

CIT 2019 Pre-Conference Workshops

Tuesday, May 28, 2019

2:00 – 5:00 pm

Innovating OER: Waymaker and Online Homework Manager (OHM) for Student Success

Presenter: Michael Daly, SUNY OER Services

The partnership SUNY OER Services has with Lumen Learning offers SUNY faculty more than the opportunity to trade a traditionally published textbook for an openly licensed textbook. By combining high-quality open educational resources with courseware focused on student learning and success, students benefit from an individualized learning experience that is freely available to them on day one.

Waymaker courses help students become better learners with personalized study plans, frequent practice, and learning by doing. Waymaker's personalized learning courseware are designed using OER and incorporates simple-to-use instructor tools making it easier to identify and help struggling students. Based on part on feedback from SUNY faculty, Lumen has recently added further customization tools for faculty, allowing for a higher level of personalization. Available for over twenty courses, popular Waymaker courses among SUNY faculty include Principles of Management, Concepts in Statistics, Biology, Microeconomics, Macroeconomics, Introduction to Psychology, and Introduction to Sociology. Participants are encouraged to visit oer.suny.edu to view the full list of Waymaker courses.

Online Homework Manager (OHM) is a flexible online homework engine for math and quantitative courses. OHM includes OER textbooks and videos, algorithmically-generated assessments, machine grading, and immediate feedback for students. Faculty can easily create and customize a ready-to-adopt OER course. Popular subjects include Beginning/Intermediate Algebra, College Algebra, Precalculus, Introduction to Statistics, Math for Liberal Arts and Chemistry. See a complete list of available OHM courses at oer.suny.edu

This pre-conference session will provide hands-on demonstrations, offer participants ready-to-adopt OER course materials for use in their LMS, and share pedagogical best practices. By the end of the workshop, participants will have the knowledge, skills, to use the Waymaker or OHM course in hand!

Co-led by members of the SUNY OER Services team and staff from Lumen Learning, this pre-conference session is designed for the spectrum of learners from those new to OER and exploring options to faculty who are ready to adopt OER-enabled courseware

Become an Avatar: And, Explore Virtual Reality

Presenter: Eileen O'Connor, Empire State College

In this workshop, you will be guided through an immersive virtual reality experience where you will have an opportunity to play with the different components of a virtual reality, modifying your avatar, visiting locations created by SUNY Empire State College students, and even dabbling in some of your own creations. Experience the immersive effects in environments that you can now freely download, create, and/or repurpose to your own needs through these open source immersive 3-D environments. Discover for yourself some of virtual-reality's vast potential from prototyping to simulations to immersive learning. Links to Creative Commons documentation will be provided so you can start developing your own VR, open source environments. Review with the workshop presenter and the other participants, the potential applications to your environment. Also, attend the "What Can an Avatar Do? Any Virtual Thing You Design" presentation to learn more about the features, applications, and educational constructs available with these environments.

Create an Open Pedagogy Project for Your Students

Presenter: Judith Littlejohn, Genesee Community College

Participants in this workshop will develop an open pedagogy project or assignment in which students will collaborate to create and share educational content relevant to the discipline. The session will begin with a discussion about what open pedagogy is, and look at some examples of open pedagogy activities (such as the creation of learning aids, annotations, glossaries, test banks, or collections of essays). Participants will explore various tools and platforms used for open pedagogy projects, including Google Docs, blogs, Pressbooks, and Hypothesis. Each participant will leave with a draft of an open pedagogy project that can be incorporated into a future course.

Each plan will include:

- a list of course learning objectives that will be addressed in the project
- a plan for student collaboration
- a method of addressing student privacy concerns
- a plan for assessing individual contributions
- a plan for incorporating feedback and revision into the development process.

To fully participate, participants should bring a) a list of learning outcomes for a course that will be taught soon, and b) their own laptop or device to set up accounts and try different apps.

Intermediate- or higher-level computer skills recommended.

Make Powerful Online Teaching Decisions: Foster Self-Regulated Learning, Facilitate Effective Asynchronous Discussions, and Empower Student Success

Presenter: Diane Hamilton, University at Albany

Enjoy working with a wide range of students? Want to minimize variability in student performance though? Learn to promote student success in online courses through course design decisions that empower student success, foster self-regulated learning through metacognitive scaffolding, and incorporate effective asynchronous discussions. Engage in group explorations of related concepts and design ideas for empowering students to succeed in online courses and discussion forums. This pre-conference workshop will explore two online teaching scenarios - one in which variable student performance and participation across course activities is addressed, and the other in which prompts, management, and facilitation of online discussions are examined. This session will be interactive, consisting of transitions between small group exploration activities and short sets of presentation slides. Practical suggestions are incorporated as well as time to reflect and apply the session ideas to your own work. One of the resources was recently accepted by TOPR and will be provided to attendees.

As if by Magic! Exploring the Problems and Processes of Producing Educational Media

Presenter: Andrea Beukema, Cornell University

Join this role-playing adventure to examine the processes and common problems faced by everyone creating educational media. Together we will learn about media production as we play our way through a project.

This workshop is a true role-play game supplemented by mini-lessons and within-the-game coaching and commentary by the presenters. Role playing games are known to enhance creative thinking and working as a team. This game will present a scenario that asks participants to plan for a specified media project (instructional video, online module, animation, etc.). Each player will be assigned a role from a set of typical project participants (faculty, media producer, etc.) with real-world attributes (timeliness, academic workload, etc.) that contribute to or detract from the success of the project. Participants will work in small groups (4-6 people). Their first task will be to develop their media production plan on a series of blank grids; inventively, this grid will become the board on which the rest of the game plays out.

The process will be to move their team through the project as efficiently as possible. Along the way, teams will draw cards and roll dice to expedite or delay their project plan. All scenarios, cards and matters of chance have been carefully written to reflect the day-to-day realities of educational media production.

At several key points, game-play will be paused in order for the facilitators to present a mini-lesson on selected aspects of media production planning and management. The mini-lessons will use a combination of slides and video to demonstrate effective (or ineffective) production processes and serve as a Just-in-Time learning that will help teams succeed in the next phase of their games (and their

subsequent real-world work). By playing, participants will gain or improve their understanding of roles and responsibilities, how to manage a project, and effective ways of giving feedback on video and other forms of media.

We anticipate participants will leave with a deeper understanding of how to foster productive collaborations between faculty (or Subject Matter Experts) and media/instructional professionals by addressing the following questions: Who needs to know what and when? What's easy and what's not in terms of production? What constitutes actionable feedback?

Intro to Tableau for Data Visualization

Presenter: Kristyn Muller

In this introductory workshop, beginners will learn the basics for bringing their data to life using Tableau. Participants will learn how to connect data sources to Tableau Desktop, clean and organize data within Tableau, create different types of charts and graphs, and ultimately develop their own interactive dashboards. Participants will also learn how to publish their dashboards to Tableau Public in order to share their vizs with others.

Transforming a Traditional, Print-based Assignment into a Multimodal Project Using Adobe Spark

Presenters: Todd Taylor, UNC Chapel Hill; Mark Caruso, Adobe Systems

Participants will take from this workshop an assignment prompt that has been re-imagined as an interactive, responsive multimodal project which enables students to compose with text, images, and video simultaneously. This hands-on workshop is appropriate for any course, anywhere across the curriculum, and any computer skill level, because it relies on Adobe Spark, which is a powerful, new, cloud-based application with an extremely flat learning curve. Assigning students an Adobe Spark project encourages the active production and circulation of their ideas and work, and it requires little-or-no class time to teach them how to use the application because it is so intuitive. Students and faculty can create these projects on any device with internet access, and they can easily share them because the application is web based and because Adobe Spark Page creates responsive microsites with individual URLs.

Participants will need to bring their own laptop or tablet with internet access to the workshop. If you already have an Adobe account and I.D., then be sure to test your current login and password ahead of time. If you do not have an Adobe I.D., go to <https://spark.adobe.com/> ahead of time and set up a free account. Adobe Spark is a dynamic, scalable solution that is available for free to all faculty and students, and it makes it easy for any instructor or student to promote active learning, creativity, and digital literacy in any class across the curriculum.