to meet the diverse needs of all types of campuses has been the Campus Fellows. Fellows consist of faculty and staff members from individual campuses who facilitate workshops, market TOEP at their campuses and work as liaisons between their campus and the TOEP Leadership Team. Without the Fellows encouraging and supporting local campus participation, TOEP would be limited in its ability to support the large numbers of faculty and staff participants. The Fellows have access to a library of promotional and support materials created by the TOEP Leadership Team and past Fellows along with material they create themselves in order to increase awareness about TOEP at their campus. They also run information sessions and workshops to get faculty at their campus interested and to build face-to-face, campus-based TOEP communities.

Fellows from three different SUNY institutions: Rockland Community College, SUNY New Paltz, and, Nassau Community College, will share how they have encouraged faculty and staff to become involved in TOEP, and they will highlight some of the successes their faculty have reported due to their involvement.

Yikes...no more ignoring Google!

Presenters: Kathleen Gradel, Fredonia State
Time: 8:45 - 10:00 am Room: IRC 120
Track: Student Success: Retention & Remediation
Format: Hands-on Demo

Some of our students tell us that their go-to is YouTube. And we know students Google “everything.” We even have students entering first year who have prior experience using G Suite tools.

So...are we beyond the point of thinking we can teach as if YouTube or Google don't exist? What are we doing with what we know about Google's role in our students' minds (and on their phones)? Are we merging G Suite apps in sync with our Learning Management Systems? Are we pushing digital literacy while doing Google searches? Are we “Google-proofing” assignments? Are we expanding use of G Suite tools for student collaboration and publication?

This session is a whirlwind hands-on tour, examining answers to these questions. We'll feature a few real samples of Google's functionality to make some potential power swings in higher ed teaching/learning. Our focus is on course implementation, but solutions may work in professional development, too.

The Open SUNY COTE Effective Practices Showcase

Presenters: Erin Maney, System Administration
Time: 8:45 - 10:00 am Room: IRC 2
Track: Iterative Journeys
Format: Panel

The intention of a "community of practice" is to share what you know for the benefit of all in the community. The Open SUNY COTE Effective Practice Award Program collects, shares, and showcases the online best practices, strategies, and innovative online teaching and learning activities of exemplary Open SUNY Fellows and online practitioners from across the SUNY system. All effective practices submitted are made available to the community for review and consideration. The community has the opportunity to vote on their favorite effective practices. Those effective practices that earn the most votes from the community will be recognized annually at the Open SUNY COTE Summit held in March and will become part of an effective practices repository. The panel aims to showcase the effective practices chosen by the recipient's peers that demonstrate the best strategies, practices and innovations highlighted by this year's award process.

Using Makerspaces to Engage Students

Presenters: Kerry Carlson, Suffolk County Community College
Time: 8:45 - 10:00 am Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Ignite

This ignite session will highlight the successes of the 2015 IITG Tier 2 grant award entitled, "Expanding Mobile Makerspaces to Enhance Active Learning throughout Suffolk County Community College (SCCC)." This award, given to SCCC's Michael J. Grant and Ammerman campuses, expanded and built upon a project funded through a grant the previous year at the Eastern Campus of SCCC. This earlier grant was entitled, "Creating Mobile 'Makerspaces' to Support Experiential Learning. "

The 2015 grant provided active learning opportunities (formal and informal) through the use of "makerspaces." The term "makerspaces" refers to areas that are set aside for individuals to explore and create using specialized technology, specifically, 3-D printers and video production equipment. Both in groups and individually, students participated in active, hands-on learning activities using these technologies. These activities enhanced student learning and furthered student engagement. The makerspaces also were used in cooperation with various classes and departments. For instance, it gave students in communication classes the opportunity to practice their public speaking assignments and then watch the video. This helped them assess their work before it had to be presented.

This ignite presentation will demonstrate the ways SCCC designed and implemented the makerspace program. It will also serve to show institutions faced with limited room in their facilities how they can take advantage—despite a possible lack of space—of makerspace opportunities for their students.

The project assessed the effectiveness of "makerspaces" on student engagement and discovery and can serve as a model for implementing makerspaces across the SUNY system.

Free Web Tools for All Disciplines

Presenters: Dave Ghidiu, Finger Lakes Community College
Time: 8:45 - 10:00 am Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Ignite

There are an overwhelming number of free resources out there for educators and students to use. Don't worry. I've vetted them. And I've used some easy tools (seriously - anyone can do this) to make things easy for educators. I'll show you a few tricks to customize your workspace, and then I'll introduce a boatload of cool tools and toys. Everyone will walk away happy and ready for the next semester!

Envisioning the “Jobless Future”: A Cross-Disciplinary Discussion

Presenters: Marc Pietrzykowski, Niagara County Community College
Time: 8:45 - 10:00 am Room: IRC 4
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing
Format: Ignite

Frequently elided in efforts to address the needs of career-oriented and post-traditional students in Community Colleges are predictions of a strikingly different employment landscape in the near future. Unlike previous shifts in employment due to changes in technology, which led to other kinds of jobs being created, our current wave of automation and advances in artificial intelligence point toward a world where the very idea of full-time employment will need to be redefined. One way to serve the career-oriented student, then, is to involve them in conversations about the changing nature of work, and post-traditional students have a key role to play in that conversation, as they already have experience with the shifting nature of employment. This ignite session will propose a framework for a cross-disciplinary discussion of the future of work involving collaboration between students, faculty, and employers, through a cohort of linked class classes, along with round-table discussions meant to help students earn a micro-credential in the future of work, one invested in the idea of dynamic, ongoing education as a keystone to navigating a “jobless future.”

Designing Games for Assessing Learning

Presenters: Russell Kahn, SUNYPoly
Time: 8:45 - 10:00 am Room: IRC 4
Track: Student Success: Retention & Remediation
Format: Ignite

Games play an important and pervasive role in our culture. A 2015 study found that there are an average of two game players in every U.S. household and 42 per cent of Americans play video games for three hours or more each week. Of those playing games many are current and future college age students.

If you watch people play games or play them yourself, it is immediately clear that well designed games are engaging, motivating, and immersive. But what's especially interesting to educators is that they involve many skills that we foster in productive learning environments. They often involve finding and recalling information, solving mental puzzles, identifying patterns in data, communicating ideas, working

under pressure, and working under a strict deadline. They provide immediate rewards for making correct choices while learning from mistakes. My effort in this paper and presentation is to sort new game design teaching skills into learning components, based on long accepted educational practice.

In the 1950s Benjamin Bloom developed a taxonomy describing the learning environment as a range of teaching methods ranging from lower to higher level thinking skills. Bloom's original taxonomy of educational objectives, which has become a seminal work in pedagogy, put learning styles into six categories – knowledge, comprehension, application, analysis, synthesis, and evaluation.

In the late 1990s, a former student of Bloom, Lorin Anderson, revised Bloom's Taxonomy taking into account changes in education theory and teaching styles (2001). They categorized learning styles as remembering, understanding, applying and analyzing, evaluating, and creating.

After studying a range of game based learning tools in a classroom environment, this paper takes the taxonomy a step further by applying each learning style to a different type of game. Muzzy Lane Author, a cloud-based authoring system, developed the package of game design tools I'm using in this presentation. It was developed to create game based role-playing activities in any discipline. Author includes a set of templates to create different kinds activities to meet different objectives.

As will be demonstrated, memory and recall appears best connected with the "align" game environment, in which students are asked to make connections. For instance, nursing students might be asked to connect diseases to symptoms. The next step in learning is showing an understanding of concepts. Using the SmartPick tool students score points by making connections between text, visuals, and audio clues while building an understanding of words, phrases, and concepts. Moving into higher level thinking, students are encouraged to apply and analyze, by playing the insights game, in which they can ask questions and respond to relevant situations.

The next order of learning is evaluating, which matches with the SmartChat tool in which students are put into a real world situation and need to demonstrate knowledge by making decisions and receiving feedback. The highest-level order of thinking is creating, which would naturally follow using the same real world scenario to have students design their own project.

The presentation will look at ways of designing games for a wide array of disciplines and learning styles.

Free and Low Cost Tools and Techniques for Lo-Fi User Experience Design (UXD)

Presenters: Mark Lewis, Empire State College
Time: 8:45 - 10:00 am Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Ignite

This presentation discusses the tools and techniques that were integral to the User Experience Design (UXD) Process used in the planning phase of the development of the IITG Round 5 Programmatic Learning Environment Prototype.

The Programmatic Learning Environment Prototype is a program based digital learning environment rather than a course based digital learning environment. The digital environment prototype provides an approach to earning a degree in an ecosystem in which the courses or learning modules are just one

part and well integrated with a more robust learning community space. This space includes social networking features that facilitate a learning community of friends, classmates and faculty with news and announcements, discussion/study groups, micro-blogging and video and virtual conferencing as well as academic resources and tools.

The User Experience design process began with gathering data about how students and alumni in the online Master of Arts in Learning and Emerging Technologies (MALET) program used the existing digital environments which included the program orientation, digital tools training site, the Team MALET social space and the Moodle LMS. Remote interviews were conducted and the resulting data was analyzed to produce user experience maps and identify pain points for the users. This information was combined with program data to produce several user personas that were part of an ideation design charrette (a data informed brainstorming session). A low-fidelity (lo-fi) paper prototype of the programmatic learning environment was developed and tested with students and alumni which resulted in a revised feature set that informed the development of the final specifications including lo-fi wireframe interface examples. A similar UXD process is being used to refine the digital version of the Programmatic Learning Environment Prototype for use with courses in the Fall of 2017.

This presentation will focus on the free and low cost tools and techniques used throughout the UXD process for video conferencing, developing experience maps and personas, during the charette brainstorming sessions, developing paper prototypes of the interface and creating wireframe layouts. The presentation will demonstrate how all phases of the process employed lo-fidelity paper techniques or lo-fidelity digital software. The benefits of lo-fidelity design for rapid prototyping, testing and development of project specifications will also be discussed.

The presentation will conclude with some recommendations for applying these UXD tools and techniques in instructional design, course development, and e-learning module development.

Super Time Saver for Uploading Multiple Files in Blackboard

Presenters: Tom Capuano, Monroe Community College
Time: 8:45 - 10:00 am Room: IRC 4
Track: Iterative Journeys
Format: Ignite

As users of Blackboard Learn we can all relate to the tedious task of uploading multiple files into an online course. This brief presentation will provide an overview of a free building block that will allow any user to upload a zip file into any content area in Blackboard, which in turn produces multiple Blackboard Items. Better yet, this tool maintains the folder structure within the zip file.

Exploring Multiple Dimensions of Open Educational Resource: An Iterative Journey in TiddlyWiki

Presenters: Steve Schneider, Zora Thomova, Christopher Urban, Kathleen Taylor, Gretchen Kriesen, SUNYPoly

Time: 8:45 - 10:00 am Room: IRC 5

Track: Iterative Journeys

Format: Panel

This panel shares the experiences of a group of faculty embarked on an iterative journey developing open educational resources using TiddlyWiki. TiddlyWiki is an open-source authoring and publishing tool that enables writers to use hypertextual techniques, jQuery plugins and other objects in an HTML5/CSS3-compliant production environment. TiddlyWiki authors write WikiText, a language that mixes familiar writing with formatting and other features to render interactive texts that function as stand-alone resources, or that can be integrated with other course resources.

The iterative journey takes place within the DesignWriteStudio, an emergent learning community for those interested in designing and writing interactive texts. The Studio approach emphasizes expecting the unexpected, and focusing on the valuable insights gained during iterative process. The learning community supported by the Studio includes participants in credit-bearing and open courses, as well as faculty, students and community members developing independent projects. These participants interact with the development community that supports TiddlyWiki.

Educational resources to support courses include all materials prepared by or curated by faculty and used to deliver a course to students, including but not limited to textbooks and other media, class presentations, syllabi, handouts, assignments, exams, announcements and reminders. Educational resources developed in the DesignWriteStudio are licensed to be freely accessible and to support derivative works. This is consistent with the vision of SUNY OER Services, which anticipates widespread availability of free or low cost learning materials that are easily integrated into campus learning management systems.

The faculty members, representing multiple disciplines, are developing a variety of educational resources to be distributed within courses being taught during the Spring 2017 semester. The panel will feature an integrated presentation with demonstrations of resources by the following participants:

Gretchen Kriesen, SUNY Polytechnic Institute. Integrating contemporary readings within a course framework.

Kathleen Taylor, SUNY Polytechnic Institute. Designing a course syllabus integrating objectives, assignments, calendar and assessment.

Zora Thomova, SUNY Polytechnic Institute. Mixing mathematical formatting and ordinary text in course lecture notes and student submissions.

Chris Urban, SUNY Polytechnic Institute. Wikification of lecture slides for Introductory Computer Science class

ATIS Instructional Technology Futures

Presenters: Carey Hatch, System Administration
Time: 8:45 - 10:00 am Room: IRC 9
Track: Professional Partnerships
Format: Panel

There is no doubt that Higher Education is moving into a new and exciting period, primarily driven by digital, cloud based technologies. These technologies allow for more personalized environments that blend online, face-to-face, gamification, gaming, virtual, and experiential learning. Additionally, academic and personal support technologies to improve student success and completion are being integrated into the campus fabric. These technologies and associated changes are now hitting SUNY campuses at Silicon Valley speeds that are antithetical to our traditional ability to adjust.

SUNY has a long history of University-wide contracting and support services that has served us well. Generally, we've looked to establish long term contracts with few vendors, and wrapped shared services models around them, with the assumption that this approach provides high quality services at a low cost. Does this approach lend itself to the speed of innovation and change that we are now faced with?

This session will engage the audience to challenge our current assumptions and consider how we may want to, or need to approach the procurement and support of university-wide technologies to support teaching and learning.

SESSION FIVE

Bringing Career Exploration Online: Expanding Access with Career Development Modules

Presenters: David Youhess, Jenna Smith, University at Buffalo
Time: 1:45 - 2:15 pm Room: Fitzelle 106
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

From first-years to doctoral candidates, all students face questions related to their career development and goals. While UB Career Services can regularly serve about 5,900 students per year in 1-on-1 appointments, there are potentially thousands of the over 29,000 enrolled at the University with unmet career development and planning needs. Given the number of students and the finitude of counselor time, it became necessary to explore innovative methods of responding to students' concerns and expanding the possible scope of student engagement in career development.

Self-directed online career modules opened new avenues of accessing Career Services which aimed to better suit the diversity of student learning styles. For example, highly capable students with less complex career concerns may not require 1-on-1 counseling appointments. Furthermore, it may not be the preferred method of resolving concerns for all students. By creating new options for meaningfully engaging with the processes of career development and exploration, online modules not only allow students to determine their path based on what they know works for them, they also free up and reserve more counselor time for those students with more immediate or more complex concerns.

When UB Career Services decided to respond to this need by initiating the development of online career exploration modules, we ambitiously selected one of the most complex and nuanced themes in our field: major and career decision making. Attempting to replicate the individualized process of reflection and self-analysis in a format that could be developed by non-programmers was an undertaking met with many challenges. This presentation will review these challenges and lessons learned as well as the successes and innovative solutions developed to remedy technical challenges while continuing to meet our standard of building meaningful engagement on the part of users.

Authoring an OER During the Semester (with the Help of your Students)!

Presenters: Dave Ghidiu, Finger Lakes Community College
Time: 1:45 - 2:15 pm Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

I prefer to provide my students with content that is precisely relevant to our curriculum. I also prefer open educational resources. So at the beginning of the semester, I started writing a small textbook. I knew it wouldn't be ready before the semester started, but I thought that I could just use it as a supplement. But I discovered it was pretty easy to work on it episodically.

I embedded it into Blackboard, so students wouldn't need to keep track of different links. Initially, I got a lot of positive feedback from my students, and that encouraged me to work on it more - not only were my students reading the content, but they were offering suggestions.

So.... I enabled the "Allow people to Comment" feature. The new version of this feature in Google Docs allows anyone who is visiting (and since it is contained in my Blackboard instance, the only visitors were my students) to suggest changes. So now I was able to figure out the pain-points of my own content, and take suggestions from the very audience that I was hoping to write it for. By the end of the semester, the content was fairly robust. I know I have some polishing to do, but I have a solid product that will get better during every iteration.

This presentation will review the process, introduce the participants to the tools (and methodology like using "styles" and "bookmarks"), look forward to epublising, and also look at other neat things that the text can provide (like inline questions).

Using a Faculty/Staff Reading Group for Professional Development

Presenters: John Kane, Allison Peer, Lyudmyla Sonchak, SUNY Oswego
Time: 1:45 - 2:15 pm Room: IRC 5
Track: Iterative Journeys
Format: Presentation

During the 2015-16 and 2016-17 academic years, SUNY Oswego offered two reading groups, respectively, that centered around MINDS ONLINE by Michelle Miller and MAKE IT STICK by Peter C. Brown, Henry I. Roediger III, and Mark A. McDaniel. Copies of each book were purchased for all faculty and staff members who agreed to participate in the reading groups (40% discount from Harvard University Press when accompanying an author's speaking event). Participants in each reading group

read the assigned chapter(s) and met in small groups to discuss their reactions to the material. Cross-disciplinary discussions took place every 2-3 weeks in which participants shared their reactions to the material and considered ways that additional evidence-based instructional methods could be incorporated into their courses.

The 2015-16 MINDS ONLINE book study began in October 2015 with a keynote address and 3-hour workshop by author, Michelle Miller. This was followed by a reading group based on this book during the spring 2016 semester, meeting roughly every 3 weeks to discuss 1-2 chapters. Michelle Miller returned in June 2016 to conclude the book study with a presentation and small-group Q&A sessions with reading group participants. Forty-two faculty and staff members participated in this reading group.

Peter Brown, one of the authors of MAKE IT STICK, was the keynote speaker at an Academic Affairs retreat in August 2016 that was attended by over 250 people. Sixty-two people requested copies of this book. This reading group met every other week to discuss a chapter at each meeting.

For each reading group, Doodle polls were used to select multiple meeting times so that everyone could attend small-group discussions.

Both MINDS ONLINE and MAKE IT STICK present findings from cognitive psychology (and related disciplines) suggesting that:

- the methods that most students rely on for review (repeated reading, highlighting, and cramming) provide only very short-term recall ability but have no significant effect on long-term recall and transfer ability;
- retrieval practice, interleaved practice, and spacing of study/review sessions are effective, but offer few perceived short-term benefits, and are therefore rarely used by students unless imposed by the course structure; and
- students have poor metacognitive skills concerning the evaluation of their own understanding and the effectiveness of alternative study methods.

MINDS ONLINE and MAKE IT STICK also addressed methods of increasing student motivation, addressing cognitive biases, and dealing with poor student metacognition concerning their ability to multitask.

Much of the reading groups' focus was on methods that could be implemented to improve student learning, metacognition, transfer ability, and motivation.

In this presentation, we will discuss lessons learned from the reading groups and spring 2017 follow-up activities.

Automating Tasks and Data Flows with Google Apps Scripts

Presenters: Mark Springston, SUNY Oswego
Time: 1:45 - 2:15 pm Room: IRC 9
Track: Iterative Journeys
Format: Presentation

Higher-education systems, such as SUNY, have adopted Google Apps for Education, which gives campuses a suite of highly collaborative tools. However, many campus members may not utilize Google Apps Script, which is a scripting language that allows eleven Google apps, such as Drive, Gmail, Contacts, and Forms to interact with one another to automate tasks. The presenter will demonstrate and discuss several script solutions that he created to assist with teaching, organizing events, and web publications. Examples will include: sharing folders and file templates with students and student teams; sharing file templates and folders with collaborative authors; customized confirmation emails and form input to create contacts; and a dynamic online conference program that integrates presenter folders and Google-shortened URLs. Designing repurposable, flexible script solutions and resources for learning Google Apps Scripting will also be discussed.

Where Technology Meets Internationalization: COIL Professional Development for SUNY and its Global Partners

Presenters: Jan McCauley, SUNY COIL Center; Joseph Antee, Fashion Institute of Technology; Thomai Papatthasiou, Universidad de Monterrey, Mexico; Josephine Kearney, Genesee Community College; Joseph El Gemayel, American University of Technology, Lebanon; Nicole Jacobberger, Nassau Community College; Francisco Lopez, Universidad del Caribe, Mexico
Time: 1:45 - 3:00 pm Room: Fitzelle 105
Track: Professional Partnerships
Format: Panel

The SUNY COIL Center brings together faculty members from 26 SUNY campuses and 28 Global Partner campuses, in addition to additional emerging international partnerships to provide training and support in their development of collaborative, co-taught course modules. The professional development courses designed for this purpose culminate in the COIL Academy, a six-week course in which intercultural teaching partners work together within a Blackboard course shell to design shared specific learning outcomes, tasks, and assessments for their students. In addition to the online component of the Academy, the COIL Center has been able to incorporate a 3-day face-to-face workshop into grant-funded versions of the course.

In Fall 2016, the COIL Center ran 3 iterations of the COIL Academy simultaneously, each related to an ongoing project:

- The Stevens Academy – Funded by the Steven’s Initiative, the U.S. State Department, the Bezos Family Foundation, Microsoft and the governments of UAE, Morocco and others, this project aims to increase intercultural exchange between US students and those in the Middle East and North Africa (MENA) region. This Academy included travel for participants to a 3-day workshop in Cairo, Egypt.

- The US-Mexico Multistate Project (MCP) Academy – An initiative within the U.S.-Mexico Bilateral Forum on Higher Education, Innovation and Research (FOBESII). With support from the U.S. Embassy in Mexico City, this project introduced the COIL model to institutions in 18 Mexican states, many of which were new to online learning and to international education. This Academy included travel for participants to a 3-day workshop in Cuernavaca, Mexico.
- The Fall Academy – This fully on-line version of the Academy course served partnerships formed through the COIL Center’s SUNY Nodal Network and Global Partner Network. It included a 90-minute synchronous mini-workshop conducted using Blackboard Collaborate.

The CIT panel will feature members of the COIL Center staff and pairs of instructors representing each of these 3 iterations of the COIL Academy. To serve the specific needs of the projects, the COIL Center structured their COIL Academy Courses with a mix of synchronous, asynchronous, and flipped elements. Panelists from each of these 3 projects will speak to the design, delivery, and technology used in the approaches. Discussion and reflection will focus specifically on the efficacy of using technology-based pedagogy in professional development and in the creation of collaborative working relationships.

Embedded Academic Support: Using Targeted OERs to Develop Core Academic Skills in the Disciplines

Presenters: Seana Logsdon, Brett Sherman, Mildred VanBergen, Dan McCrea, Nathan Whitley-Grassi, Empire State College
 Time: 1:45 - 3:00 pm Room: IRC 120
 Track: Student Success: Retention & Remediation
 Format: Hands-on Demo

In recent years, the lack of academic preparation among both incoming college freshmen and new graduates has made front-page news (Berrett, 2014; Carey, 2014; Wilson, 2015). A large body of research has demonstrated that a lack of core academic skills can negatively impact graduation rates, especially among minority and low-income students (DeParle, 2012; Tough, 2014). College administrators are struggling to provide students with the skills necessary for college success, even as emerging research is suggesting that developmental courses can actually adversely impact retention (Attewell, 2006; Managan, 2015; Mathews, 2015). At the same time, employers are bemoaning the lack of critical thinking and communication skills among recent college grads (Arum & Roksa, 2010). Yet, faculty may feel ill-equipped to teach these skills in advanced, discipline-specific courses; that is, they may feel reluctant to divert class time away from their content areas. To provide students with these critical skills without lengthening time to degree by requiring additional coursework, academic support resources must be embedded across the curriculum.

In response to this need, a team of SUNY Empire State College academic support professionals and educational technologists collaborated with faculty to develop 8-10 learning objects aimed at helping students hone various core academic skills within three disciplines (business, human services, and the natural sciences), regardless of the modality of instruction (in person, online, or blended). Each of these open educational resources (OERs) consist of a brief interactive video tutorial on a targeted academic skill as applied within one of the disciplines, accompanied by a pre- and post-assessment.

The focus of this session will have four major parts beginning with assessing need and engaging key stakeholders. Second, presenters will share the development process including resources used to map the project to ensure formative assessment and feedback loops during development. Information about how and where the OERs are embedded in courses will be shared next. Lastly, participants will have an opportunity to engage with the OERs including assessments.

Open SUNY General Update

Presenters: Kim Scalzo, Kristyn Muller, Michele Forte, Alexandra Pickett, System Administration
Time: 1:45 - 3:00 pm Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: Panel

Open SUNY continues to evolve as a system-wide initiative supporting SUNY's Completion Agenda as well as individual campus strategies for online learning. Through a set of initiatives and projects outlined in the Open SUNY Strategic Plan, the Open SUNY team works collaboratively with campuses, other U-wide programs, and the leadership of SUNY System Administration to increase access to SUNY courses and degrees and improve student completions.

In the past year, we have focused on improving the recruitment process for prospective online students, supporting new program development efforts of our campuses, expansion of Open SUNY+ programs, assessment/improvement of Open SUNY services to campuses, and the establishing a strategy for demonstrating the impact of Open SUNY on the SUNY System. Attend this session to hear updates on these Open SUNY initiatives, as well as plans for the coming year. This will be a great opportunity to bring your Open SUNY questions and get them answered!

Teaching and Writing in Multiple Dimensions: the Challenges and Rewards of Creating an OER Text

Presenters: Stephen Burke, Katie Lynch, Rockland Community College
Time: 2:30 - 3:00 pm Room: Fitzelle 106
Track: Student Success: Retention & Remediation
Format: Presentation

This interactive presentation will discuss our ongoing efforts to create and pilot an OER text for students enrolled in first year writing classes at Rockland Community College (RCC). Reflecting a national trend, students at RCC are reluctant to purchase increasingly expensive textbooks. As faculty in the Department of English, we see an increased need to take advantage of open online content to lower costs of student texts and to allow faculty more autonomy to improve and personalize texts, appropriate to their teaching methodology. OER texts provide a useful alternative to traditional textbooks, while preserving quality, and continuation of curriculum across multiple sections of first year writing courses taught primarily by adjunct instructors. In addition, OER texts support an increasingly important goal of enhancing digital literacy and transferability of skills acquired in writing classes to other disciplines. With the support of the administration, English department faculty at Rockland Community College have embarked on an initiative to develop curricula for the first-year college writing sequence exclusively using Open Educational Resources, including our Honors courses, where we are

currently testing the pilot OER curriculum. Each curriculum will consist of ten (10) modules, each of which brings together a “constellation” of open-access texts around a central theme (e.g. American government; education; gender; food; social justice, among others). Each module contains an introduction written by its creator, as well as “exploration” questions to accompany each text. Other open resources—such as video and images—will supplement these texts. We estimate that an instructor will wish to use 3-5 modules over the course of a single semester, depending on her pedagogical preferences and the desired scope and rigor of the course. RCC has formed a relationship with NobleStream, an educational technology provider. They arranged a partnership between the college and the OER platform panOpen. Module creators are working with an instructional designer at panOpen to engineer an open, online, multimodal textbook for our first year writing courses that will integrate with Blackboard. Since this project comprises the first OER initiative at RCC, in addition to creating the texts, our efforts include obtaining buy-in and collaboration with a number of significant stakeholders. Just as each module is comprised of a “constellation” of texts, Rockland Community College’s OER initiative is the product of a “constellation” of invested departments: from the President, Provost, and Division Chair of Humanities; to the faculty and librarians; to the e-learning department; and, eventually, to the college bookstore. This presentation will describe the timeline and continuing implementation process of RCC’s English-based OER initiative. It has been a very collaborative and transparent process involving ongoing conversations and presentations to faculty, staff, and at the college-wide forum. Of course, we have also encountered numerous challenges and obstacles in our attempt to create and implement this curriculum that we wish to discuss with and seek advice from our colleagues at the CIT conference.

STEM Open Educational Resources (OERs): Development and Integration of STEM OERs across SUNY

Presenters: Nathan Whitley-Grassi, Audeliz Matias, Kevin Woo, Allison Moreland, Empire State College

Time: 2:30 - 3:00 pm Room: IRC 4

Track: Iterative Journeys

Format: Presentation

This presentation will describe the process our IITG project took to expand our current efforts to capitalize on SUNY faculty experience to develop OERs in STEM areas, based on the need to increase access to STEM research techniques for students learning at a distance or with other barriers to access, and to introduce STEM topics to engage and “on ramp” non-traditional and adult learners into STEM programs. We will highlight how this project also fostered faculty professional development by recruiting faculty from across SUNY and collaborated with the faculty to develop OERs in areas beyond our academic expertise by utilizing the process created during our previously funded IITG project. In addition, we will discuss an upcoming workshop on the development and integration of OERs for STEM faculty.

Jumpstarting Faculty Innovation: The Journey of a New Center for Teaching Excellence

Presenters: Ian August, Kristin Hart, SUNY Maritime

Time: 2:30 - 3:00 pm Room: IRC 5

Track: Iterative Journeys

Format: Presentation

The goal of creating a Center for Teaching Excellence at Maritime College, in the fall of 2016, was to support a broad array of tools and resources; to get faculty excited about using educational technology to improve teaching and solve problems in the classroom; and to strengthen the community by creating a college-wide mechanism for celebrating faculty innovation and research.

Jumpstarting innovation in an industry slow to change (higher education), at an institution steeped in tradition (Maritime College), where most of our students graduate to work in another industry slow to change (and many of our faculty come from the same industry), created a unique set of challenges.

This presentation will discuss our initial designs for the Center, our plan for the first semester, lessons learned and reflections and changes going forward.

Some of the main lessons learned were: articulate your vision to administration; work closely with the campus faculty; know the campus culture; and stay proactive.

We will conclude our talk by asking for feedback from the audience on their experience with Centers for Teaching, faculty development, and faculty workshops.

Officiating a "Marriage": Linking Course Assessment to Program Evaluation Through Blackboard

Presenters: Andrea Gilbert, William Drumright, Monroe Community College

Time: 2:30 - 3:00 pm Room: IRC 9

Track: Iterative Journeys

Format: Presentation

One goal of student evaluation is to marry the process of course assessment to program evaluation: so as to facilitate both the gathering and analysis of aggregate data. Since Summer of 2015, the authors have worked to integrate course evaluation of online course discussion with the assessment of program evaluation in online US History courses. The process has required iterative attempts in such areas as course rubric redesign, mapping of CLO's and, unsuccessfully, trying to manually compile data. To better comprehend change over time regarding student performance, in Spring 2017 we are using the EAC data software to examine the assessment data. We will share our results.

SESSION SIX

Big, Bigger, Too Big: Research findings to guide Enrollment Caps in Online Courses

Presenters: Greg Ketcham, SUNY Oswego
Time: 3:30 - 4:00 pm Room: Fitzelle 105
Track: Iterative Journeys
Format: Presentation

The literature is surprisingly sparse in terms of empirical guidance regarding what an "ideal" online course size should be. This session will review current practices within SUNY, examine the literature, and make recommendations regarding rules of thumb (heuristics) to follow in making these determinations.

Optimizing MOOC Pedagogy: Investigating MOOC learner Intent, GRIT, Behavior, and Survival

Presenters: In Gu Kang, Christine Kroll, Taeyoung Kim, Lisa Stephens, University at Buffalo
Time: 3:30 - 4:00 pm Room: Fitzelle 106
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

In an effort to optimize MOOC pedagogy, our research team received funding through the State University of New York Innovative Instruction Technology Grant (IITG) program to investigate MOOC learner Intent, GRIT, Behavior, and Survival with a goal of developing MOOC specific pedagogical recommendations based on the findings. Utilizing a three-method design, we are currently administering a self-study survey measuring a student's intent in completing their MOOC and their individual GRIT level (persistence), a latent-class analysis to investigate learner behaviors, and a survival analysis to examine how retention rates change over time.

A review of early MOOC research shows few studies have examined MOOC specific pedagogical approaches. Early studies often concentrated on activities such as what students were clicking, viewing, and length of time expended on task. Recent literature is increasingly moving beyond the basic analytics to analyze deeper level constructs such as intent, persistence, and behavior, as well as attempts at developing prediction models from findings. Kizilec, Piech, and Schneider (2013) further investigated this phenomenon through their study resulting in the creation of learner subpopulations identified as the Trajectory of Engagement. They found that while survival statistics counting "completing learners" are the most common measure of success in MOOCs, the research needs to evolve to identify alternate types of participants who may enroll in a MOOC without the intention of completing assignments and/or the MOOC itself, yet are still gaining what they wanted from the experience. The literature supports further research on the identification of subgroups in MOOCs as a precursor to inform the evolving area of MOOC pedagogy. More recently, Ferguson and Clow (2015) replicated key findings of the Kizilec, Piech, and Schneider's work and found seven distinct patterns of learner engagement: samplers, strong starters, returners, mid-way dropouts, nearly there, late completers, and keen completers. According to a learning design approach for MOOC, patterns of learner engagement vary from one MOOC to the others. Our team aims to present our findings at the CIT Conference 2017 with a goal of sharing refined learner subcategories and accompanying MOOC pedagogical recommendations for use within the MOOC community.

Also, beyond the descriptive retention measures offered by the MOOC provider, this research attempts to get more involved in inferences about homogeneity of survival and hazard functions among different demographic groups (i.e. gender, race, educational background) and/or subgroups identified through the current study. Based on the necessity of assumptions on parametric distribution of survival time, a variety of survival models, such as Weibull parametric model, Kaplan-Meier's (1958) product limit model, life-table method, and proportional hazard model (Cox, 1972), have been considered. Moreover, the research team expects if the median survival time (i.e. a time point when a retention rate is 50%) of students for a specific course is provided, that would be informative to MOOC instructors for future reference.

Utilizing these three distinctive methods together, we expect to have a preliminary analysis and presentation of our findings available for sharing at the CIT Conference 2017.

Using Simple Applications to Create Online Instructor Presence

Presenters: Christine Paige, Alena Rodick, Empire State College
Time: 3:30 - 4:00 pm Room: IRC 4
Track: Student Success: Retention & Remediation
Format: Presentation

Why do we need to be concerned with instructor presence in an online course? In a face-to-face classroom, we don't have to work too hard on this because we are physically there, our students see us and know we are physically in the room. How do we do this in the online environment?

In the article, "Presence in the Online Classroom" the author Rob Kelly discusses the importance for online instructors to actively and clearly engage with their students in their online classes, (Kelly, 2014). A lack of presence can have adverse consequences for learners, whereas an increased presence in online courses improves student retention and performance, (Jaggars, Edgecombe, & Stacey, 2013).

This session will provide a demo of these very simple, but effective tools, that improve both instructor and course presence. Presenters will share feedback from students who benefited from these tools.

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Three Years of Preparing Faculty to Teach Online: Successes and Lessons Learned

Presenters: Andrea MacArgel, Cherie van Putten, Steve Weidner, Eric Machan Howd, Binghamton University

Time: 3:30 - 4:00 pm Room: IRC 5

Track: Iterative Journeys

Format: Presentation

In the fall of 2014, the Binghamton University Provost charged the Center for Learning and Teaching to devise a program to make our various online offerings even better in quality, design and impact.

Historically, our online courses have been offered during the summer and winter terms, and have largely been taught by graduate students with little to no training. Without much guidance on the the concepts and pedagogies involved in creating quality online courses and learning environments, our courses were not consistently of the high standards that are expected of the University. Because our Provost felt so strongly about the quality of online education at Binghamton, he provided funding that targeted 25 full time faculty and 50 graduate student instructors per year.

In the Spring 2015, The Teaching Online Certification Program (TOCP) was started. The TOCP is largely delivered through the Instructional Design team, but the content was sourced with the assistance of various university department, including:

- * Services for Students with Disabilities (SSD) - SSD provided crucial content and input into the design of this program with regards to proactively designing accessible course content to address various learning styles and challenges.
- * Binghamton University Libraries - The Binghamton University Libraries provided input in guidance with regards to Open Education Resources and copyright concerns.
- * Information Technology Services (ITS) - ITS provided important resources and consultations in working with our learning management system, Blackboard.
- * Division of Diversity, Equity, and Inclusion (DDEI) - DDEI consulted on course content and methods of promoting inclusive community of learners in the online environment.

In addition to University department and resources, we relied on a Binghamton-customized version of the Open SUNY Course Quality Review (OSCQR) Rubric to evaluate our courses to ensure their design is learner-centered and accessible. Working with Open SUNY, we modified the standard OSCQR rubric to be in line with our campus needs and priorities.

Over the past three years, the ID team has learned a great deal about what works and does not when helping instructors to enhance their online course offerings. This presentation will highlight our successes and lessons learned.

Facilitating Digital Fluency for Faculty

Presenters: Allison Moreland, Kelsey Foote, Empire State College
Time: 3:30 - 4:00 pm Room: IRC 9
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing
Format: Presentation

Literacy is no longer viewed as solely the ability to read and write, but it “has expanded to encompass understanding digital tools and information” (Johnson, et al, 2014). The Educational and Emerging Technologies group understands that Digital Fluency is “the ability to appropriately use technology tools to produce teaching materials, solve instructional problems, and transform existing pedagogies” (Faculty Digital Fluencies and Frameworks, 2015). Therefore, in alignment to the mission and vision of Information Technology Services (ITS), and in support of SUNY Empire State College's goals, a digital fluency curriculum was designed to influence digital fluency in faculty and staff. The first phase of the project includes implementation of a college-wide blogging/web authoring platform and professional development materials and workshops. Topics include setting up a faculty site, hosting and web authoring, controlling your digital presence. The second phase involves individual faculty development of open educational resources.

References

Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. (2015) NMC Horizon Report: 2015 Higher Education Edition. Austin, Texas: The New Media Consortium.

Faculty Digital Fluencies and Frameworks, 2015.

Remixing and Publishing with SUNY OER Services

Presenters: Allison Brown, SUNY Geneseo, Laura Murray, System Administration; Josh Baron, Lumen Learning
Time: 3:30 - 4:45 pm Room: IRC 120
Track: Student Success: Retention & Remediation
Format: Hands-on Demo

SUNY OER Services and the OST Platform supported by Lumen Learning provides a powerful tool to remix Open Educational Resources (OER) This session will provide participants with a brief overview of OER and the OST platform and a chance to try out this online publishing tool by remixing and editing a College Success course. Key concepts covered will include integrating media and identifying Creative Commons licenses. Additionally, participants will have the chance to preview an OER course integrated into a learning management system as well as with the MyOpenMath math homework delivery and assessment platform.

Rethinking University-wide Shared Services for the 21st Century

Presenters: Carey Hatch, System Administration
Time: 3:30 - 4:45 pm Room: IRC 2
Track: Professional Partnerships
Format: Panel

The State University of New York has created and supported a variety of shared services organizations, most of which were created in the 1980's or 1990's to support SUNY-wide technology efforts. These organizations are now part of our University fabric, and are important to our day-to-day operations. Now, as we approach the third decade of the 21st Century we need to create new types of shared services that assist our campuses to rapidly respond to new challenges and opportunities, adopt and sustain new technologies and embrace innovative instructional delivery methods.

This session will outline possible strategies and approaches for new forms of shared services and provide ample opportunity for session participants to contribute their own thoughts and ideas.

The OSCQR Rubric and Dashboard: Update and Future Plans

Presenters: Dan Feinberg, Robert Piorkowski, System Administration
Time: 4:15 - 4:45 pm Room: Fitzelle 105
Track: Iterative Journeys
Format: Presentation

Over the past year, OSCQR has been adopted by many campuses within SUNY and beyond. It has been officially adopted by the Online Learning Consortium (OLC), an international organization that promotes online learning. OLC, Open SUNY, and the SUNY community at large is continuously improving the process, the Rubric, and the Dashboard. The goal of this presentation is two-fold. COTE will articulate the future vision of the OSCQR Rubric and Dashboard, and will ask attendees to contribute to that vision. The Dashboard and Rubric are open source, and COTE encourages collaboration and adaptation for these tools.

Interdisciplinary Educational Curriculum Infrastructure based on Open Educational Resources

Presenters: Isabelle Bichindaritz, Ioana Coman, Theresa Gilliard-Cook, Greg Ketcham, SUNY Oswego
Time: 4:15 - 4:45 pm Room: Fitzelle 106
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

SUNY Oswego is launching a new Biomedical and Health Informatics (BHI) Master's of Science (MS)online and face-to-face. This program aims at educating learners diverse in their backgrounds ranging from IT professionals and graduates to biomedical professionals and graduates. A SUNY Innovative Instructional Technology Grant (IITG) was obtained in 2016 to create an instructional educational curriculum infrastructure based on Open Educational Resources (OERs) with the goals of improving student preparation and remediation.

The project consists in creating a cascade of educational offerings linked to OpenSUNY courses and a specialization in Biomedical Data Analysis and designed to enhance the learning experience. The specific goals addressed are the following:

Goal 1 - To increase access to education in biomedical data analysis to learners of diverse backgrounds through the creation of three online open educational resources (OERs) and three on-demand MOOC-like courses, and the preparation of a MOOC-like specialization in Biomedical Data Analysis. These courses were designed to be shorter (6 weeks) than regular OpenSUNY courses and of preparatory or remedial content. One course in Big Data, Genes, and Medicine was launched through Coursera while the other two courses were created through Open Education platform. The specialization was made available freely mostly to learners from the Syracuse area from diverse backgrounds. Courses in the specialization were offered to prepare students to undertake graduate studies in biomedical data analysis.

Goal 2 - To increase completion in SUNY Oswego's BHI MS, which has a track in Health Data Science. The OER resources and MOOC-like courses were integrated into OpenSUNY courses and assignments to complement the topics taught in the OpenSUNY courses with remedial or complementary material. For example, biostatistics is a pre-requisite for entering the BHI Master's degree program. Students lacking this background or seeking a refresher were and will be in the future directed to take the full online course, and its resources were integrated in other OpenSUNY courses as resources.

Goal 3 - To increase success in SUNY Oswego's BHI MS, which has a track in Health Data Science. Common applied projects of interest to Upstate Medical University (UMU) hospitals and services served as case studies to illustrate the concepts and skills taught in the OER courses related to biomedical data analysis. By working together to select the most useful concepts and skills in biomedical data analysis and the most important projects students should be capable of completing, it is expected that they will be better prepared for their careers, employment opportunities and improve their success in research and publication endeavors as well.

The presentation features the principles having guided this innovative educational framework as well as early results and plans for the future.

Exploring Factors that Promote Online Learning Experiences and Academic Achievement of Minority High School Students

Presenters: Alex Kumi-Yeboah, University at Albany
Time: 4:15 - 4:45 pm Room: IRC 4
Track: Student Success: Retention & Remediation
Format: Presentation

We accomplish this by addressing the following three research questions:

1. What are the factors that promote online learning experiences and academic achievement of minority students attending online high school?
2. What factors constrain online learning experiences and academic achievement of minority students attending online high school?
3. How do the factors that promote and/or constrain online learning experiences of minority students affect their academic achievement?

METHODS

This study employed qualitative research design (Creswell, 2015), using interviews to investigate factors that promote and/or constrain the learning experiences and academic achievement of minority students attending an online high school. The data collected were from participants immersed in the online learning experiences of the setting in which the study is framed.

Setting and Participants

The study was conducted in a school district in the Southwestern part of the United States. The school district has more than 500 students enrolled in its online school – which comprised of elementary (K-5), middle (K6-8), and high school (K9-12). The participants represented a convenience sample (Creswell & Plano Clark, 2011) of students who were readily available and willing to take part in this study. Forty (40) minority students from the high school volunteered to participate in the study. This number was made up of 24 African Americans and 16 Hispanics students who were enrolled as full-time students in the online school.

Data Analysis

A constructionist/interpretative approach was used to explore the data to identify the factors that promote and/or constrain the learning experiences and academic achievement of minority students attending an online high school. Charmaz (2003) posits that this approach “assumes the relativism of multiple social realities, recognizes the mutual creation of knowledge by the viewer and viewed, and aims toward an interpretive understanding of subjects’ meanings” (p. 250). Another reason for using constructionist/interpretative approach was to give voice to minority students to describe their online learning experiences as it relates to their academic achievement

Interviews

The researchers sent the interview questions to the participants ahead of the scheduled interview time and informed them that the interview will be tape-recorded and transcribed (Janesick, 2011; Creswell, 2014). The interviews took place at the local library and homes of participants on weekends, with each session lasting for about 60-90 minutes. During the interviews, each of the participants was asked 15 open-ended questions, with follow-up questions when necessary. Pseudonyms were used to represent all student participants’ in the study to ensure confidentiality.

The analysis of the data revealed seven (7) major factors that promote online learning experiences and academic achievement of minority attending online high school, and two (2) main factors that constrain online learning experiences and academic achievement of minority students enrolled in online high school.

Traversing Through Changes in OTA Curricula: A Flipping Narrative

Presenters: Heather Panczykowski, Cori Dunagan, Jamestown Community College

Time: 4:15 - 4:45 pm Room: IRC 5

Track: Iterative Journeys

Format: Presentation

It is evident that offering courses in traditional lecture and lab formats are not meeting the needs of students we serve, or the workplace. Learning theory has long supported the use of experiential learning in education, but knowing how to thoughtfully construct classes and courses is a scary prospect for many academicians. A stepping stone to student success is practicing skills sets needed to realize that success.

Flipping your classroom allows for more intention with content outside of the classroom so that classroom time can be used for hands-on engagement activities (Presit, 2016). The health sciences, especially the field of Occupational Therapy (OT) can benefit from this model, however, it is not widely adopted within the field. This is a story of how one Occupational Therapy Assistant (OTA) instructor flipped their classroom, the student perceptions and the student learning outcomes which were derived from this process.

There were a variety of motivations to flip classroom content. The most pressing was the need to better prepare students prior to class with foundational knowledge typically imparted in lecture, so they would enter the classroom ready to engage that knowledge through interactive experiences. A flipped model was purported to achieve this objective, and increased passage rates in courses and positive course evaluations support student success with this model (Bernard, 2015; Gilboy, Heinerichs, & Pazzaglia, 2015).

Another rationale for flipping was to increase students' ability to critically think and create materials they would need for fieldwork and practice. Two-year programs must prepare their students in a limited time-frame to problem-solve and create interventions for a variety of populations. With a flipped classroom model, students viewed course content available through video including transcripts so that classroom time could be devoted to hands-on activities and development of the OTA "toolkit". These toolkits required students to develop therapeutic activities that were applicable to a variety of disabling conditions, and had to be adaptable. It was found that the level of complexity of thought and behavior is elevated when engaged in active learning experiences. This allows students to practice thinking at the level of an OTA practitioner, thus increasing the perceived value of their learning.

This session will include information on what worked, what didn't work, and what should be changed for the future of the OTA flipped classroom. Survey results and themes from the survey will be shared during this session. Participants are invited to bring their own ideas for flipping their classrooms to explore flipping potential in their classrooms.

Information Literacy Skills...whose job is it, anyhow? Google Maps to the rescue!

Presenters: Kathleen Gradel, Fredonia State
Time: 4:15 - 4:45 pm Room: IRC 9
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

What do our students KUD (know-understand-do) in the deep and wide “practices” of information literacy? Do we assume they just know it all, or are they (and we) so citation-focused that we all have blinders on? And whose job is teaching information literacy, anyhow?

This session features a short-term service learning project conducted in a first-year seminar. Using G Suite Docs as a sandbox, students curated campus map point “hot spots.” Team “geeks” then plotted points and info on a shared GoogleMap. Using the Wikitude Augmented Reality (AR) app, the map transformed into a live app - a “tame” non-game knock-off of Pokemon Go. The project served as a culminating experience for the course, capitalizing on curating, writing, and peer editing skills, along with learning to use our phones for things beyond texting.

This session focuses on both the “why” and “how” of using a short-term service learning project to grow students’ info literacy skills. Plus, we’ll discuss embedded info lit skill learning, including who “owns” these skill sets.

SPECIAL INTEREST GROUPS/BIRDS OF A FEATHER

Open SUNY COTE Roundtable

Presenters: Erin Maney, Rob Piorkowski, System Administration
Time: 5:00 - 6:15 pm Room: IRC 2
Track: Iterative Journeys

The Open SUNY Center for Online Teaching Excellence (COTE), celebrates, connects, and nurtures effective online education practitioners across the SUNY system. This COTE community roundtable discussion, open to all SUNY online practitioners, will provide updates on COTE activities within the areas of competency development, course supports, and the community of practice. For each update, the panel will provide an opportunity for community input and questions.

Microcredentialing as Life-Changing Capital? Help Figure It Out!

Presenters: Diane Hamilton, Debra Gelinis, Trudi Jacobsen, Kelsey O’Brien, University at Albany; Christy Fogal, Monroe Community College; Ken Lindblom, Stony Brook University
Time: 5:00 - 6:15 pm Room: IRC 4
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing
Format: Birds of a Feather

Microcredentialing... meaningless collection of badges or life-changing capital in an ever-changing world? Gather with other concerned colleagues to examine the issues, identify challenges, and brainstorm potentials. Cases, scenarios, resolutions, resources, and related information will be shared

to spark discussion and debate. Bring your questions. Come prepared to share your initiatives. This session is intended to be an audience driven collaboration. As such, the facilitators of the session will prepare some material and activities for the group, but hope to rely more on the contributions of the community to lead the conversation. People will be able to share the presentation podium and access the internet, so showing and sharing will be possible. All perspectives on the topic are welcome.

Linking the Loop: Effective Practices for Surveys in the Online Learning Environment

Presenters: JoNelle Toriseva, Genesee Community College

Time: 5:00 - 6:15 pm Room: IRC 5

Track: Student Success: Retention & Remediation

Format: Birds of a Feather

Meeting student needs, forwarding student interest, engagement, and academic advancement, and achievement through receiving and acting on timely feedback is key in keeping students engaged and excelling in the online learning environment. This discussion is designed for people of all disciplines who would like to maximize the collection and analysis of feedback about the effectiveness of course elements. Digital learning foster core skills in the pedagogic practice of our fields, while catalyzing insights and inspiration in the classroom. Online learning tools enable us to create a space for student inquiry, scholarship, discovery and innovation. Conducting student surveys that allow us to create optimal learning conditions is key. Due to their anonymity, online surveys may be a place where students can be more honest in their responses. Yet, online surveys have lower response rates than surveys given in a F2F class. Incentives, feedback techniques, modifying feedback instruments to fit your course design, Student Assessment of Learning Gains (SALG) and more will be included as we share ideas that forward student interest, engagement, and academic advancement, and achievement.

Blackboard Custom Reporting

Presenters: Mary Jane Heider, Genesee Community College

Time: 5:00 - 6:15 pm Room: IRC 9

Format: SIG

There is a wealth of information available from the Blackboard database, but it's not easy to get to. Campuses supported by ITEC have access to a 'reporting' instance of Blackboard that can be used for custom reports. But we're all working with the same database and many campuses have overlapping interests in reports, so sharing queries will be useful to all. This session is for all campuses using Blackboard (whether supported by Open SUNY or not); there will be discussion to determine who might be interested in sharing queries and to discuss how we might go about that.

POSTER SESSION TWO: IITG RECIPIENTS

Accuracy and Proficiency of Auscultatory Skills in Nursing Students Using a Bluetooth Connected Stethoscope

Presenters: Kirsty Digger, Landa Palmer, Mary Pat Lewis, SUNY Delhi
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Diverse Learners, Diverse Learning Styles

The stethoscope is one of the most important tools for listening to heart, lung sounds and other body sounds. Teaching auscultatory skills with current equipment is cumbersome. With one diaphragm and two headsets, there is close, almost uncomfortable physical proximity between the student, the faculty, and the patient. Sound quality is poor and faculty must be present with every student, at every patient assessment in order to know what the student is hearing. The Eko stethoscope brings together Bluetooth connectivity, mobile applications, visualization of sounds, real time streaming, and sound recording to allow enhanced playback and listening for heart, lung, and other body sounds. Auscultation skills are vital in patient assessment and recognition of problematic sounds can lead to timely interventions that prevent poor patient outcomes. The project sought to study the accuracy and proficiency of auscultatory skills in pre-licensure nurses through use of the Eko stethoscope.

The Online Student Hub: Development of an Interactive Virtual Learning Community

Presenters: Maya Bentz, Farmingdale State
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Student Success: Retention & Remediation

Online education provides students with the freedom and flexibility, but requires a real commitment and discipline to keep up with the flow of the fast-paced educational process. Students who do not have sufficient skills to become self-motivated and self-disciplined learners often experience frustration and failure in online environment. Online learning skills need to be explicitly taught and supported. The Online Student Hub, an interactive learning community for online students, will serve as a clearinghouse of information for students enrolled in online courses. It will be a place for online students to find necessary information on how to become a successful learner, understand how to use different technologies required for completion of online courses, get help, and connect with peers via social media. The Online Student Hub will target prospective and current students interested in understanding online learning prior to admission or enrollment. The external website will provide students with information about online course offerings, registration, self-assessment tools to evaluate readiness for online learning. Interactive self-paced online tutorials will prepare students to be comfortable participating in online courses. Students will be trained to use different technology tools. They will learn how to become successful online learners by acquiring time management, memory and focus improvement techniques, and strong communication and writing strategies. Students will be offered digital badges after completion of training.

Video Pedagogy: Research based best practices for creation and integration of videos into college teaching

Presenters: Rebecca Rotundo, University at Buffalo
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Diverse Learners, Diverse Learning Styles

The Center for Educational Innovation (CEI) at UB has been helping faculty create videos for their face-to-face, online, blended, and flipped classes; educating faculty on best practices in creating and integrating videos has been a challenge. Our team has been working to create a formal research-based pedagogy to educate faculty in best practices in creating and using videos for various instructional purposes. The video pedagogy will ensure that videos will be educationally meaningful, engaging, and have professional quality. We postulate that developing a formal video pedagogy will empower faculty, resulting in an increase in their comfort level in using video to deliver content, the pedagogical quality of videos created, and increased adoption. In addition to these immediate outcomes, the longer term outcome is to allow faculty to create high-quality instructional materials to engage learners and result in improved learning outcomes.

The poster presentation will present the rubric, professional development plan and research findings from this project.

Scholarly Communications: from Understanding to Engagement

Presenters: Mary Jo Orzech, Kim Myers, Julie Oyer, Ken Wierzbowski, The College at Brockport
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Professional Partnerships

This poster describes outcomes and lessons learned from a SUNY IITG grant designed to push scholarly communication to the next level of engagement within the higher education community. The College at Brockport, together with collaborative partners including the University at Buffalo, SUNY Binghamton, Rochester Regional Library Council, and others helped to kick off the year's events by hosting an ACRL (Association of College and Research Libraries) Roadshow one-day workshop with a newly designed curriculum in September, 2016. The workshop was attended by both faculty and librarians and endeavored to answer the following questions:

- What is scholarly communication? Where does the research cycle begin and end?
- Why is measuring impact important? Why should you become involved in library-based publishing?
- What kind of publishing models exist? How can the library support OER?
- Who is your scholarly communication audience? How can you develop a compelling pitch for your services?

A survey of workshop attendees and others is expected to result in a skill inventory of scholarly communication specialists in SUNY, with a larger goal of developing a model for sharing tools and best practices in greater depth as they relate to scholarly communication. These outcomes may result in

webpage model similar to the Tools of Engagement and are expected to include topics such as OA publishing, finding and user OER materials, the research life cycle, etc. that are relevant to all.

An April 2017 celebration of scholarly communication at Brockport is planned to recognize early adopters of library publishing, OER adoption and others. The project includes assessment measures throughout the year that will be described as well.

Employing Technology in the Instruction of Pharmacology with Graduate Nursing Education Students

Presenters: Ildiko Monahan, Francia Reed, Doreen Rogers, Louise Dean-Kelly, Kevin Volo, SUNYPoly

Time: 5:30 - 6:45 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

SUNY Poly is proposing to utilize an Innovative Instruction Technology Grant (ITTG) to design an evidence-based, online pharmacology course for graduate nurse educator students, using virtual presence software. This course will utilize authentic faculty developed scenarios to apply the principles of pharmacology to patient care.

Pharmacology is one of the core competencies delineated by the Advanced Practice Registered Nurses (APRN) Consensus Model (2008). Pharmacology provides students “with the knowledge and skills to assess, diagnose, and manage (including the prescription of pharmacologic agents) a patient's common health problems in a safe, high quality, cost-effective manner” (AACN, 2011).

Authentic, contextual, virtual experiences promote deep learning and provide students with opportunities to apply their knowledge immediately. Virtual learning could greatly improve achievement of learning outcomes, satisfaction, retention, and course completion of pharmacology. With the explosion of instructional modalities, particularly simulation and virtual learning, it is worthwhile to explore the pedagogy of virtual learning with graduate nurse educator students given the monetary cost of medication errors and the potential to decrease the loss of life.

The Tale of Two Projects and the Case for Iterative Development Process

Presenters: Bina Ramamurthy, Jessica Poulin, Melanie Aceto, Katherina Dittmar, University at Buffalo

Time: 5:30 - 6:45 pm Room: Alumni Field House

Track: Iterative Journeys

The presentation is about two diverse inter-disciplinary software development projects and the lessons learned from them. The first one is a virtual cloud-hosted learning tool for evolutionary biology teaching in introductory biology courses. The second tool has a broader goal of digitizing choreographic lineage of artists by collecting data. Both projects are partially funded by IITG grants. We plan to discuss the current status of the projects, information technology challenges, sustainability issues and the importance of the iterative process. We will also be able to demo the outcomes of the projects.

Crowdlearning: Design, Development and Supporting Evidence

Presenters: Alexander Nikolaev, Alireza Nikolaev, Suzanne Miller, Rahul Gopalsamy, University at Buffalo

Time: 5:30 - 6:45 pm Room: Alumni Field House

Track: Iterative Journeys

This presentation introduces the socio-technical pedagogical paradigm "Crowdlearning", aimed at engaging students in physical and virtual classrooms in creative problem-posing and problem-solving. The vision of Crowdlearning is that of a self-sustaining problem-posing and problem-solving environment, where the students of a given subject intermittently take on roles as (A) the creators of subject-focused problems (e.g., problem statements/formulations with answer alternatives, hints, correct answers with explanations, etc.); (B) evaluators of problem quality; and (C) problem solvers. The activities that the students perform in roles (A) and (B) are consensus-driven, wherein students create and "vote" in the problems that help them learn, thereby building "banks" of subject matter problems to use for learning and assessment.

While Crowdlearning can be adopted as an in-class practice, it is expected to be most useful when implemented as an online platform that will direct collaborative activities across classrooms, campuses and colleges, thus enabling an organized growth and refinement of problem banks for individual academic subjects. Such question banks are primed to become ideal companions for classes around the world and MOOCs, enabling self-sustaining generation of learning materials and automated assessment.

The feasibility studies, assessing the potential for an adoption of Crowdlearning, were conducted in the STEM setting, within the curricula of Industrial Engineering, where the use of technological innovations and new instructional practices is rare and much needed. These studies established that a majority of college students were capable of posing quality problems on specified subject topics after limited dedicated in-class instruction and with the offline advice provided by the instructors and teaching assistants. The Crowdlearning students were also found to be particularly effective in contributing good problem content when working in teams. In-class problem-solving Crowdlearning contests turned out very popular among students; they all tried hard to do well, often accessed and discussed lecture notes, and communicated a lot. This speaks in favor of grade- and/or competition-based incentives in Crowdlearning. Many students praised the Crowdlearning activity in anonymous post-course feedback reports.

Connecting the Crowdlearning problem bank use with educational materials (textbook excerpts, videos, etc.) can produce comprehensive subject matter knowledge bases and enable the research of individually tailored learning roadmaps, enhancing the learning experiences of those engaged and not engaged in any formal training. Note that while the initial Crowdlearning experiments used multiple-choice questions, the same practice can be amenable to the creation of study "cases" often used in business, law, etc. The dissemination of Crowdlearning is likely to snowball, as new adopters will be benefitting from all the products (problems bank refinements) contributed by prior adopters; moreover, the problems most helpful to learners will be automatically recognized as such. We envision growing a community of teachers and researchers interested in adopting and developing Crowdlearning. Such individuals can serve on voted-in Editorial Boards of instructors who will oversee the formation of publicly accessible problem banks.

Pedagogical Challenges and Innovative Solutions

Presenters: Kyunghye Pyun, Fashion Institute of Technology, Jinyoung Jin, Stony Brook University;
Hyewon Yi, SUNY Old Westbury

Time: 5:30 - 6:45 pm Room: Alumni Field House

Track: Diverse Learners, Diverse Learning Styles

Virtual reality may not be the best answer in a classroom with a few dozens of students. But taking advantage of readily available media resources should be encouraged. Thus I work on this project creating a website with video links demonstrating or explaining various techniques of Asian arts and crafts. It is now called the Bamboo Canvas. Our mission is to present an interactive platform of video links, podcasts, online lectures, or database explaining art-making techniques of Asian art and design for educational institutions and global audiences and to highlight artistic contributions and intellectual achievements of Asian art and culture. We encourage our audience, whether practitioners of art and design or not, to participate in discovery, learning, debate, and inspiration.

Asia as our foundation and art as our keystone, we enlighten creative and educational communities to discover connections across cultures and advance interest in ecosystem of craft-producing centers and historical crafts practiced by artists of the past and the present. Asia is composed of many parts. Although some ideals and traditions bear similarities across different regions of Asia, a variety of different viewpoints and practices abound within Asia. Peoples of Asia have dispersed among different continents and established a hybrid culture of their own. So have been Asian cultural traditions. We want to provide a platform to explore these connections and innovations in educational materials we've collected. With this platform of conversation and connection, we want to support artistic and educational programs and to empower visitors to apply to new learning to their own enterprise and personal experience.

The project is composed of two parts, a workshop/conference with experts of Asian art techniques and a website dedicated for it. During the grant period of 2016-2017, a website entitled the Bamboo Canvas was developed at Fashion Institute of Technology and offered for visitors at Stony Brook University's Charles B. Wang Center and SUNY Old Westbury's Amelie A. Wallace Gallery using hand-held devices or interactive monitors. The website features craft centers in Korea, China or Japan and links viewers to practitioners of traditional crafts. Instead of videotaping these sites in person, our research assistants search for documentaries, instructional videos, museum links, or artist websites in order to place them in an appropriate category. This hub of information would be a one-stop destination for those interested in learning traditional techniques of Asian art and crafts. A two-day workshop held at Stony Brook University in November is documented and published on the website as well. In the spring semester, this website is available to visitors at Charles B. Wang Center and Amelie A. Wallace Gallery. After assessing user behavior, the website is modified and made accessible to other campuses of SUNY system or beyond campus. Based on surveys and in-person interviews, one can observe the effectiveness of this website as a pedagogical tool to satisfy diverse learning styles and witness the rapport this project brought to a community of professional artists and learning students. Any suggestions or advice on technological improvement would be welcomed in this session. Participants can navigate through the website, Bamboo Canvas (<http://bamboocanvas.org>).

An Open Source High-Fidelity Veterinary Patient Simulator

Presenters: Daniel Fletcher, Cornell University, Katherine Murphy, SUNY Delhi
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Post Traditional Learners/Lifelong Learning/Career Retooling/Career Credentialing

The benefits of immersive simulation are well documented in human medical training, and a robust industry producing a range of high fidelity human patient simulators (HPS) has resulted. HPS can be programmed to progress through a series of states determined by learner interventions, providing a realistic clinical environment in which trainees can explore treatment options, receive direct feedback from the HPS, and learn from mistakes in a safe environment. This opportunity to practice critical clinical decision making skills serves as a powerful bridge between pre-clinical and clinical training environments, and better prepares learners to take maximal advantage of the educational opportunities afforded by real clinical training environments through repeated practice managing simulated clinical cases in real time. There are no comparable simulators on the veterinary market, and the commercial HPS are extremely expensive. Using funding from the IITG grant program, we have developed a robust, expandable veterinary clinical simulation platform using Open Source software and off-the-shelf hardware that will be made available at no cost to the veterinary education community. The current design is a canine simulator with palpable pulses, heart and lung sounds that can be listened to with a simulated stethoscope, chest movements to mimic spontaneous respiration, and sensors to detect positive pressure breaths and chest compressions. A patient monitor (electrocardiogram and end-tidal carbon dioxide waveforms, and pulse oximetry, blood pressure and temperature displays) is provided to the learner. The instructor interface is an HTML5 web page accessible on any computer or mobile device, and allows on-the-fly alterations in patient state as well as management of pre-programmed clinical scenarios, developed using an XML schema. A companion web site will allow sharing of scenarios and extensions to the base functionality through an open source community, affording access to this powerful pedagogical approach to clinical training to a much broader audience than previously possible. This system will allow veterinary and veterinary technology training programs to incorporate this innovative, interactive pedagogical approach into their curricula at a small fraction of the cost of human patient simulators, affording learners a multitude of opportunities for deliberate practice in an extensive variety of clinical topics. This poster will describe the architecture of the canine Veterinary Patient Simulator and applications for this tool in veterinary and veterinary technology training. A functional simulator will be available for attendees to interact with.

Creating a MOOC Specialization on Coursera

Presenters: Margaret Schedel, Jennifer Adams, Stony Brook University
Time: 5:30 - 6:45 pm Room: Alumni Field House
Track: Professional Partnerships

We received a grant from IITG to create a specialization on Coursera, 15 weeks of classes with a capstone project. This poster details the process of moving from a single class to creating a more in-depth experience for the learners. We will go over the challenges, and give tips for creating a successful long form online course.

SESSION SEVEN: FEATURED SPEAKERS

FRIDAY, JUNE 2

K-20 Panel

Presenters: ,
Time: 8:45 - 10:00 am Room: IRC 1
Moderator: Fred Hildebrand, System Administration
Panelists: Dr. Kiersten Green – Assistant Professor of Literacy in the Elementary Education Department, SUNY New Paltz, Facilitator of the SUNY Smart Schools Summit
Mr. Joseph Yelich - Oneonta School District Superintendent
Shannon Logan, New York State Education Department

The SUNY Smart Schools Summit held at New Paltz (responding to the Smart Schools Bond Act, which provided for \$2 billion in state funding to support technology purchases in schools across the state) gathered teachers, scholars and professionals to work and think together about how best to implement new technologies across K-20. More than 50 educators and administrators were in attendance.

This panel will continue this discussion about teaching and learning with technology, the impact of the Smart Schools Bond Act, and how to enhance communication and collaboration across the education system, including as related to the preparation and professional support of teachers, school/district leaders, and faculty within institutions of higher education.

The Faculty Perspective on OER: Faculty Adopters of OER Share Their Experience and Advice

Facilitator: Alexis Clinton, SUNY Geneseo
Panelists: Sofia Georgiakaki, Amber Gilewski, Tompkins-Cortland Community College; Ryan Hersha, Corning Community College; Tori Matthews, Monroe Community College
Time: 8:45 - 10:00 am Room: IRC 2

Open Education Resources have been growing in popularity as an affordable solution to overpriced course materials (textbooks, course software etc.). But if the replacement of these traditional teaching materials equals a reduction in educational quality then there is little value for OER to be used in teaching and learning. However, if OER is a high quality alternative to traditional course materials, what commitment should faculty be expected to make as they migrate over to OER. This panel features faculty who have adopted existing OER and have spent time creating new OER for their discipline. Our colleagues on this panel will share their experiences, their insights, and offer their advice to both faculty and the professionals on campus who are being asked to support this initiative.

Principles for Effectively Serving Adult Learners (aka Post Traditional Learners)

Presenters: Jennifer Groh, CAEL (Council for Adult and Experiential Learning)
Time: 8:45 - 10:00 am Room: IRC 5

This session provides insights on “teaching and learning in multiple dimensions” through the Principles for Effectively Serving Adult Learners (Principles). Developed by the Council for Adult and Experiential Learning (CAEL) and based on over 10 years of survey data, the Principles serve as a framework for institutions to implement best practices in serving adult learners. The Principles will be defined and

presented in case studies, with reference to how they support the first ever adult-learner institutional ranking system produced by Washington Monthly. The Principles alignment with other CIT 2017 Conference tracks will also be discussed. The Principles include: Adaptivity, Assessment of Learning Outcomes, Financing, Life and Career Planning, Outreach, Strategic Partnerships, Student Support Systems, Teaching-Learning Process, Technology and Transitions.

SESSION EIGHT

ATIS Procurement Update

Presenters: Brian Bartlett, Kim Scalzo, Carey Hatch, System Administration
Time: 10:30 - 11:00 am Room: Fitzelle 106
Track: Professional Partnerships
Format: Presentation

Attend this session for an update on University-wide procurement activities taking place across Academic Technologies and Information Services, including current contracts, RFPs in process, and the status of handshake agreements. There will also be an opportunity to provide input and feedback on potential vendors opportunities through Open SUNY to support various aspects of the online learning environment.

Synthesizing Transnational Collaboration Utilizing Information Technology in Online Intercultural Projects

Presenters: JoNelle Toriseva, Genesee Community College, Brian Lowe, SUNY Oneonta; Dustin Eirdosh, Big Red Earth, University of Leipzig; Joe Ziolkowski, Genesee Community College; Luis Marin, Universidad Veracruzana; Carlos Flores, Universidad de Colima; Xochitl Soriano, Universidad de Guadalajara; Miguel Sigala, Universidad de Guadalajara
Time: 10:30 - 11:45 am Room: Fitzelle 105
Track: Professional Partnerships
Format: Birds of a Feather

Online collaborations allow for professional and academic development on many levels. The field of Education for Sustainable Development (ESD) recognizes cross-cultural collaboration among teacher education institutions as a key strategy for reaching the United Nation's Sustainable Development Goals (SDGs) for 2030. Despite this recognition, there is a lack of clarity on what the nature of these collaborations can or should look like. The NGO Big Red Earth has developed a collaborative relationship between the Biology Education teacher training groups of the University of Leipzig, Germany, University of Antananarivo (Tana), Madagascar, and the biological anthropology group at University of Alabama, USA. Curriculum design and cross-cultural considerations will be discussed for two developing project. The innovative use of digital media in connecting teacher education and local primary school classrooms through cross-cultural explorations in anthropology provides a replicable model for COIL development. At the level of teacher education for secondary schools, a Design Based Research framework for supporting students in the analysis of the moral and epistemological vocabularies of sustainable development provides a new perspective on teaching ethical discourse. The challenges of developing COIL-inspired programming in Madagascar remain steep for reasons of both technological access and educational or curriculum disparities. The founders of Big Red Earth have been developing this program

since 2012, however progress has only now reached the earliest stages of actual international collaboration. These challenges and our evolving toolkit of strategies for overcoming them will be shared and discussed. Specifically, we will highlight how unique content, integrating perspectives across the biological and the social sciences, have attracted and retained important partnerships in Madagascar. This unique approach to collaborative interdisciplinary content development is shown to help frame the cross-cultural collaboration in terms that simultaneously respect local cultures and connect across global collective knowledge. In another case, Latin America Academy (LAA) Fellows, professors in Artificial Intelligence, English, Photography and the Natural Sciences, share strategies for working transnationally to create bridges and active learning environments for the benefit of students in collaboration in the USA-Mexico Multistate COIL Program (MCP). The MCP is an initiative of the US-Mexico Bilateral Forum on Higher Education, Innovation, and Research (FOBESII). Under the leadership of the Collaborative Online International Learning (COIL) Center, the Fellows have developed course-based partnerships between SUNY campuses and universities in Latin America which are members of the Global Partner Network (GPN). Faculty develop and pilot equitable, team-taught courses which emphasize experiential and collaborative student learning and serve as a basis for the creation of long-term sustainable international partnerships between the participant campuses. These courses lead students from SUNY and Latin America in gaining meaningful experiences in cross-cultural international classrooms; thus contributing to greater understanding and cross-border dialogue and exchange between faculty, students, and staff at SUNY and peers in Latin America. How they transform teaching through a collaboration in which students view course material through a new cultural lens will be shown. The process and digital tools used by Fellows as they co-develop a COIL-enhanced course or module between a SUNY campus and a university in Latin America capitalizing on web-based technology to provide students an enriching intercultural experience in pedagogical fields will be discussed. Online tools enable us to create a space for student inquiry, scholarship, discovery and innovation. Tools that create a collaborative learning environment for distantly located students to collaborate with peers and professors in an international exchange that allows for the acquisition of new skills and acquiring enhanced intercultural knowledge. Removing barriers to creating knowledge, ensuring that students remain motivated and focused in their learning and gain the most from their interaction with their fellow students and instructors, requires that proper strategies for learning activities need to be formulated and implemented to engage students. Online collaboration tools enable students and colleagues to communicate and collaborate in a way that increases motivation, improves focus and allows transnational bodies to contribute to the best of their abilities and with optimal results. Tools and techniques for intercultural collaboration will be discussed, including Padlet, Blackboard, Tripline, Google Docs, Slide Rockets, and others. Since the areas of these disciplines are different, both topically and within their particular milieus, and several shifts have occurred, this relationship is ever-evolving. These issues, as well as the future trajectories, will be addressed, along with complications and possibilities.

Debunking the Myth that Online Teaching is a Cake-Walk

Presenters: Linda Unger, Radha Ganesan, Stony Brook University

Time: 10:30 - 11:45 am Room: Fitzelle 108

Track: Iterative Journeys

Format: Birds of a Feather

Many faculty and most administrators have a limited frame of reference about online teaching. Some think no training is necessary, others think they can post their existing classroom capture lectures and

slides on the learning management system and voila--the course is ready to go. Consequently, they are apt to start the transition process too late.

As much as you may plan workshops on the pedagogical principles and best practices of teaching at a distance, as well as how to use the LMS and other technologies, many see no need to train since they "already know how to teach". The prevailing myth is that online teaching is no big deal, when in fact it's transition with a steeper learning curve for some than for others. This myth is especially common among administrators who view online courses as a quick way of generating student demand, increasing enrollment, or compensating for lack of classroom space.

Your teaching support unit must do the best it can to assist "newbie" online instructors, even when they've been drafted at the last minute. But how do you combat counter-productive mindsets and ensure that faculty are successful when teaching online for the first time?

In this session, we'll share the ways in which we at Stony Brook have evolved our faculty training and support offerings to equip instructors, despite the nonproductive circumstances. Our online faculty development vision and strategies have become an "iterative journey" that began with traditional workshops and website resources but have evolved to a smorgasbord of facilitated and self-serv trainings. Maybe yours have too; let's see what we can learn from each others' successes, creative ideas, and even our mis-steps.

Exploring Digital Badging for Metaliteracy, Sustainability and Student Engagement: A Multi-Faceted Approach at the University at Albany

Presenters: Trudi Jacobson, Kelsey O'Brien, Doug Sweet, Mary Ellen Mallia, University at Albany
Time: 10:30 - 11:45 am Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: Panel

Digital badging provides a mechanism for learners to showcase specific competencies that might not otherwise be evident or vouched for. Academia is exploring the value of digital badging for students, investigating how this alternative system might enhance traditional credentialing such as grades or transcripts.

A 2016 alternative credentialing report notes:

The future of alternative certification and credentials appears bright, particularly when represented in the form of digital badges.... However, this aspect of learning's bright future may be captured by more adroit private-sector organizations unless colleges and universities increase the speed with which they adapt and evolve to meet the changing learning needs of businesses and working professionals.... (Fong, Janzow, and Peck 2016, 14)

Likewise, the 2016 NMC Horizon Report for Higher Education cites micro-credentialing examples, including the Open SUNY COTE badges, as promising solutions for blending formal and informal learning experiences, and engaging students in self-motivated lifelong learning (Johnson, et al. 2016, 22).

The University at Albany is developing a multi-faceted approach to digital badging. Panelists from the University Libraries, Student Affairs, and the Office of Sustainability will explain why and how badging is being implemented, and provide details about the criteria for earning the badges.

Badging at UAlbany began with a metaliteracy system developed in 2013 as an IITG project outgrowth, and will soon be available to interested SUNY institutions. Instructors are using this multi-layered system to teach their students (to date over 2,000) information literacy concepts and abilities. Because the system is not course-dependent, students may continue their progress towards earning a top-level badge.

Additional campus units are now offering badges, two of which will be discussed:

- The Leadership Badge is awarded to undergraduate students who have demonstrated curricular and co-curricular competencies set by the Center for Leadership and Service. Criteria include: participating in the Emerging Leaders Program, holding an executive position in a student organization, completing up to two academic leadership courses, and receiving a President's Award for Leadership.
- The Sustainability Badge is available to both undergraduate and graduate students who must complete sustainability designed courses, hold leadership positions in sustainability related groups and/or participate in professional development in the field.

While these badges differ from the metaliteracy badges by bundling courses and activities students have taken, they are similarly rigorous and multi-layered, resulting in a meaningful credential that recognizes meritorious effort in a specific competency. We will discuss how this initiative has created interdisciplinary opportunities to develop skill sets, and linked academic coursework to applied learning opportunities.

References

Fong, J., Janzow, P., and Peck, K. (2016). Demographic Shifts in Educational Demand and the Rise of Alternative Credentials. Pearson Education and UPCEA. Available: <https://bitly.im/m5Apo>

Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., and Hall, C. (2016). NMC Horizon Report: 2016 Higher Education Edition. The New Media Consortium. Available: <http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf>

Student Panel: Hear What Students Have to Say About F2F, Web-Enhanced, and Online Classes

Presenters: David Mamorella, Runjie Wang, University at Albany
Time: 10:30 - 11:45 am Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Panel

Three to four student panelists, facilitated by their professor, will share their learning experiences in face-to-face, web-enhanced, and online classes. They will address what they liked, did not like, and what they found challenging with these modes of instruction. Panelists will share their expectations of professors, what impact the use of Blackboard had on their learning, including their thoughts about online tests and discussions. They will also discuss what impacts and motivates them to learn, the

different teaching styles and learning environments they liked most and least, and the best ways professors can engage them and assess their learning. The professor will also share some successful teaching strategies and classroom activities used in his Speech class; techniques that can apply across disciplines.

Building Open: A Team-Based Approach to Creating an OER Degree Pathway

Presenters: Andrea Kingston, Katie DeRusso, Tom Capuano, Anjali Parasnis-Samar, Patrick Montanaro, Monroe Community College
Moderator: Mark McBride, Monroe Community College
Time: 10:30 - 11:45 am Room: IRC 5
Track: Iterative Journeys
Format: Panel

This panel will discuss the steps they took to initiate the grant-funded redesign of a degree pathway at Monroe Community College (MCC) so that it consists of required and elective courses that utilize open educational resources (OER).

In June 2016, MCC and four other SUNY community colleges (Clinton, Herkimer, Mohawk Valley, and Tompkins Cortland) were awarded a grant as part of Achieving the Dream's OER Degree Initiative. At MCC, the Liberal Arts: Biology degree was chosen for the OER course redesign project. Librarians have taken on the task of coordinating the initiative; additional team members of the OER Course Support Team include an instructional designer and a part-time project manager for the grant. And rounding out the team, the library director is the principal investigator for the grant.

Getting the project off the ground was an iterative process, as instructors' needs varied widely and the grantor was still working out some of the details and requirements while the grant project was getting started. MCC's OER Course Support Team developed in-house guidelines, arranged for on-site training for faculty, met one-on-one with faculty as they redesigned their courses, worked with Open SUNY Textbooks to establish an online platform for MCC's OER content, collaborated with the campus print shop and bookstore to ensure print copies of OER material could be available, and more. The panel will discuss lessons learned, including what worked and what didn't.

Virtual Reality Lab Investigation Report

Presenters: Lisa Stephens, Richard Lamb, University at Buffalo; Jeffrey Riman, Karen Pearson, Fashion Institute of Technology; Rachel Hagerman, Broome Community College
Time: 10:30 - 11:45 am Room: IRC 9
Track: Student Success: Retention & Remediation
Format: Panel

For approximately one month between September 22nd and October 30th 2016, the Office of the SUNY Provost invited faculty to examine and provide feedback on Labster.com, a virtual laboratory simulation tool that offers over 40 learning modules to support STEM based learning. In addition to the virtual tool being evaluated, the data collection process itself was also being tested, as shielding faculty from the potential of unwanted solicitations by any particular company offering a learning solution is of paramount importance.

As the result of significant interest being expressed in one particular virtual lab solution (Labster.com), the SUNY Office of the Provost staff coordinated an effort to evaluate this product in its current desktop format to ascertain whether further investigation of the tool was warranted (particularly in alignment with IITG funded investigations). This was undertaken at the behest of faculty as the result of two events:

- 1) an introductory webinar hosted by the CPD during spring of 2016, and
- 2) a Labster presentation during CIT 2016.

112 faculty responded to a broadly distributed email call to access Labster's library of learning modules. 33 individual faculty provided feedback. During this evaluation period, a parallel effort was underway at SUNY's Fashion Institute of Technology that focused primarily on student reaction, and yielded over 100 responses. At the time of this writing, Labster has continued refinement of the tool, and has invited SUNY to evaluate a full virtual reality version of lab modules under development.

This presentation will highlight findings from each of these studies as well as any updated information, and report on efforts to engage educational researchers on the topic of virtual labs. Early findings at the time of this abstract writing suggest that students value use of virtual labs more highly than faculty, and faculty response was mixed and critical on a wide variety of measures including "student engagement" "ease of content navigation" and "learning outcomes."

The panel will solicit reaction to these findings from the audience, which may help guide the focus for subsequent study.

What Impact has the Open SUNY Institutional Readiness Process really had on campuses?

Presenters: Kim Scalzo, Kristyn Muller, System Administration
Time: 11:15 - 11:45 am Room: Fitzelle 106
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

The Open SUNY Institutional Readiness process is designed to help campuses understand where they are relative to what it takes to ensure quality and success in online learning and to facilitate the development of an implementation plan for the campus to execute in support of their online learning goals. Open SUNY provides a three-part campus consulting process, facilitated by expert leaders in online learning, using the OLC Scorecard, a nationally recognized standard for quality. The process brings together campus leadership to assess institutional policies and practices related to online learning and discuss areas of improvement. In order to determine the effectiveness of this service, Open SUNY recently conducted an impact study with campuses who completed the process. The study was comprised of an online survey and a group interview with campus leaders who were actively involved in the process. The study asked the participants to reflect on the ways in which the process influenced policies and procedures on their campus as well as to provide feedback about the process itself. The findings provide Open SUNY with insight about the value of the Institutional Readiness process to ensure that the process is beneficial to campuses. This presentation will share the findings from the impact study and answer any questions that attendees have about the Institutional Readiness process.

SESSION NINE

Evaluating the Effects of Instructor-led Mandatory Supplemental Instruction on Student Achievement in Developmental Algebra: A Comparative Study

Presenters: Alice Reed, Diane Muehl, SUNY Canton
Time: 12:00 - 12:30 pm Room: Fitzelle 106
Track: Student Success: Retention & Remediation
Format: Presentation

There has been an influx of under-prepared college students. When students are under-prepared in mathematics, this has a ripple effect throughout their college career, including their program choice and retention. Students who are under-prepared in mathematics are far less likely to enroll and complete their college education in the STEM (science, technology, engineering and mathematics) fields; this is of significant concern for educators, administrations, and policymakers.

My doctoral dissertation was focused on the impact of instructor-led mandatory supplemental instruction (ManSI) in developmental intermediate algebra courses. I compared this to courses with no supplemental instruction (NonSI). Using secondary data, I measured academic success, retention rates, and college completion for these two groups. This research was conducted at a rural college.

The results of the study included the following:

ManSI students earned significantly higher final examination and a higher final course grades than NonSI students.

There was a significant difference in retention BUT, contrary to other supplemental instruction research, NonSI students were more likely to return the subsequent semester than ManSI students. NonSI students were allowed to return regardless of their GPA and there WAS a tuition increase for that Fall semester.

The recommendations from this research include introducing instructor-led mandatory supplemental instruction in all introductory mathematics courses, which is particularly important for courses that lead to STEM related programs.

Development of GIS Courses Modules for Undergraduate Science and Social Science Courses

Presenters: Mary Perrelli, Wende Mix, Bettina Martinez-Hackert, Buffalo State College
Time: 12:00 - 12:30 pm Room: IRC 2
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

Spatial thinking focuses on questions that begin with “where” and expand into searches for patterns or questions about proximity and usually result in maps to visualize phenomena of interest. These types of inquiries are not unique to Geography. Geographic Information Systems (GIS) software is to spatial thinking what word processors are to written communication. The development of web based GIS course modules for science and social science courses facilitates incorporating GIS, GPS and Remote Sensing technology and techniques into non-GIS/Geography courses. Modules are designed to cover a lecture topic or as a homework assignment relevant to the course material. GIS modules are customized

to fit course syllabi and student learning outcomes. The goal of these modules is to introduce students to GIS technology and the benefits of the technology to their discipline. Students learn how to think spatially, ask spatially related questions and look for answers with a spatial component. Introducing students to GIS technology at an early point in their higher education, gives them time to learn the software and provides them with skills required to be competitive in the job market. This presentation highlights some of the GIS modules created to date.

The SUNY Virtual Herbarium: Increasing Access and Improving Botanical Education

Presenters: Sean Robinson, SUNY Oneonta
Time: 12:00 - 12:30 pm Room: IRC 4
Track: Diverse Learners, Diverse Learning Styles
Format: Presentation

Herbaria, collections of preserved plants, are valuable sources of data essential to studies in the biological sciences. The primary goal of this project is to increase access to herbarium collections at SUNY institutions, as well as to develop and disseminate a new pedagogy for enhancing botanical education using digitized specimens. Herbaria collections at SUNY Oneonta and SUNY Plattsburgh will be databased, imaged, and made accessible via an open-access data portal. Herbarium data will then be used to develop three web-based learning modules designed to engage students, develop skills in scientific inquiry, and enhance botanically focused courses. These modules will be implemented and evaluated in a variety of learning environments from introductory biology courses to upper level botany classes at three different types of SUNY institutions.

In addition, this project relies heavily on student interns in both biology and art in order to promote a unique type of collaborative, interdisciplinary learning.

Serving Students with Special Needs FACT2 Task Group Update

Presenters: Kathleen Gradel, Fredonia State; Mary Jo Orzech, The College at Brockport; Meghan Pereira, Buffalo State College; Keri McArdle, Ulster County Community College; Donald Lemke, Upstate Medical University; Nancy Motondo, Center for Professional Development
Time: 12:00 - 12:30 pm Room: IRC 5
Track: Professional Partnerships
Format: Presentation

This session will report on the current work of the Serving Students with Special Needs FACT2 Task Group. In addition, members of the Task Group will solicit information from attendees about services delivered/needed on SUNY campuses, for students with special needs.

Proactive Not Reactive: Making Tech Savvy Teacher Candidates

Presenters: Shufang Strause, Muteb Alqahtani, SUNY Cortland

Time: 12:00 - 12:30 pm Room: IRC 9

Track: Professional Partnerships

Format: Presentation

A scenario: While we technology instructors, administrators, and IT folks were still fumbling to get the old smartboard in our computer lab to work so that we can provide training for our practicum students to know how-to in one of our PDS schools, it turned out in the following semester a newer model of smartboard (“like a big TV” quote students) showed up in the classrooms in that school. Yet in our new PDS schools where all our classes have practicum placement (for the first time), Eno Board has been being in use. What’s more, the whole school district in which all our practicum just started to place is switching from iPad 1:1 (a previous 3-year initiative) to Chromebook GAFE (Google Apps for Education), another new initiative. Meanwhile iPad is still used in lower grade level (B-2) in this school district. From accidental conversations during a professional development event in summer of 2016, the instructors happened to learn that PDS School might also be moving to GAFE in the next one or two years.

We are not alone, nor is such situation new. It seems P-12 schools are more progressive in adopting new technologies while institutions of higher education tend to be unresponsive to change or respond not as progressively as P-12 in terms of new technology adoption. Meanwhile, not all P-12 schools are progressive of course. Great diversity and multiplicity of options creates dilemma for many, college technology instructors included.

In such an era where rapid technology change, both in the use of the old and the development of the new, is the norm, providing adequate technology training to teacher candidates faces previously unanticipated challenges. Such situation elicits some basic questions: what kind of technology training do we provide for our teacher candidates? How do we do it? There are national and state standards and requirements, but teacher education programs and course instructors have autonomy in terms of curriculum design and pedagogy. In our presentation we plan to share what we do in preparing our preservice teachers to be tech-savvy. We plan to share our course design, our teaching strategies and our students works in the hope to start conversations during CIT and keep such sharing and conversations going through PLNs afterwards.