CIT 2016

Students at the Center: Creating and Sharing Learning Experiences

Students at the Center focuses on the student experience and their performance. What is it like to experience different teaching strategies, styles, and methods of assessment? How have students responded to the different modalities of learning (e.g., online learning, Face to Face, Hybrid and MOOC)? What additional strategies, tools, and services are students asking for, or need, to stay in their courses, be engaged, and have a successful learning experience? How is evolving technology and the shifting paradigms in education affecting the design and development of teaching and learning strategies? How is mobile technology transforming traditional learning spaces? We are asking conference attendees to address student access, support, engagement and completion as part of each proposal.

Tracks

1) **Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice**
   Open educational resources (OER) are touted not only for their ability to unfetter the exchange of information on a global scale, but also as a retention tool that can be used in the smallest of classrooms or budgets. While many support the concept of OERs in the classroom, it can be a daunting task to implement. Share your experiences with the implementation, use, and student responses to OERs in your classroom.

   a) The student perspective. Provide examples of student feedback on the OER used in their class and, if possible, give their perspective comparing why they do or do not prefer OER.
   b) Present your data. Provide comparative data on OER-implemented classrooms compared with those that use traditional textbooks on usage, retention, completion, and more.
   c) If you can't present your data. Strategies to assess the use of OERs at the classroom, department, division, and/or college level.
   d) The campus perspective. My department, division, and/or college used this strategy to adopt OERs; here is what worked, what didn't, and things I wished I had known!

e) The instructor perspective. When you are (or think you are) the only OER adopter on campus. Communicating OER usage and creating a community of practice on your campus.

f) The non-adopter adopter. Here are unexpected ways my students introduced OERs into my non-OER classroom.

g) OER development. I developed an OER, and you can too! Here's how I did it.

h) What does your department, campus, or SUNY need to do to better support faculty OER adopters?

2) **Engaging Students: Tools and Strategies**

Share strategies used to engage students that impact course design and delivery in all learning modalities. How do the tools we use and the accompanying pedagogy come together to create an engaging learning space? Students connect with peers, study, gather news, work and enjoy entertainment virtually. Meeting students where they "live" is becoming increasingly important to all areas of higher education. These challenges are met in the classroom as well as in the business departments such as the registrar, and in student activities divisions. Students expect to *access and engage* in all facets of their education online, including in each of their courses, even in the face-to-face ones.

a) Persistence and Retention of Students
b) Learning strategies and environments
c) New tools to incorporate into the learning process
d) Student Centered Learning
e) Digital Literacies
f) Developmental Education
g) Facilitating Student Academic Services through technology
h) Social Media for Student Engagement
i) Applied Learning

3) **Inquiry: Scholarship, Discovery, and Innovation**

SUNY is seeking to expand and emphasize research as a vital component of the undergraduate degree. Incorporating basic or applied research into an undergraduate curriculum, particularly at a community college, can require imagination and ingenuity. Share your experiences incorporating research into your curriculum or campus:

a. Practical applications that don't break the budget

b. Creating a culture of research and inquiry in non-traditional programs/campuses
c. Engaging fully-online students in research
d. Student research projects that inspire, engage and develop skills of inquiry.
e. Collaborative research efforts, case studies, and strategies for collaborative scholarship.
f. Developing partnerships between two-year and four-year counterparts to facilitate research.

4) **Student and Faculty Support: Access and Accessibility**

Supporting students and faculty is at the core of the responsibilities of what many in SUNY do. Share best practices including tools and techniques that remove or decrease barriers to success both in and outside the classroom.

a) How analytics are being used successfully to inform and support faculty course objectives and support students who are experiencing performance or personal challenges. (registering, financial aid application, mobile advising, etc.)
b) Faculty Development, training and resources, innovation and challenges
c) Cost barriers to access for students and colleges.
d) Institutional support for Access and Accessibility. Models that work.
e) The cost of making your course accessible; learning curves, tools and techniques
f) Accessibility compliance: How to sort it all out. Training support and case studies.

5) **Going Mobile**

Mobile technology is ubiquitous in today's higher education environment. Now with more student mobile devices (laptops, tablets, and cell phones), it is more important than ever to provide opportunities to access and engage both within and beyond the classroom.

a) Turning distractions into learning opportunities
b) Mobile collaborative tools/techniques I have used or supported that work, or *not.*
c) Mobile testing and assessment strategies
d) Linking devices and learning spaces for better access to courses, teachers and your imagination. Integration with other tools like Drive, Evernote and others.
e) Privacy concerns
f) Fairness: is there equal access for all?