

SESSION ONE

Google-proofing Assignments: Google Tools to the Rescue!

Presenter(s): Kathleen Gradel, Fredonia State
Time: 8:45 - 10:00 am
Room: Flagg 162
Track: Engaging Students: Tools and Strategies
Format: Hands-on Demo

We know that “Googling it” is both a blessing and a curse. Access to resources and connections puts the universe into our students’ hands with efficient searching and the ease of flexible, mobile app use. On the flip side, how do we capitalize on Google to push deeper learning through our course assignments?

This session focuses on using Google Apps for Education (GAFE) with an emphasis on student deeper thinking and application. Using real course assignment exemplars, this hands-on session navigates strategies for increasing assignment rigor, using a variety of Google apps.

This session is relevant to online, face-to-face, blended (hybrid), and “flipped” courses, as well as in professional development/training sessions. Google apps can work on their own, or as tools complementary to campus Learning Management Systems. They offer flexibility to facilitate synchronous and asynchronous collaboration, and are alternatives for collaborative content-sharing. Although not all SUNY campuses have adopted GAFE, the mainstream versions are equally powerful. In addition, apps can be easily accessed through mobile devices, making them a reasonable scaffold for faculty who wish to expand mobile options.

This is not a session on using Google search tools. Participants will get hands-on/minds-on solutions with a focus on stretching students’ learning beyond the “search and report” approach to using Google. They will also leave with an online toolbox of supports, to put to use in their own practice.

Assignment Calculator: Time + Resources = Better Quality Papers

Presenter(s): Allison Moreland, Seana Logsdon, Sara Hull, Empire State College
Time: 8:45 - 9:15 am
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

Empire State College is a writing-intensive institution. The fact that many students arrive with earned credit in college composition suggests they should be prepared to complete college level writing assignments such as research papers, literature reviews and annotated bibliographies. Yet, frequently, faculty report students are unaware of or have forgotten the multiple aspects of writing an academic paper. In addition, available writing support resources and the time needed to produce high quality writing assignments are unfamiliar to students.

Similarly, when students contact academic support offices and librarians, they are often surprised at the multiple steps necessary to complete a writing assignment and frequently seek assistance far too late to be able to engage in the writing process in a meaningful way that results in a high quality product.

The frequency of these reports suggest students are still developing crucial information literacy, writing, critical thinking and time management skills as they enter Empire State College. This not only has implications for their success during their undergraduate degree, but if not addressed, may also impact their competitiveness within the job market upon completion of their degree. Therefore, additional tools are needed to support students' academic skills development in these areas.

In response to this issue, a cross-functional team including representatives from Academic Support, Educational Technology, the Library and the Information Technology Services collaborated to develop the ESC Assignment Calculator. The creation of this tool is intended to promote self-regulation in relation to writing assignments and to connect students to relevant resources for such projects.

In this presentation, we will explore why we decided to develop an assignment calculator, anticipated benefits to both students and faculty, and explore our collaborative process for development. You will have the ability to test the assignment calculator in the computer lab.

SUNY or Later We'll All Be Embedding Our Metadata

Presenter(s): Marcia Focht, Binghamton University
Time: 8:45 - 9:15 am
Room: Flagg 103
Track: Student and Faculty Support: Access and Accessibility
Format: Presentation

Come learn how to make managing your digital files easier! Never again will you struggle to remember where you stored an image or audio file on your computer, or recall just what URL or source the image you wish to cite came from. Creating an online exhibition, or ensuring that those who might wish to use your images are informed of your copyright and contact information is more manageable than you might think. Embedded metadata enables functionality that streamlines and enhances your research and presentations by making images, video, and audio files searchable and sharable, with easy to identify content, source, and rights.

This presentation will briefly cover the basics of embedded metadata, and then introduce three time-saving tools developed by the Visual Resources Association that can be use to create and manage embedded metadata. The first is a custom XMP panel, developed by the Visual Resource Association, allowing you to embed data either singly or in batches into your digital files. The second tool allows for importing data into or exporting data from digital files using spreadsheets (perfect for all those digital humanities projects). The final tool is great for creating a quick Powerpoint presentation on the fly, all possible with the power of embedded metadata.

NCCC's ADA Compliance Initiative

Presenter(s): Lisa Dubuc, Niagara County Community College; Donna Simiele
Time: 8:45 - 9:15 am
Room: Flagg 211
Track: Student and Faculty Support: Access and Accessibility
Format: Presentation

In this session you will learn about the compliance initiative at NCCC, funded through a SUNY IITG grant. Through this project we were able to create a checklist used to check online courses for compliance with Middle States, HEOA, and ADA. From the course checks we were able to determine the necessary training, documentation, and resources needed in order to help faculty reach compliance in their online courses. Faculty were supported in this effort through group training sessions, online resources, webinars, and one-on-one mentoring. We would like to share our resources, an online repository, lessons learned, and discuss future plans to improve upon this initiative.

Open, Online, and On Demand: Making Global Connections Between Learners and Workforce Opportunities

Presenter(s): Andrea Wade, Monroe Community College; Erin O'Hara-Leslie, Kimberly McClain, Cagatay (Emre) Dogan, Tera Doty-Blance, Broome Community College
Time: 8:45 - 9:15 am
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

SUNY Broome Community College is at the forefront of community colleges by implementing a Home Health Aide Massive Open Online Course (MOOC). As a continuation of that project, SUNY Broome has re-developed the MOOC to be compatible with Coursera's new on-demand platform. In addition, a companion Open Educational Resource (OER)/Open Textbook and bookend recruitment and referral web resources that connect with regional workforce structures were added.

In 2014, SUNY Broome Community College received IITG to develop a Massive Open Online Course (MOOC) model for workforce development in the high demand occupations of Personal Care Aides and Home Health Aides. Moving forward, SUNY Broome has leveraged partnerships within SUNY and New York State to redevelop the pilot offering to increase access, completion and success rates.

Specifically, the pilot MOOC has been assessed and revised to be compatible with Coursera's new on-demand platform. A companion Open Educational Resource (OER) has been created in cooperation with SUNY Open Textbooks, thereby opening global access to these educational resources. SUNY Broome partnered with the PCA and HHA programs taught at Mohawk Valley Community College (MVCC) to assess the impact of incorporating MOOC learning into a traditional classroom training model and make adjustments/corrections as identified, thereby improving student retention and completion rates. In addition, SUNY Broome's Medical Assisting Program integrated MOOC learning into the traditional classroom setting as well. Finally, in collaboration with Central New York Area Health Education Center (CNYAHEC), bookend recruitment and referral web resources were built that connect with regional workforce structures and employment opportunities, thereby leading to MOOC completers' successful placement in the local/regional workforce. This project exemplifies collaboration at its finest.

Digital Badges for Professional Development

Presenter(s): Alexandra Pickett, System Administration
Time: 8:45 - 9:15 am
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Digital badges are a way to recognize, honor, and track community engagement, professional development, and achievements. Badges are digital shareable recognitions that are being used by the Open SUNY Center for Online Teaching Excellence (COTE) to acknowledge, commemorate, recognize, endorse, honor, award, validate, certify and authorize various activities, behaviors, events, individuals, and accomplishments. Open SUNY COTE is designing sets of badges that document membership in the online community of practice, level of engagement in the community, and online teaching competency. The badging system is tied to the Open SUNY Fellow roles, is designed to guide development as online practitioners from novice to master, and supports networking, sharing, and mentoring across the entire community of online practitioners. The badging system supports and reinforces a culture of continuous improvement in online teaching practices and course design, provides recommended learning paths and levels, and promotes opportunities for various types of community engagement.

A core team with interest or expertise in badging was brought together from across the system in 2014 to design the OS COTE badging program, and the first badges were issued in February 2015. To date we have created 20 badges in the membership, professional development, and community of practice categories. We have issued a total of 1,400 badges and of those badges accepted 92% have been shared in LinkedIn and 8% in Facebook.

Individuals who meet the established criteria for each badge or set of badges, have an opportunity to earn badges to recognize their accomplishment or engagement in online education, OS COTE and with the community of online practitioners. Open SUNY Fellows can earn and share badges to demonstrate their role in, contribution to, and the value they place on our community of practice and professional development accomplishments.

In this session we will present our badge design process, demonstrate the badging platform, discuss our future plans, and provide participants with the opportunity to earn badges by joining the community and the discussion for those interested in online digital badges.

Links for additional info on Badges:

- Digital Badges for Professional Development
- 7 Things You Should Read About...™ Badging
- Badges: A New Measure of Professional Development
- Badges a New Measure of Professional Development
- The Potential and Value of Using Digital Badges for Adult Learners

Be a part of the discussion by joining the Badging Group in the OS COTE online community.

OS COTE Badges Offered in 2015

Badges have been awarded according to specified criteria:

Membership badges recognize role in the community of online practitioners.

Community Engagement badges recognize efforts to share and network within our community of practice.

Competency Development badges acknowledge those who engaged in professional development programs.

Social Media badges acknowledge efforts to share knowledge or expertise via social media.

Events badges commemorate participation in OS COTE events.

Participation badges endorse contributions.

Awards badges recognize community members honored through the OS COTE Effective Practices awards program.

FACT2 Mobile Technology in Teaching and Learning Task Group Report

Presenter(s): John Kane, SUNY Oswego; Judith Littlejohn, Genesee Community College; Kathleen Gradel, Fredonia State; Kirsty Digger, SUNY Delhi; Jim Whitlock, University at Buffalo; Sean Moriarty, SUNY Oswego; Ann Pearlman, The College at Brockport

Time: 8:45 - 9:15 am

Room: Flagg 210

Track: Going Mobile

Format: Presentation

The FACT2 Mobile Technology Task Group was created during the Fall 2014 semester. This committee consists of 22 representatives from 13 campuses, SUNY Central Administration, and a student representative. This goals of this task group were to:

- Collect information on effective educational uses of mobile technology
- Identify and disseminate information on pedagogical implications, effective practices and technology support
- Assist campuses in transitioning to providing support of continuously evolving mobile technology, especially in a BYOD environment
- Develop mechanisms for sharing best practices
- Assist in developing a SUNY community of practice for users of mobile technology
- Assist in developing a SUNY community of practice for those that support mobile technology
- Identify and disseminate information concerning ongoing trends in the use of mobile technologies in education

In this session, representatives of the task group will describe the resources created by the task group and provide overall recommendations on best practices in supporting mobile technology. Particular attention will be focused on discussing methods of overcoming barriers to effective academic use of

mobile technology. Attendees will be given an opportunity to ask questions and provide feedback/input.

Wild "GooseChase"

Presenter(s): Kirsty Digger, SUNY Delhi; Linda Siegrist
Time: 9:30 - 10:00 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Presentation

GooseChase is a free platform agnostic mobile application that can be used to create and deliver scavenger hunts. Missions (tasks completed in the hunt) can be cognitive or psychomotor, and can be designed to fit with course learning outcomes. Instructors design meaningful missions on the GooseChase website, while learners use a mobile device to demonstrate achievement of the missions. Players can work individually or in teams, and submitted images and scores are reported in real time. In this session, participants will first complete a short game, then will return to the meeting room and learn how to create their own hunt.

Should you choose to attend this session, be prepared to go on a wild GooseChase as you complete your missions. Learn how to use and apply a scavenger hunt mobile application to promote a fun way to learn, collaborate, and develop team building skills. Once missions are completed, participants will reconvene and learn how to create their own hunt.

The Institute of Play (www.instituteofplay.org) suggests that the concept of "knowing" has transformed from memorization and recall, to effective evaluation and appropriate application of information at the right time and place. Gaming necessitates information seeking, and assimilation of concepts with content. When gaming is applied to learning, it promotes multiple cognitive strategies, enhances problem solving, and stimulates the development of critical thinking.

The Open Media Lab: A Resource for Multimedia Online Teaching and Learning

Presenter(s): Laura Chipley, Samara Smith, SUNY Old Westbury
Time: 9:30 - 10:00 am
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

The Open Media Lab (OML) is a public website on SUNY Commons that expands multimedia production teaching and learning while eliminating the need for equipment check-outs and dedicated computer labs. OML offers a series of video and text open educational resources (OER) that are easy to embed in Blackboard or any online learning environment. The Open Media Lab's OER cover the basics of audio recording, moving and still image capture, editing and distribution and provide sample lesson plans and assignments for educators. This model helps students understand the scope and possibilities of established and emerging media and offers access to learning and production resources that allow them to actively create, share and evaluate a variety of media projects.

With attrition rates higher in online courses exposure to online learning in a supported environment is essential for preparing some students for successful online learning, thereby reducing online course attrition. This is evidenced by a recent assessment conducted at Old Westbury. When students were asked how they felt when independently learning a new technology many reported feeling “stressed” “overwhelmed” “confused” “frustrated” “anxious” “uncomfortable” “annoyed” and “nervous. A number reported a lack of learning strategies with statements such as: “if it isn’t going well, I just give up.” 14% of respondents (including multiple students currently enrolled in blended courses) indicated agreement with the statement “I sometimes have problems completing my school work due to limited access to technology (computers, Internet, software, etc.) The Open Media Lab presents a real opportunity for improvement by expanding access to free and affordable tools for online learning and by expanding possibilities for introducing students to a blended learning environment, an important area of focus across SUNY if we are to improve retention and success while expanding online learning.

In this presentation, the Open Media Lab’s creators will share the OML model, show short examples of student projects and discuss our assessment. We will provide a tour of the Open Media Lab’s public website and explain how educators can implement our open educational resources (OER) and sample assignments to support multimedia production teaching and learning and to expand student access to media production tools and concepts. We will also discuss ways this initiative can be expanded across the disciplines at Old Westbury and beyond to support creative expression, digital literacy and to bolster student success in online learning environments.

FACT2 Virtual & Alternative Labs Task Group Report

Presenter(s): Rachael Hagerman, Broome Community College; Mary Mawn, Ken Charuk, Empire State College; Karen Pearson, Fashion Institute of Technology; Thomas Fernandez, Craig Capria, Nassau Community College

Time: 9:30 - 10:00 am

Room: Flagg 211

Track: Inquiry: Scholarship, Discovery, and Innovation

Format: Presentation

The FACT2 Task Group on Virtual & Alternative Labs will present their research and results, specifically on:

The variety of virtual/alternative labs and student populations currently utilizing them within SUNY including:

- The types of modalities utilized (fully-online, blended, alternative face-to-face)
- The types of learners (those in degree programs, those in non-science degree programs; traditional, non-traditional, those with prior learning experiences)
- Course/discipline-specific ‘learning’ environments (field work, applied learning, problem-based learning)
- An assessment tool for determining the quality of a virtual/alternative lab experience for transfer consideration
- What objective language should be present
- Types of assessments that should be present
- Types of quality activities
- Data associated with students who complete virtual/alternative lab experiences

- List of courses within SUNY that meet these criteria
- Framework for developing a quality virtual/alternative lab experience.
- Variety of virtual/alternative laboratory experiences
- Variety and frequency of assessment activities within the experience
- Target population considerations
- Transfer/transitional skill building necessary to move to the next level (if applicable)

The presentation will focus on how and why virtual/alternative labs can be used to provide greater access to students when executed and assessed with quality.

Supporting Student Success: Implementing a Local Early Warning System to Engage Students and Increase Persistence

Presenter(s): Molly Mott, Maria Murphy, SUNY Canton
 Time: 9:30 - 10:00 am
 Room: Flagg 206
 Track: Engaging Students: Tools and Strategies
 Format: Presentation

This session will focus on the development and use of a locally written online tool that assists faculty in the early identification of student performance, attendance, and participation. As colleges and universities strive to identify and help students with at-risk behaviors, they often end up purchasing costly third party solutions. In contrast, SUNY Canton has created a programmatic alternative to expensive software, Moving Towards Success, commonly called MTS. MTS is a communication and intervention tool that compliments and supports the college's existing retention and outreach efforts. Details of the tool and its development, including a discussion of its use in the context of other existing retention efforts, will be presented. The session will culminate with a demonstration of the program's features and use from a faculty and student perspective.

Creating at the Library: Maker Services Pilot Project at SUNY Oswego

Presenter(s): Sharona Ginsberg, SUNY Oswego
 Time: 9:30 - 10:00 am
 Room: Flagg 203
 Track: Inquiry: Scholarship, Discovery, and Innovation
 Format: Presentation

Makerspaces are central to the maker movement, an approach to learning creative skills that emphasizes collaboration, craftsmanship, and a hands-on, DIY spirit. The movement, closely tied with educational trends such as active and connected learning, has been gaining strength in higher education, with much of the attention focused on the role of libraries. Penfield Library at SUNY Oswego has long been a central location for students and faculty to use information resources and technologies to supplement and enhance learning, research, and creation. As such, Penfield has set out to take a central role in the campus maker culture.

Due to space and budget constraints, as well as the project's status as a pilot, we opted for an event-based model, with "pop-up" makerspace activities spread throughout the Spring 2016 semester.

Additionally, we prioritized collaborating with faculty, staff, and students already involved in making on campus, especially those working in or managing existing departmental creation labs.

This presentation will cover the life of the project so far, including the planning stages, our successful grant proposal, and our Spring 2016 pilot, touching on both successes and lessons learned.

Cost-Effective Software Solutions for Students

Presenter(s): Nicole Decker, David Kahn, SUNY Oswego
Time: 9:30 - 10:00 am
Room: Flagg 103
Track: Student and Faculty Support: Access and Accessibility
Format: Presentation

SUNY Oswego has been virtualizing applications and making them available for our students to use from a web browser since the spring semester. Essentially, students who need access to specialized software such as SPSS, SAS, and Minitab for their online or face-to-face classes have access to use the software from a web browser. For online classes, no longer do they need to travel to a specialized computer lab or purchase the software for their own devices. Learn more about how this service is made available, the impact on students and feedback from the campus.

How to Transform a Learning Environment through Technology and Furniture

Presenter(s): Lorraine Schunck, Steelcase; Becky Duprey, SUNY Potsdam
Time: 9:30 - 10:00 am
Room: Satterlee 312
Track: Engaging Students: Tools and Strategies
Format: Vendor Presentation

SUNY Potsdam in 2014 planned to renovate an old classroom into a space that would feature a collaborative environment rich in technology and a design that supported faculty curriculums for project and problem based learning.

Potsdam engaged the expertise of Steelcase, Inc., the worlds leading contract furniture manufacturer. Steelcase has an Education division that has been investing in research and design for decades. Steelcase together with key administrators and faculty from Potsdam brainstormed about how to best support their goals of transforming this old space into one of the most desired teaching and learning spaces on campus.

The new classroom would support both Math and Science disciplines and technology integration was a must. In 2007 Steelcase patented a classroom design called the "LearnLab" and it has been widely successful with institutions adopting its concept and implementing its framework to the degree required for each application.

Key principles of the LearnLab classroom is to place the furniture in an X configuration, offer triangulation of displays, to say there is "no front of the classroom" and thereby "every seat is a good seat". Also it is very important to allow the faculty member ease of movement in the classroom so they can freely move between the student groups at their tables.

One of the tables that Steelcase developed that supports the LearnLab classroom is called Media:scape. Media:scape has technology integrated into the table and offers simultaneous connections and switching for students with the capability of up to 4 monitors / outputs per table. Combining these tables with up to 6 students per table along with swivel based seating provides for a comfortable and engaging environment.

The LearnLab classroom was entirely ready for classes for the Spring 2016 semester. Having the Media:scape tables available meant rethinking lesson delivery and student involvement so to best utilize the classroom.

This session will showcase how an Elementary Math Methods course was transformed by the LearnLab classroom. We will look at the changes in student learning and student engagement as well as the changes in the delivery of the lessons.

SESSION TWO

Hello From The Other Side: A Journey Through the Open SUNY+ OSCQR Process

Presenter(s): Tom Capuano, Christy Fogal, Monroe Community College
Time: 1:30 - 2:00 pm
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

In addition to housing nearly 400 online-enabled degrees and 12,000 course sections, Open SUNY is proud to feature 64 that are powered by Open SUNY+. Open SUNY+ brings an additional layer of supports for students and faculty, creating unique online learning experiences unlike any that exist today.

Students in Open SUNY+ programs have access to around-the-clock high-touch support dedicated to making them successful, including a personal concierge, help desk, and online tutoring. Faculty will employ innovative, proven online teaching methods.

Monroe Community College produced two Open SUNY+ degree programs over the Spring and Summer of 2015. However, a lot led up to these finished products. MCC took the Open SUNY+ initiative as an opportunity to totally revamp their online course development & course refresh processes. The major changes that took place were (1) the Team Approach model for development (including an Instructional Designer, a Librarian, a Multimedia Specialist, and the Faculty Member) for all newly offered online courses, (2) a freshly built course development template for the LMS, and (3) a revamped course development schedule customized with dates for each course.

This process was new to all stakeholders at MCC. The Instructional Designer and one of the Faculty Members (whose course was selected as of Open SUNY'S "Exemplar Courses for Observation") will share their experiences and perspectives on this new process. Satisfaction survey data will also be shared from the 9 faculty members who participated in this process over the Spring and Summer of 2015.

Revolution in Physiology Education: R.I.P.E. for Change

Presenter(s): Keith Schillo, SUNY Oneonta
Time: 1:30 - 2:00 pm
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

A major challenge in science education is coping with the “knowledge explosion.” One approach is to emphasize the most important concepts and employ instructional strategies that allow students to learn by applying these concepts. In disciplines such as physiology, active-learning strategies are difficult to implement because they are time-consuming, expensive, involve human or animal subjects, and require expertise in the use of sophisticated instrumentation. Revolution in Physiology Education: RIPE for Change, is a new learning strategy designed to facilitate learning of fundamental physiologic concepts. The RIPE project is funded by a grant from the Transforming Undergraduate Education in Science, Technology, Engineering and Mathematics (TUES) program of the National Science Foundation. The grant supports purchase of state-of-the-art instrumentation, development of physiology experiments and dissemination of learning modules that promote student engagement and active learning. The focal point of the project is the RIPE website. The modules provide an instructional method that promotes use of scientific reasoning skills: critical analysis, hypothesis development, hypothesis testing, and data interpretation. Each module focuses on an important physiologic concept and employs use of case studies and instructor intervention. The learning process begins with a short case and pertinent background information. This is followed by the first intervention during which the instructor guides students through developing a hypothesis that is pertinent to the case, as well as designing an experiment to test the hypothesis. Following the discussion, students either perform an actual experiment (if equipment available), or explore illustrations, animations and videos that demonstrate how such an experiment is performed. Data sets from actual experiments performed at SUNY Oneonta are provided with each module. These data can either serve as a basis for comparison, or can be analyzed by students who do not have the opportunity to perform experiments. Data analysis is followed by the second intervention during which the instructor facilitates interpretation of results. Assessment of two learning modules began in November 2015 in two learning environments: an advanced course at SUNY Oneonta and an introductory course at Fulton-Montgomery Community College. At SUNY Oneonta students used the modules and performed actual experiments. Fulton-Montgomery Community College lacked the necessary equipment for these experiments and students used only the RIPE website to complete the modules. Assessment of a module included a short quiz that emphasized several learning outcomes as well as a questionnaire that sought student opinions of the module. Assessment results for a module on nerve conduction were completed in December 2015. The average quiz grades were 83% and 70% for the SUNY Oneonta and FMCC students, respectively. In both schools, the majority (89-100%) of students reported that the module: enhanced their understanding of physiology; stimulated their interest in physiology; improved their understanding of scientific methodology; was an enjoyable approach to learning; enhanced their confidence in learning physiology. These results indicate that RIPE the modules can be used effectively in two different learning environments.

STEM and Immersive Virtual Reality: Serious Games, Serious Teaching

Presenter(s): Eileen O'Connor, Empire State College
Time: 1:30 - 2:00 pm
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Since 2007, the author has been deeply involved in immersive virtual environments using them as an adjunct to her teaching in education, science education, and emerging technologies — beginning with Second Life and moving in the past four years into open-source virtual environments. During these times she has brought various STEM (science, technology, engineering, mathematics), graduate students and middle school students into virtual, immersive environments. Her more recent work within a master's program in emerging technologies, has allowed her to explore more deeply the development and use of these creative and open-ended environments, as she has guided her students through the development of their own virtual environments (often in areas that move beyond STEM applications).

This presentation will begin with an overview of the work that has actually been conducted by the author, highlighting the learning experiences and research that has been forthcoming from these endeavors – for example, she will explain how her students in science education have used this environment to present at poster sessions and to create their own STEM hubs. From the conceptual framework that has emerged from the various applications the author has explored and developed, suggestions will be put forth as ways that other STEM educators and their students could develop the serious learning and “serious games” that could encourage an immersive and extended experience with the various STEM content areas. The increased availability of these environments, because of the open source movement and the reduction in prices and because of the ready supply of free objects and artifacts, are providing new ways to teach, collaborate, demonstrate, and engage an increasingly online student population. However, when working with pre-college students, it is important to consider their already often extensive prior experience in these environments, that needs to be factored in when designing learning experiences that can be considered as “games,” albeit serious games. Within the framework that the author proposes, she will invite the audience to consider and share ways that they might use this environment to suit their own purposes in STEM, or other types, of education.

Cheating in Online Courses; What does the research say?

Presenter(s): Ian August, SUNY Maritime
Time: 1:30 - 2:00 pm
Room: Flagg 103
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Many college instructors, rightly or wrongly believe that students taking online courses are more likely to cheat. In my work at SUNY Maritime College, in trying to convince more instructors to teach online, I have to answer the question, "How do you prevent cheating in an online course, and how do you even know who is taking your online course"? This presentation will answer the previous questions, while also asking for other ideas from the audience. The goal of this presentation is to share ideas and have a deeper conversation with those in the audience.

To find a solid answer to these questions I had to comb through the research, education blogs, and learn about all the tools in the LMS.

This presentation will discuss some fundamental questions like, why do students cheat? The presentation will then move on to strategies to prevent cheating, which can be broken down into two categories. The first is utilizing tools of the LMS, like question pools and randomizing answer choices on multiple choice exams. The second is teaching strategies, like using many short stakes assessments instead of a few large stakes assessments, live oral exams, and more.

The presentation will also ask some deeper questions, like "does all this anti-cheating strategy lead to less trust of our students", and "will cheating ever be completely stopped"?

The Impact of a Coursera MOOC with Innovative Pedagogy on Student Learning

Presenter(s): Yvonne Harrison, University at Albany; Alena Rodick, Empire State College
Time: 1:30 - 2:00 pm
Room: Flagg 210
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

The paper reports on the impact of a Coursera Massive Open Online Course (MOOC) with a number of pedagogical innovations (Academic Service Learning and Team-Based Learning) on student learning. Data comes from students who self-selected into the Spring 2015 Nonprofit Governance MOOC and 2015-2016 Improving Leadership and Governance in Nonprofit Organizations Specialization that completed the pre (n = 2200) and post course evaluation surveys (n = 250). The paper begins with a description of the course, instructional design and pedagogy. The research design and survey methodology follow. Results are presented and discussed. The paper concludes with next steps in the development of the MOOC.

Musical Inventing with Makey Makey and Scratch

Presenter(s): Emmett O'Leary, SUNY Potsdam
Time: 1:30 - 2:45 pm
Room: Flagg 162
Track: Engaging Students: Tools and Strategies
Format: Hands-on Demo

This session will introduce participants to two new and exciting technologies: The Makey Makey Invention Kit and the Scratch (scratch.mit.edu) programming tool. Participants will explore sample musical instruments that have been constructed using everyday objects such as bananas, aluminum foil, pencil drawings, and more. Participants will then explore how Scratch presents puzzle pieces that can be grouped together to have the computer produce sounds, play samples, or trigger animations on the screen. After exploring provided examples, participants will have a chance to create and invent their own instruments and interfaces with the provided tools.

In a short time, participants will see how these tools can facilitate creative explorations of music, computer science, and engineering principles in a hands-on and engaging manner. The presenter will discuss applications for the tools within higher education classroom settings and additionally how these tools can be used effectively in k-12 educational environments.

FACT2 Award Recipients Panel

Presenter(s): Zelenak John, University at Albany
Time: 1:30 - 2:45 pm
Room: Flagg 211
Format: Panel

Come and meet the recipients of the second annual FACT2 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 and spread the joy to your own campus.

The five awards and the recipients are:

Instructional Support, Community Colleges

- Herkimer College Internet Academy (Group Project)
 - Linda Lamb, Associate Dean of Academic Affairs
 - Tabitha Carter, Coordinator Internet Academy
 - Cara Boepple, Technical Assistant Internet Academy
 - William Pelz, Professor

Instruction, Community Colleges

- Judith Littlejohn, Instructor, Genesee Community College

Instructional Support, State Operated and Statutory Campuses

- Tools of Engagement Project: On-demand Discovery Learning Professional Development (Group Project)
 - Roberta Sullivan, Online Learning Specialist, University at Buffalo
 - Cherie van Putten, Instructional Designer, Binghamton University
 - Anne Reed, Instructional Designer, University at Buffalo

Instruction, State Operated and Statutory Campuses

- Dr. Kathleen Gradel, Professor, Fredonia State

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.

Problem-Based Learning in the Music Classroom: Applications and Issues

Presenter(s): Natalie Sarrazin, Tony Dumas, The College at Brockport

Time: 2:15 - 2:45 pm

Room: Flagg 210

Track: Inquiry: Scholarship, Discovery, and Innovation

Format: Presentation

This presentation will feature case studies from 10 Project Based Music applications that occurred throughout the SUNY system. Although the projects focus on Music, the process and final results of the projects, including technology, strategies, and other issues, will apply to any Project Based Learning model in any field of study. Also of note, is the interdisciplinary nature of the projects and how they are interwoven with the field of music. Case studies involved theory, education, world music and globalization, and therapy.

Problem-based education is not new, and in fact, can be traced back to Dewey in early 20th century, who advocated for student-centered learning as an effective pedagogical paradigm. And although there is a plethora of literature supporting the use of PBL in certain fields, music is often neglected. However, there is a great deal of literature on music's interdisciplinarity and integrative possibilities with other subjects, highlighting music's flexibility and potential as a tool for exploring all of the General Education requirements (Humanities, Western Civilization, Other Civilizations, Social Sciences, The Arts, Modern Languages, American History, and even Natural Sciences and Mathematics). Music, which is an integral part of a liberal-arts, general education curriculum, provides opportunities for students to explore issues and real-life concerns through projects that engage their hearts and minds, providing real-world relevance for learning.

This project was an IITG grant major initiative, which focused on creating a supportive teaching and learning environment, enhanced by pedagogical practices through innovative instructional formats. It included a communities of faculty across disciplines and institutions in the SUNY system, pedagogical innovations to improve instructional practices of SUNY faculty, and extends teaching and learning environments that provide new avenues for development and delivery of collaborative content through Open SUNY.

This project also addressed High Impact Learning and Student Engagement. In large survey classes, students are often unengaged. Even in music classes, which tend to be more participatory, students remain removed from the material. PBLs encourage "outside of the classroom" thinking, requiring them to connect academic learning to real life situations. PBL is based on high levels of student input, encouraging them to draw on and integrate several knowledge-based content areas thereby becoming more active participants in their own education. PBL, when applied in a general education curriculum, allows students to see the connections across disciplines from their first year to capstone experience.

Monitoring and Evaluating Student-to-Student Interaction in Bb Learn

Presenter(s): Robert Piorkowski, System Administration
Time: 2:15 - 2:45 pm
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

Student-to-student interaction can be a powerful learning activity in an online class. When designed properly, online discussions can provide forums for students to challenge each other, learn new ideas, provide examples, and construct knowledge. Online instructors can monitor the frequency, quality, and quantity of student submissions. This presentation will focus on the tools available in Bb Learn for creating discussions, rubrics, and constructive feedback. Furthermore, it will provide a walk-through of how to evaluate discussion performance objectively and effectively.

This presentation will cover:

- Criteria to evaluate in student-to-student interactions;
- Discussion forum design;
- Rubrics for discussion;
- Evaluating student performance in discussion forums.

The overall effort of this presentation will be to provide a clear view of the instructional possibilities available to online practitioners when students engage with each other. As we know, professionals in most disciplines are usually "evaluated" by how well they collaborate with other professionals. These skills can be nurtured in the online classroom.

Manipulation and Physicality in the Understanding of Wave Motion as Inquiry

Presenter(s): Fernando Espinoza, SUNY Old Westbury
Time: 2:15 - 2:45 pm
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Despite being criticized for more than a century (Mann, 1912) the 'transmission of information' mode of physics instruction continues to be widely used at all levels. However, for more than three decades studies have repeatedly shown that students learn much less in courses taught this way than many instructors assume, and significantly less than students exposed to other modes of instruction (McDermott, 1990, 2006; Mazur, 1997, 2009; Meltzer & Thornton, 2012). The most obvious lack of gains in traditional instruction has been found in students' conceptual understanding and their abilities to solve problems in various contexts. The largest gain in performance in such areas has been found in courses where there is a significant level of active learning (Hake, 1998; Hoellwarth, Moelter & Knight, 2005). Active learning implies a shift from treating students as passive recipients of information, to becoming active participants in the generation of meaningful representations of phenomena.

The ongoing US pre-college science education reform efforts are characterized by an interdisciplinary and exploratory emphasis on the development of critical thinking skills. For the first time in decades of attempts to expose students to the way scientists think and do their work, the proposed assessments are unanimous in their requirement that data be graphically analyzed, and that inferences, conclusions,

modeling, and other processes be displayed in task performance (<http://www.nextgenscience.org/classroom-sample-assessment-tasks>).

This presentation consists of an empirical report of an ongoing project; it describes its design combined with classroom implementation of exploratory tasks enhanced by virtual simulations. It concludes with documented publications and the production of a textbook on wave motion as inquiry that actively incorporate graphical analysis into the study of light and sound within an investigative context. The larger significance of the project is the focus on non-science majors, the overwhelming majority of college students, and its design, which can be seamlessly tailored to secondary school science students.

Using Rubrics, Goals, and Evaluation Data to Improve Critical Thinking Skills in an Online History Course

Presenter(s): Andrea Gilbert, William Drumright, Monroe Community College

Time: 2:15 - 2:45 pm

Room: Flagg 103

Track: Student and Faculty Support: Access and Accessibility

Format: Presentation

A history professor was in search of a way to improve critical thinking in discussions posts from his online history students. Grading was becoming tedious process for the professor. Students were making the same mistakes and not understanding what they needed to do in order to improve their grade.

Our task was to modify an existing discussion rubric, but provide more detailed feedback so students could improve their performance. The rubric was adjusted to include the levels of achievement which "exceeded standards, met standards, approached standards, did not meet or did not attempt standards". The criteria included the quality of the subject line, historical information, use of evidence from textbook material, historical consequences and significance, course themes, historical argument, and quotations, citations, and proper use of English conventions. A grading scale was included for students as well. The course learning outcomes were tied to each rubric for each module.

During the semester, Students would post their original post and the professor would grade the first response using this rubric. A second post to another student was graded after the end of the module using the same criteria. At the end of the module, a rubric evaluation report could be run based on each post from the module.

At the end of the course, module discussion scores were analyzed for further patterns and opportunities for improvement for the following semester.

The Open Education Research Lab at the University at Buffalo

Presenter(s): Mark McBride, Monroe Community College; Sam Abramovich, University at Buffalo
Time: 2:15 - 2:45 pm
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

SUNY has had many successful OER projects, but to fully realize the potential impact OER has on education research needs to be conducted to measure and assess these efforts. Despite all of SUNY's preliminary success, absent from SUNY's Open initiatives is an integrated and shared research approach. We suggest that SUNY's Open education efforts would benefit from using a core methodology of the Learning Sciences: design-based research (DBR). DBR is a methodology where sound education theory is put into practice and findings from practice are used to inform theory (Barab & Squire, 2004). This symbiotic process, where theory and practice both support each others development, could fill an important gap in SUNY's current Open efforts – the inclusion of a research methodology that can improve efforts, unpack how Open education works, and share results with the larger education community.

This presentation is on the Open Education Research Lab and the areas the lab will focus their efforts.

The SUNY Open Education Research Lab's mission is to primarily engage and support the study of SUNY's Open Education efforts. We do this by providing consultation and researchers, when appropriate, to the plethora of SUNY educational efforts that will or can lead to better understanding and improvement of Open education. For each of our efforts, or goals are:

1. To help SUNY educators better use Open Education technology.
2. To empirically study and improve understanding of Open Education technology and practices
3. To share our findings with both SUNY and the larger education community through refinement and creation of theory and the publication of research.

SESSION THREE

AR Magic Book - Connecting digital content with the natural feel of book

Presenter(s): Juan Denzer, Binghamton University
Time: 3:15 - 3:45 pm
Room: Flagg 210
Track: Going Mobile
Format: Presentation

In 2013 the University of Washington conducted a study in which 25 percent of humanities students bought actual books over eBooks (Wallis et al.). The growing trend of students preferring physical books over eBooks inspired a Library Systems Specialist, Librarian, and Book Preservation Assistant to invent the AR Magic Book. Inventor Juan Denzer and co-inventors Benjamin Andrus and Mien Wong from Binghamton University Libraries began the ARMB project in the summer of 2014. The invention combines both the physical world with the digital. Users are able to read digital content naturally on an

actual blank book. The device projects the content onto blank pages. Specially designed software recognizes which page a user wants to view in real-time. The system then projects the proper page. Users can freely flip pages the same way they would with a real book. The AR Magic Project was developed to create prototypes and installations of the device. The system uses four basic components which include a projector, computer, camera, and blank book. The ARMB is capable of scaling books in various sizes including large oversized books that are 30" x 50" or greater. The ARMB is capable of hosting several books as well as incorporating both audio and video within the pages. Additional features that the project has tested include being able to digitally highlight and select text. Translated text that is read back using natural text to speech. The project was awarded The Stephen David Ross University and Community Projects Fund which has allowed them to create a mobile version of the AR Magic Book that community organizations such as museums, libraries, and schools may borrow to help promote and educate users with digital books or original content. The ARMB is for all ages as well as all levels of education. With future advancements the system may be used to teach younger students how to read as well as help older students with scholarly research. This presentation will discuss the various ways in which the AR Magic Book might be used for learning. Attendees will be able to demo a mobile setup of the AR Magic Book.

Giacomini, Wallis, et al. 1 Exploring Etextbooks At The University Of Washington: What W E Learned And W Hat Is Next. 1st ed. Seattle, WA: University Washington, 2013. Web. 31 Dec. 2015.

One Faculty Learning Community's Journey to Find the Perfect Collaborative Technology

Presenter(s): Logan Rath, Morag Martin, Jie Zhang, The College at Brockport

Time: 3:15 - 3:45 pm

Room: Flagg 206

Track: Engaging Students: Tools and Strategies

Format: Presentation

During the past academic year (2015-2016), a Faculty Learning community has been created at the College of Brockport around the topic of online tools for discussion and collaboration. The faculty who joined this group came from 10 different departments, both faculty and staff, representing among others the humanities, health sciences, education, arts, library, IT, and hard sciences. We met bi-weekly to evaluate tools that are both synchronous and asynchronous, as well as research on pedagogical practices for class use. This panel presentation will cover both the tools we've chosen, how we came to that decision, as well as what we learned along the way.

The group first tested and then applied to their classrooms synchronous online tools for discussion and collaboration. As a College, we have recently shifted to Blackboard, and our goal was to look at how Brockport Collaborate compared to other tools: Zoom, Skype and Join Me. In this presentation we will discuss the integration of these online tools into a discussion and as they can be linked to asynchronous tools as well. The group found that overall, Zoom had the simplest interface of those products tested.

At the center of our presentation will be the use of asynchronous tools for discussion and collaboration. These tools are central not just for online and hybrid classes, but can be productively used in the in-person classroom to supplement and encourage group projects. We specifically are interested in finding platforms/tools that work well together, have a quick learning-curve and stimulate student discussion/collaboration. As a group of faculty/staff we wanted to test out platforms/tools that could either supplement or replace Blackboard in the categories of wikis, discussion forums and blogs. In

addition, we asked/encouraged members of this Faculty Learning Community to test out these tools in their Spring 2016 classes.

We will be presenting on the groups of tools we tested both in our group and in our classes, including: Wordpress, Wikis, Zotero, Google docs/blogger, Voice Thread, Blackboard Collaborate and Piazza. We will discuss the best practices we found to using these tools as well as the challenges to both faculty and students to integrating these tools into the overall structure and goals of various courses. The stumbling blocks with online discussion/collaboration are many, since students are often reticent to participate genuinely when the topics are academics (versus personal discussions). Creating community in an online class is vital and not always easy to do. The ultimate goal is to stimulate student interaction that is collaborative and responsive, rather than coerced and isolated. We will discuss means by which the tools we tested can be used to get to (or at least hope to) attain greater student engagement in collaboration and discussion.

A Framework for Open Educational Resources across SUNY: Report of the FACT2 OER Task Group

Presenter(s): Tony DeFranco, Tompkins Cortland Community College; Kim Scalzo, System Administration; Mark McBride, Monroe Community College; Nate Angell, Lumen Learning; Stan Skrabut, Jamestown Community College

Time: 3:15 - 3:45 pm

Room: Flagg 102

Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice

Format: Presentation

- Open Educational Resource (OER) initiatives are underway on multiple campuses across SUNY and are already saving students hundreds of thousands of dollars, while enabling faculty to rethink, innovate, and create. The FACT2 OER Task Group, composed of faculty, instructional designers, librarians, and students, propose a framework for SUNY campuses to assess their readiness to develop and or curate, implement, support, scale up and sustain OER.
- The task group first convened in November 2015 and has just completed its work. This presentation provides an overview of goals and deliverables produced by the team and shares the challenging experience of envisioning a replicable process for implementing and sustaining a revolutionary innovation in education on SUNY campuses.
- In the process of working toward our goals and outcomes we had to address issues ranging from the technical challenges of making curated OER easily available to faculty to strategies for changing campus cultures based on traditional textbooks and learning materials. OER is not just about saving students money, it is also about empowering faculty to create, use, and reuse learning materials optimally, flexibly, and creatively.

Creating a Global Learning Environment with Collaborative Online International Learning (COIL)

Presenter(s): Jayne Peaslee, Corning Community College; Hope Windle, Ulster County Community College; Ann Pearlman, The College at Brockport; Keith Landa, SUNY Purchase
Time: 3:15 - 4:30 pm
Room: Flagg 103
Track: Engaging Students: Tools and Strategies
Format: Panel

Students develop online communicative and cultural competence, and digital literacy by working in virtual teams using online tools with student in other countries. Through cross-cultural collaborations, faculty and students experience a new teaching and learning paradigm. While facing challenges not found in single course offering, an instructor who facilitates a Collaborative Online International Learning (COIL) course will find great opportunity for bringing stimulating topics for active experiential learning in a global learning environment that far surpasses an individual face-to-face classroom. Communication through a variety of modes such as asynchronous, synchronous, written, or oral provide opportunities for online student engagement in discussion forums, video conferencing, audio conferencing, text chat, wiki, global team projects, and social media. Panelist will describe COIL initiatives at their respective colleges and explain what they have learned from their experiences to help colleagues who want to offer COIL courses at their own institution. Discussion will include how cross-cultural, cross-campus, multi-institutional, and interdisciplinary collaboration engages students in the learning process and enables faculty through team teaching, student teams through a variety of technology, to focus on learning.

Hope Windle will share a variety of steps and processes demonstrating how SUNY Ulster has been able to sustain COIL constructing a fabric of Cross-Campus Collaborative support. A few of these cross-cultural steps include:

- Shared Letter of Agreement between departments
- Strategic Plan of SUNY Ulster
- Individual Studies program with a COIL focus in International Entrepreneurship and capstone project
- Grants for student travel within COIL partnerships
- Assessment for the COIL Program Learning Outcomes (PLOs)

Jayne Peaslee will focus on student learning outcomes and how COIL students at Corning Community College gain cultural competence without leaving the USA. A short video of an interview with students who have never traveled abroad but have learned about another culture through their international collaboration will be shown. She will describe the online tools students used while working in global team projects with students from Belize, Australia, UK, and Mexico.

The College at Brockport is dedicated to providing students' opportunities to experience intercultural exchanges and develop cultural competencies. In 2012, the College began with one-linked Women and Gender Studies (WGST) course with students and faculty at a State University in Russia. This year, linked course include universities in Mexico, Bangladesh and Turkey.

Ann Pearlman will demonstrate the technology infrastructure used to bridge teaching and learning, how different media communication tools embedded in the courses influenced, supported, and dominated

interaction, and the role technology played in fostering human connections and relationships between Brockport and partnering college students and faculty.

Keith Landa will provide a brief overview of the historical development of COIL programming at Purchase, discuss factors influencing the sustainability (or not) of COIL programming, and report on the use of a campus-based Faculty Community of Practice cohort model to support faculty development of COIL courses.

Review and Refresh - How Four Campuses are Ensuring Online Course Quality and using the OSCQR Rubric

Presenter(s): Dan Feinberg, System Administration; Rob Piorkowski, System Administration
Time: 3:15 - 4:30 pm
Room: Flagg 211
Track: Student and Faculty Support: Access and Accessibility
Format: Panel

SUNY campuses Binghamton, Monroe, Plattsburgh, and Herkimer have all implemented successful processes to review and revise their online courses. The faculty and instructional designers on each campus are working together to use the OSCQR rubric to ensure quality course design and accessibility. Hear from campus representatives and COTE staff about what works, what the challenges have been, how to ensure participation, and what the next steps are moving forward.

Giving Students a Voice

Presenter(s): Susanne Goetz, Jeffrey Riman, Fashion Institute of Technology
Time: 3:15 - 4:30 pm
Room: Flagg 162
Track: Engaging Students: Tools and Strategies
Format: Hands-on Demo

VoiceThread can be a wonderful tool to engage students outside the face-to-face classroom. This session offers an overview on how VoiceThread can be used to create individual and collaborative presentations. Interactive discussions allow for a deeper immersion into the learning that takes place in the classroom and give students a unified voice.

The value of interactive content in teaching in learning is well documented as outlined long ago in the often cited writing of Weiss and Mcgrath who measured retention comparing simple lecture (oral) methodologies and visual stimuli with the process of seeing and hearing simultaneously makes the cognitive connection much more powerful. Considering the time (1963) and the technologies and techniques available this was overwhelming evidence that there needed to be more active engagement in the learning space.

As technologies emerged and personal computing revolutionized access to information and stimuli the pedagogic ante has been raised continually. The perceived technical fluency of students who are now digital natives appears to have exceeded that of many faculty throwing down the pedagogic gauntlet challenging faculty to engage, experiment and reflect on knowledge delivery.

In the session we will share assignments and student responses that were created using this multimodal tool. We will cover how VoiceThread can be embedded in Blackboard and other LMS platforms. The session will culminate with a live hands-on shared experience with attendees using VoiceThread with the presenters and create a prototypical assignment they can use in their own teaching.

Bibliography

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Mobile Technology Idea Exchange

Presenter(s): Kirsty Digger, SUNY Delhi; Judith Littlejohn, Genesee Community College; John Kane, Sean Moriarty, SUNY Oswego; Kathleen Gradel, Fredonia State; Jeff Riman, Fashion Institute of Technology

Time: 3:15 - 4:30 pm

Room: Flagg 203

Track: Going Mobile

Format: Birds of a Feather

It can be challenging for faculty to find educational technology, and once they do, they must spend time exploring the most effective way to use those tools. This is a BYOD session that will increase knowledge of available mobile technology apps/tools and offer conference participants a chance to fill their "technology toolbox". Ideas from the session will be captured and shared using the task group's web site.

1. A brief presentation of broad categories of mobile tools/apps (e.g., polling, backchannel, multimedia creation, collaboration, presentation)
2. Identification of tools participants are interested in learning more about
3. An open exchange of tools that have been used by attendees or facilitators
4. Discussion about how tools have been applied in the classroom
5. Exploration of tools that could solve a teaching or learning problem

Bring Your Own Learning (BYOL): Using MDM to Personalize Learning Environments to Students

Presenter(s): Ken Fujiuchi, Andrew Chambers, Kerry Renzoni, Buffalo State College

Time: 4:00 - 4:30 pm

Room: Flagg 210

Track: Going Mobile

Format: Presentation

Learning is a social activity that evolves from our interactions, daily activities, and education. We incorporated two key elements of situated learning theory: "communities of practice" where learning is achieved through the social and collaborative interaction in a common environment, and "learning in context" where students have the opportunity to learn on demand when the need arises based on

location, environment, time, or social context. Using a mobile device management (MDM) system, we can deliver a learning environment that can dynamically adjust and tune to the needs of our student's mobile devices. Also because of the portable nature of mobile devices, the students don't have to limit their learning process to a specialized lab or class time. This allows all students to start with the same technological foundation, but maintain the flexibility to experiment with tools and content to adapt to their own learning needs.

SUNY Information Literacy Portal Year Two: Creating and Curating Content

Presenter(s): Katie DeRusso, Alice Wilson, Monroe Community College; Logan Rath, The College at Brockport; Carleen Huxley, Jefferson Community College
Time: 4:00 - 4:30 pm
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

This project is the direct outcome of conversations about Open SUNY in the library community. On December 5, 2013 a group of more than 80 librarians and directors met at the Open SUNY Summit for SUNY Libraries. The meeting resulted in a ranking of priorities for the library community in regard to Open SUNY, with the portal idea ranked #1. The institutions included community colleges, comprehensive colleges, colleges of technology and university centers. We received an IITG in 2014 to support this idea.

Content was solicited from across all SUNY institutions and reviewed against guidelines created as part of the IITG. Co-PIs also developed simple hardware and software guidelines that could be used for the creation of content. These guidelines established clear expectations such as; focusing on one concept per instruction segment, providing accurate and timely examples, and reinforcing stated learning goals.

The information literacy portal has a two-pronged approach. Content will be uploaded to Brockport's institutional repository Digital Commons @ Brockport. Resources will be found publicly through the discovery layer OpenSUNYALS (Merlot). This new project is the result of a successful cross-institution collaboration.

Now in year two, the portal is dealing with issues surrounding developing and populating an open educational repository.

Strategies of Keeping Students Engaged in Large lecture Organic Chemistry Class

Presenter(s): Paul Tanui, Rebecca Kissling, Alexsa Silva, Binghamton University
Time: 4:00 - 4:30 pm
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

No matter the size of the classroom, instructors always strive to engage students and have them actively participating in class. However, teaching in a large classroom can present several challenges such as responding to students' individual needs, assessing the comprehension of material, and providing opportunity for collaborative learning. This presentation will highlight techniques that were used to

foster active learning, including the use of undergraduate teaching assistants, alternative forms of group and individual office hours, and offering surveys after every exam taken to help hone our approach. The authors will also discuss the use of remotely controlled presentation on tablets, use of clicker response system and flipped exercises in the classroom and during collaborative discussion.

Online Proctoring Case Study: Success Factors for Anytime-Anywhere Implementation at SUNY Oswego

Presenter: Caitlin Wall, Software Secure

Online proctoring solutions have become a ‘must-have’ for many reasons, but at the top of the list are ‘anytime-anywhere’ convenience and the ability to assure the integrity of the academic credit earned by online/hybrid students. This talk will cover how SUNY Oswego considered these key issues while exploring the policies, practices, and pedagogical aspects of implementing an online proctoring solution.

POSTERS – SESSION 1

Engaging Students in a Collaborative Learning Environment

Presenter(s): Peggy La France, SUNY Canton

Time: 6:30 - 7:45 pm

Room: Barrington Student Union

Track: Engaging Students: Tools and Strategies

Format: Poster

Poster session will review how to develop a collaborative online learning community. Strategies to connect, engage, and transform learners will be discussed. Teaching//learning strategies used to enhance the development of the learning community will include a transformational framework, grading rubrics, reflective strategies, use of evidence-based information, and critical dialogue. Qualitative data from graduate surveys was used to develop the themes and to identify the strategies. Poster presentation will be divided into 3 sections: Connection, Engagement, Transformation. Under the Connection theme teaching/learning strategies will include the influence of the students' life-worlds on the cognitive and affective domain, the bio-psychosocial-emotional-spiritual factors, and the importance of understanding hermeneutics. Under the Engagement theme teaching/learning strategies will include reflection, critical dialogue and analysis, and collaborative inquiry. Under the Transformation theme emphasis will be placed upon altered perspectives, personal and professional growth, development of altered perspectives and reflective practices, increased self-awareness, and a deeper understanding of self, others, and the world surrounding the students. The specific teaching/learning strategies utilized to connect, engage, and facilitate transformation will be discussed.

#TYPE: Redesigning Typography Education for the Age of Screen-based Media

Presenter(s): C. J. Yeh, Christie Shin, Fashion Institute of Technology
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Engaging Students: Tools and Strategies
Format: Poster

The printed page is not obsolete, and it will probably never be “dead” as many have predicted. As a matter of fact, a new wave of indie magazines has been thriving in recent years as a result of the streamlined process of publishing. However, as far as the overall media consumption is concerned, the war is over, and the printed media has lost. Today, screens in a variety of sizes are undoubtedly the primary platform for delivering and disseminating messages and information.

Currently, the global per day media consumption time for screen-based media is 303.6 minutes, yet the average consumption time for printed media is merely 23.1 minutes. Since 2008, due to the dramatic shift in our media consumption behaviors, bookstores, printers, and publishers of newspaper and magazines in the United States have lost a combined total of 400,000 jobs. During the same period of time, the Internet publishing and broadcasting sector has not only recovered from the recession, but has nearly doubled its workforce from 114,500 in 2004, to 206,200 in 2014.

Despite the shift in media channel dominance, typography remains as the soul of visual communication design. The art of designing and using typeface as a means of communication and expression can still single-handedly elevate or destroy the aesthetics and function of a design – regardless whether it is printed on a piece of cardboard, or projected onto a silver screen.

The new possibilities in typographic design exponentially expanded following the transition to screen-based media, and the rules and principles of typography have changed in the world of screen-based media. As stated by Michael Worthington in the seminal book, *The Education of a Graphic Designer*, “Most of graphic designers understand how printed type conveys its message to an audience, what its form signifies, but few understand how that differs in the environment of the screen. On the screen-based world of typography, what was stable in the print world becomes movable, alterable, and temporal. Some of Gerstner’s possibilities for static typography seem irrelevant, restrictive, or untranslatable in this new world. If his rules have been made anachronistic by current technology, I found myself questioning whether the written word should still be such a major part of our communication process.”

In order for the new generation of graphic designers to embrace and explore new possibilities in screen-based typography, we must begin to take concrete steps toward a true typography education reform. This presentation discusses the challenges and successful strategies of teaching kinetic and interactive typography for screen-based media. It also includes examples of student projects from some of the newly developed courses including *Kinetic Typography*, *Immersive-Publication Design*, and *Advanced Digital Typography*, all of which have been developed by the Communication Design Department, School of Art and Design at FIT.

Library Blackboard Integration

Presenter(s): Katie DeRusso, Pam Czaja, Andrea Gilbert, Monroe Community College
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Student and Faculty Support: Access and Accessibility
Format: Poster

Learning management systems (LMS), such as Blackboard, are standard on college campuses, yet most do not include the library as a standard component. Realizing that both faculty and students wanted time-saving access to “grab and go” library research tools and services in Blackboard needed to complete course assignments, prompted the Monroe Community College Library Web Team to collaborate with the Virtual Campus to develop and implement a variety of access points to library resources directly from within the Blackboard interface.

This presentation will be in the form of a poster and will include a hands-on demo showcasing the Blackboard Library Tab, Ebsco Discovery Service (EDS) Curriculum Builder reading list creation tool in Blackboard courses, and a module on information literacy included in Monroe Community College’s Blackboard Online Student Orientation. The benefits and pitfalls associated with implementing and maintaining these tools will be discussed.

Alfred State Accessibility Conference-An IITG Funded Initiative

Presenter(s): Ellen Sidey, Mike Case, Melanie Ryan, Danyelle Moore, Alfred State
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Student and Faculty Support: Access and Accessibility
Format: Poster

In 2015, Alfred State received an IITG from SUNY based on their proposal to hold an accessibility conference on their campus as a professional development opportunity for their faculty and colleagues from institutions outside of Alfred State. The need for information and training about accessibility had been identified on Alfred State's campus and full compliance had become a goal.

Alfred State is in the midst of several initiatives related to online learning. An online course template has been developed and piloted. Through an Ad Hoc Committee, the Open SUNY COTE OSCQR rubric had been chosen to facilitate online course reviews. The Center for Online Learning had been established and staffed with a Director and instructional designer. Every step of the way, one item kept popping up: accessibility. Originally, accessibility in regard to online learning was going to be the aim. It was determined that accessibility across the institution, on ground and online, would be the focus.

Submitting a proposal for an IITG was the perfect way for us to be able to educate our campus as a whole. We recognized early on, while scheduling other trainings on campus, that it was going to be difficult to reach a large cross section of people due to course scheduling conflicts and other professional responsibilities. Holding a one day conference during our Professional Development Week would allow faculty and staff to be able to attend without time restraints or other meeting conflicts.

In addition, the keynotes and break out sessions could be added to a resource pool already being developed for our faculty. Full online faculty who were not able to travel to campus for the conference would still be able to avail themselves of the information that was shared that day.

This presentation will focus on the development of the conference specifically on the objectives the organizers wanted to meet, the challenges that were faced, and the campus's response to the conference.

OTL Connect - a New Blended Community for Faculty at UAlbany

Presenter(s): Diane Hamilton, University at Albany
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Student and Faculty Support: Access and Accessibility
Format: Poster

This presentation will describe the inception, development, and initial response to OTL Connect, a blended professional community for faculty at UAlbany that was launched during the Fall 2015 semester. The online environment and related public website will be shared.

OTL Connect is an interactive extension of a website created in part to meet Open SUNY signature element requirements, specifically provision of a community of practice for faculty. It is a space where faculty can discuss and/or co-construct resources on a variety of topics integral to using online technologies in instruction, including:

- Creating Dynamic Instruction,
- Supplementing Face-to-Face Instruction Online,
- Finding the Balance for Exceptional Blended Learning,
- Leveraging Blackboard Tools, and
- Incorporating Outside Technologies.

The online environment and f2f get togethers promote faculty sharing and collaboration across the university's three campuses. Faculty can interact in person and online. Conversations started at workshops and events can be continued online. Handouts and resources can be shared. Faculty can also share their practice and samples from their teaching. Members can post announcements on a bulletin board, suggest collaborations, and located curated resources to help them learn Blackboard and find a variety of resources on campus to support many other aspects of their instructional design and development needs. Co-constructed by members, OTL Connect holds potential to grow into a valuable resource for online teaching and learning!

This session will provide an overview of the steps taken to plan and develop the community of practice as well as an update on its initial uptake in both the online and face-to-face environments. Tours of the online environment and the public website will be provided.

MotionGen: A Multi-touch Android and iOS app for Kinematic Synthesis and Simulation of Planar Four-bar Linkages

Presenter(s): Anurag Purwar, Jeff Ge, Stony Brook University
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Going Mobile
Format: Poster

Supported by a SUNY IITG- and a TALENT-award from the TLT dept at Stony Brook University, we have developed a mobile app called motiongen (<http://motiongen.io>) for iOS and Android that allows students and practitioners to synthesize and simulate planar four-bar linkages for robot and machine design applications.

A critical and early stage goal in the machine design process is generation and evaluation of mechanism design concepts that can potentially drive a machine. The app provides best types and dimensions of four-bar linkages for a given motion parameterized by a set of task positions. The app also provides a touch-based, GUI-driven, feature-rich intuitive environment for simulating existing and synthesized mechanisms, examine branch-, circuit-, and order-defects, import images of existing machines to overlay a new mechanism, export types and dimensions, and reverse-engineer an existing mechanism.

This app fills the crucial void in the machine design and manufacturing pipeline by enabling students and industry professionals to innovate and invent machines that can carry out functional or artistic motions. building them using 3D printers and a laser cutter, and finally programming them using a take-home Arduino Microcontroller Mechatronics kit. The app is being used actively in the PI's Freshman Design Innovation class where in the students innovate mechanical devices by designing mechanisms using the app.

The app is available as a free download for both iOS and Android platforms from the support site located at <http://www.motiongen.io>

Implementing eTexts in the Classroom

Presenter(s): Sean Moriarty, SUNY Oswego
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Poster

Oswego State is exploring the use of etexts, digital learning materials, and open educational resources in the classroom. There are a number of advantages of utilizing these digital materials in the classroom. They include:

- lowering the cost of education and helps to put learning materials in every student's hands
- bringing new learning materials to students that support new learning methodologies
- engaging students in new ways
- being more convenient for students to transport

Oswego ran a pilot program in Spring 2016 aimed at assisting instructors to integrate these materials into the classroom. Goals of the project include:

- Understand how students accept and utilize these materials
- Explore options for adopting digital and open educational resources in the classroom
- Develop business processes to support digital and OER in the classroom
- Develop and define processes for instructors to adopt digital materials in their teaching
- Share and educate instructors on how to find digital materials for their classes and how to integrate the materials into their teaching

This presentation will discuss our findings.

The Evolution of TOEP as a SUNY-Wide Resource

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

Time: 6:30 - 7:45 pm

Room: Barrington Student Union

Track: Engaging Students: Tools and Strategies

Format: Poster

The Tools of Engagement Project (TOEP): On-demand Discovery Learning Professional Development has transitioned from an IITG grant into a system-wide resource shared by 19 campuses. TOEP provides a convenient, focused venue to experiment with social media and the latest web-based instructional technology tools. During this panel presentation, Project Director Roberta (Robin) Sullivan and Assistant Director Cherie van Putten will talk about how TOEP has evolved in Phase 4, CPD Liaison Chris Price will discuss how TOEP aligns with the emerging SUNY faculty development community of practice. TOEP Fellows and participants will be on hand to talk about how the project is meeting the needs of their campus.

The project's overarching goal is for faculty and staff to become more adept in embedding relevant technology tools in their instruction. Self-directed activities encourage familiarity with freely available online instructional technology tools. The TOEP website systematically introduces the rationale for tool use, and then skillfully navigates users through discovery experiences to build skills in using relevant tools. Faculty are also encouraged to network and share ideas with faculty at other member campuses through the TOEP Google+ Community.

TOEP Fellows are recruited from partnering campus to "spread the word" and provide mentoring and support for the growing participant pool. Fellows are on-hand to share success stories, challenges and lessons learned. A selection of faculty will also be available to share their experiences as participants and awardees. They will discuss how they engaged with the project and strategies they acquired that have influenced their current teaching strategies.

In planning Phase 5 of the project for the 2016-17 academic year, the project leadership will engage diverse stakeholders within and outside SUNY to help meet the professional development needs on the campuses. One area for expansion will be to tailor the TOEP discovery activities for instructors teaching online courses through aligning the discovery exercises with the "Community of Inquiry" framework for online course design. Attendees at this panel presentation will be invited to discuss this as well as any other ideas for improving TOEP through building on the website and the wide network of participants.

Piloting Open Educational Resources at Brockport

Presenter(s): MaryJo Orzech, Joel Agate, Mia Bretkopf, Mary Anne Donovan, Jie Zhang, Angela Thompsell, Logan Rath, The College at Brockport
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Poster

This session will describe Brockport's participation in a multi-campus 2015 SUNY IITG grant investigating the use of open educational resources being led by MCC. Faculty were paired with an instructional designer and a librarian to encourage and assist with discovery, creation and use of open educational resources for four Spring 2016 classes. The four courses represent a range of disciplines including English, History, Education and Human Development, and Recreation and Leisure Studies. They also range from introductory to graduate level classes. Faculty selected to participate in the project indicated a variety of practical, philosophical and economic reasons for seeking alternatives to commercial textbooks. The timing was advantageous since a number of classes were being re-designed and re-structured as part of the campus Blackboard conversion. Librarians and the instructional designer were interested in the opportunity to partner more closely with faculty on a collaborative goal of improving access to materials. Both students and faculty will be surveyed at the end of the course regarding how well OER materials are liked or disliked, format preference, and overall usefulness. A panel discussion of Brockport participants will report on results available to date along with challenges and possible future steps.

iPad Physics Instruction

Presenter(s): Dan MacIsaac, David Abbott, Buffalo State College
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Poster

We describe the development and trial use of Apple iPads to capture, digitize and numerically analyze video data from mechanics apparatus in PHY111 introductory calculus-based physics laboratories at Buffalo State. Three labs were developed (including pre and post lab addenda) requiring student analysis of mechanical friction, acceleration and rotation. Data collected included pre- and post-instruction measurement of student conceptual understanding of Newton's three laws. Student and instructor qualitative feedback, comments, and lesson learned will also be presented. Student images and report work will be shown, and the OER physics laboratory activities are shared for other physics instructors.

A second priority for the project was to encourage pre-service physics teachers to better learn their own physics content via creating short video vignettes (think YouTube Minute Physics or Veritasium videos) presenting physics phenomena, models, and analyses. We will describe the outcomes of graduate physics teacher course participants who made videos on Cartesian divers, radiation decay experiments, mechanics, spark discharge mechanisms, Resistor-Capacitor (RC) circuits and relaxation oscillators and

the electrostatic energetics of chemical bonding (physical chemistry). Again, we report standardized measurements of pre- and post- instruction conceptual understanding, student and instructor feedback, comments and lessons learned. Links to student videos, project rubrics and the videos themselves will be shared for other interested STEM instructors.

Motivating Students through Digital Badging

Presenter(s): Anita Kuiken, SUNY Cortland
Time: 6:30 - 7:45 pm
Room: Barrington Student Union
Track: Engaging Students: Tools and Strategies
Format: Poster

According to the National Survey of Student Engagement (NSSE), transformative learning happens not in the college core curriculum, but in high-impact practices which bring about meaningful learning. These are co-curricular activities, such as involvement in service-learning projects, study abroad, first-year seminars, collaborative assignments, and participation in student clubs that are not always documented by a diploma or transcript. Academia places great value on the completion of a curriculum, a noteworthy accomplishment evidenced by the granting of diploma. In direct contrast, when employers are looking for prospective employees, they advertise for persons with softer skills like effective communication, leadership, adaption to change, experience with people of differing cultures and backgrounds, project management, collaboration, information seeking or research prowess, and problem solving skills. All of which are not directly measurable by diploma or transcript. How can we credential these soft skills so highly coveted by employers? Digital badging.

Digital badging is gaining momentum in academia and professional settings alike. Badging is a digital representation of learning that happens through formal or informal means. They are used to credential soft skills, competencies, accomplishments, interests, and affiliations. They can be utilized in e-portfolios and social media as a way to recognize and assess a commitment to professional development. Some say they gamify the learning process, others laud their motivational value, and still others purport their usefulness to employers. Audience members will learn how one librarian at SUNY College at Cortland developed and employed digital badges to motivate students to voluntarily broaden their information literacy skills.

SPECIAL INTEREST GROUPS: SESSION 1

Is “good enough” “good enough?” Envisioning the Future Intersection of Libraries and Online Learning

Presenter(s): Logan Rath, The College at Brockport; Mia Breitkopf, The College at Brockport
Time: 5:00 - 6:15
Room: Barrington Student Union, Room 203
Track: Engaging Students: Tools and Strategies
Format: Birds of a Feather

How can libraries help SUNY reach its benchmark of graduating 150,000 students per year by 2020? Are we being proactive or reactionary? Are we satisfied with “good enough?”

We think we have figured out what’s “good enough,” but how do we raise “good enough” to “excellent?” Join us as we envision the future intersection of libraries and online learning. Let’s share our aspirations for supporting online learners through 2020. We also welcome sharing relevant resources when it comes to transitioning library services as we progress towards excellence.

This round-table discussion will be facilitated by two Brockport librarians. Mia Breitkopf has experience developing community in online academic environments, outside of the library. Logan Rath has extensive experience in adapting reference and instruction services to the online learning environment.

The following questions will frame our discussion: How are we transitioning our traditional face-to-face services into the hybrid and online environments? How can we better support our online and hybrid learners? How will the future online learner use the library? How can libraries empower online learners? Who should be our aspirational peers? What exciting pilot projects are going on at your library? What would we do if we could completely re-envision library services from the ground up?

SUNY Faculty Development Community of Practice

Presenter(s): Christopher Price, Center for Professional Development (CPD)
Time: 5:00 - 6:15 pm
Room: Barrington Student Union, Room 205
Track: Engaging Students: Tools and Strategies
Format: Special Interest Group

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.

Open SUNY COTE Roundtable

Presenter(s): Erin Maney, Rob Piorkowski, System Administration
Time: 5:00 - 6:15 pm
Room: Barrington Student Union, Room 202
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Special Interest Group

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 the community, competency, and course supports COTE pillars. For each update, the panel will provide an opportunity for community input and questions.

SESSION FOUR

Open SUNY General Update

Presenter(s): Emily Schwartz, Kim Scalzo, System Administration
Time: 8:45 - 10:00 am
Room: Flagg 211
Track: Student and Faculty Support: Access and Accessibility
Format: Panel

Open SUNY was launched in January 2014 with six Open SUNY+ partner campuses and the first set of Open SUNY supports designed to assist all SUNY institutions in raising the quality of their online courses and programs. Attend this session to see where we are a two and a half years later, learn about the experiences of nineteen Wave I and II partner campuses, and how the supports for students, faculty, and campuses can help your institution to deliver the Signature Elements of Open SUNY+ programs. A status update will also be provided on the evolution of the Open SUNY business model, plans for additional Open SUNY+ partner programs, the Open SUNY Center for Online Teaching Excellence, and more. This will be a great opportunity to bring your Open SUNY questions and get them answered!

Engage Students through Active Learning Strategies and PowToon, a Free Video Creation Tool

Presenter(s): Janet Ochs, SUNY Cortland
Time: 8:45 - 10:00 am
Room: Flagg 162
Track: Engaging Students: Tools and Strategies
Format: Hands-on Demo

In the 2014 Horizon Report, the New Media Consortium describes the key trends in Higher Education and the significant “shift from students as consumers to students as creators.” The report discusses the expansion of video production services, the maker movement and the heightened interest in active learning strategies. Green and Crespi (2012) claim that coursework involving video creation results in “deeper learning; more engaging learning; more active learning; experiential learning and more personal involvement.”

PowToon, a video creation tool, is currently available to students and educators for free (requires an e-mail account). PowToon slides are developed using text, graphics and sound. The slides are published into animated videos and users are able to post the content to the web. As a result, the learning materials are available for sharing online and students are given the opportunity to provide learning content for the class, the college and the global Internet community.

PowToon is an appropriate tool for videos up to five minutes in length and the PowToon slides include eleven background styles. Characters or graphics are added to the slides using a drag and drop method. The free version includes ten royalty free songs or the option to add audio. Creating PowToon slides is similar to making PowerPoint slides. However, the slides are assigned a specific number of seconds to display and are published into animated videos.

In the demonstration, samples of student PowToon videos are shown and problems or pitfalls are discussed. In addition, examples of grading options and project instructions are reviewed. Participants are given hands-on instruction and printed handouts from the session.

Reference List

Greene, H. & Crespi, C. (2012) The Value of Student Created Videos in the College Classroom – An Exploratory Study in Marketing and Accounting. *International Journal of Arts & Sciences*. 5 (1), 273-283.

New Media Consortium (2014) Horizon Report Higher Education Edition. Retrieved from <http://cdn.nmc.org/media/2014-nmc-horizon-report-he-EN-SC.pdf>

Can We Afford Not to Listen?: Textbook affordability from users' perspectives, based on findings from surveys related to textbook affordability and OER on three SUNY campuses

Presenter(s): Leah Galka, Ginger Bidell, Buffalo State College; Mike Daly, Fulton-Montgomery Community College; Laura Fernandes, Mark McBride, Monroe Community College
Time: 8:45 - 10:00 am
Room: Flagg 103
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Panel

Students and faculty across three SUNY campuses recently shared their experiences and opinions on OER and textbook affordability issues through a series of surveys. The surveys were designed by librarians, instructional designers, and faculty members at Buffalo State, Fulton-Montgomery, and Monroe Community College, and the results of these surveys are informing important decisions on their respective campuses.

A proposed new service model would leverage the knowledge of SUNY instructional designers, librarians, and teaching faculty to effectively incorporate open education resources in courses across diverse SUNY institutions. One goal of the surveys was to strengthen this proposal and to support the proposed model with local data.

In addition to providing evidence of the potential for OER, the results are also a powerful tool to support sustained efforts and resources dedicated to OER. Proving the effectiveness and positive return on investment of OER are essential if this movement is to gain more traction in higher education - and these surveys are an important early step in that direction.

The intercampus nature of the surveys speaks to the importance of the issue and the impact OER and textbook costs continue to have on the higher education landscape. These three SUNY institutions wanted to move forward with data as they continue to spend more resources on OER adoption and use. This session will allow these campuses to share the results of their surveys, as well as expand on how they have and will use this data to inform their ongoing OER efforts.

The Buffalo State survey focused on affordability issues and how traditional textbook costs impact students' academic behavior. 68% of Buffalo State students surveyed indicated that they did not purchase a textbook at some point due to cost. This percentage was higher than we'd anticipated and supports the popular belief that students are leading the shift away from traditional publishing models. Textbooks' increasing cost and decreasing value to students (as indicated by our survey results) provide further evidence to support the shift to open textbooks and other educational resources.

The Monroe Community College Textbook Affordability survey differed in that it was a student generated survey where members of the Student Government Association teamed up with the library in

designing the survey. Students administered the survey to fellow students trying to gauge how the high prices of textbooks impact their financial, academic, and personal decision-making process. Further, MCC and FMCC took part in a collaborative IITG that was focused on scaling up OER adoption in SUNY. As part of these efforts the courses that adopted OER administered a survey to students and faculty gauging their perceived benefits of OER compared to traditional publisher generated content. MCC and FMCC OER use survey were similar and echoed several survey findings - providing further evidence that the issues are not unique to any one campus or institution and require a SUNY-wide approach.

Ignite Your Everyday Creativity MOOC: The Spark, The Fire, and the Toasted Marshmallows

Presenter(s): Cyndi Burnett, John Cabra, Meghan Periera, Buffalo State College

Time: 8:45 - 9:15 am

Room: Flagg 102

Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice

Format: Presentation

“Ignite Your Everyday Creativity” was an in-session Massive Open Online Course (MOOC) that has been transformed into an on-demand course with over 50,000 participants from over 184 countries to date. Join course creators Cyndi Burnett, John Cabra, and Meghan Pereira and explore how the MOOC was developed, the production process, the triumphs and obstacles faced, and the research goals and findings concerning the impact of the MOOC on participants’ creativity levels.

Over the course of several months, Ignite Your Everyday Creativity was brought to life. From the planning stages through video production, this session will highlight the steps that were taken and the people who were involved to make the MOOC a reality. This goes beyond the primary launch of the course: once it was wrapped up as an in-session course, Ignite Your Everyday Creativity was transformed into an on-demand MOOC, and was later converted into a seated course as well. This session will discuss the utilization of the MOOC as a seated course, and analyze the comparisons made to understand how MOOCs might be used for course credit.

With the initial launch of the in-session MOOC came a creativity measure called SparcIt, which was given to participants to measure their creativity quotients (CQs) – fluency, flexibility, and originality – throughout the course. The results of the measure will be discussed, as will future uses and analyses of the SparcIt measure in correlation with Ignite Your Everyday Creativity. You will be introduced to the research done comparing the impact of Ignite Your Everyday Creativity, both qualitatively and quantitatively.

The instructors of the MOOC will discuss the results of their study. In which the SparcIt results from the on-demand course, Ignite Your Everyday Creativity, were compared with the corresponding SparcIt results from a traditional CRS 205 (Introduction to Creative Studies) seated course and a CRS 205 seated course that incorporated the video lessons from the MOOC.

Join this session to understand the science behind Ignite Your Everyday Creativity: The Spark, The Fire, and the Toasted Marshmallows.

Engage, Energize and Empower Your Students with Team-Based Learning

Presenter(s): Lenore Horowitz, Jonathan Muckell, Norman Gervais, University at Albany
Time: 8:45 - 9:15 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Presentation

Even when we believe the research that shows that active learning is particularly helpful to both engage and empower students—they learn better, they learn deeper and it addresses issues of diversity—it’s often not clear to us how we can implement it while keeping the quality of our course high. At UAlbany, we have taught computer science courses using Team-Based Learning (TBL). TBL is a structured method that can help instructors improve student learning and energize their classrooms.

Team Based Learning (TBL) is an approach to course design that takes advantage of research into what helps students learn. Students work in permanent teams of 5 to 7 students and teams are formed such that each group contains a variety of students in terms of skills and backgrounds. Course meetings are organized around application exercises where students spend their classroom time applying course material rather than simply acquiring it. Courses are divided into units, and students are held responsible for the core reading in a beginning-of-unit test taken both as individuals and as teams. Application exercises conform to core principles (“4S”): Teams all work on the SAME problem, teams make a SPECIFIC choice, the problem must be SIGNIFICANT, and the teams must make a SIMULTANEOUS report of answers. A variant of the “flipped classroom,” the TBL course spends far less time “covering the material” in class, allowing course time to be spent on skill development and feedback on student work.

Decades of research has shown that the greatest learning gains and student retention can be achieved through active and collaborative learning. However most of us can remember experiences in group work that were terrible experiences. The structure of TBL is designed to maximize the learning gains while minimizing “free riders” and other problems groups can experience. The application exercises are particularly valuable for helping students develop disciplinary critical thinking skills by scaffolding the problem-solving process so that more students will make better gains faster. The structure also allows us to see our students’ understanding earlier so that we can give them feedback before their grade is affected.

The careful use of teams can also directly benefit students who are underrepresented in STEM. Factors that affect the retention of underrepresented students, such as feeling alienated (anonymous) or the effects of implicit bias about their abilities from faculty or other students are reduced in the TBL classroom. Because team exercises focus on decision-making and judgment with immediate feedback, students will generally listen to and depend on their team’s input because they see immediate benefits from doing so.

The three panel presenters will present “what is TBL” and “why TBL works” based on individual experiences in the college classroom. All three presenters have taught a variety of Computer Science courses ranging from intimate small classes to larger lecture hall classes including computer programming, databases, web programming, networking and more. Different technologies and strategies used to enhance the learning experience will be explored.

The Power of Pilots: Using the Pilot Process to Promote Innovation and Guide Decisions

Presenter(s): Eric Machan Howd, Paula Russell, Binghamton University
Time: 8:45 - 9:15 am
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

When your campus needs to make a decision about which hardware or software to adopt, how do you make that decision? What factors go into your decision making process? Who gets invited to the decision-making table? In this presentation, Binghamton University's Center for Learning and Teaching will guide you through how they make decisions on adopting various technologies and will highlight some of their recent pilots on streaming media, student response systems and VoiceThread.

Too often, our campuses focus on maintaining systems and technologies which leads us to become more reactive than proactive. Some campuses routinely gauge the landscape of choices for technology every three to five years and will pilot, for example, a different learning management system (LMS) just to compare and get feedback from its users. By being proactive through piloting technology, a campus can stay "ahead of the curve" and gain valuable feedback on whether or not a technological solution/decision is feasible for its unique culture and user-base.

Binghamton University's Center for Learning and Teaching is currently conducting three pilots: streaming media solutions (Kaltura and Panopto), student response systems (iClicker/REEF polling, Turning Technologies and TopHat) and VoiceThread. In this presentation they will share the history of these pilots, the ramp-up to conducting them, the process of conducting them, and some of their results and take-aways.

The Impact of ePortfolios on Student Learning in Accelerated Writing Programs

Presenter(s): Martha Rottman, Stephen Burke, David Kendall, Rockland Community College; Erich Werner, Westchester Community College; JoNelle Toriseva, Genesee Community College; Cindy Linden, Sullivan County Community College
Time: 8:45 - 9:15 am
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

Thanks to a generous IITG grant, Rockland Community College and Sullivan Community College tested the impact of ePortfolios on student learning and success in Accelerated Writing Programs (ALP) during the 2014/15 academic year. We presented our preliminary findings at the 2015 CIT Conference. Thanks to renewed IITG support, the project was expanded to also include students at Westchester and Genesee Community Colleges during 2015-16. Expanding the project beyond the scope of the grant, we are also studying the effect of ePortfolios on student learning in the Liberty Partnership Program, a high school dropout prevention program offering comprehensive services to at-risk middle and high school students. This presentation will share the results to date of this research initiative and begin a dialogue with colleagues throughout SUNY.

EPortfolios have demonstrated the ability to document students' learning over time and to enhance students' writing ability. Studies have shown the ability of virtual portfolio construction to demonstrate student assimilation of prior learning and to help lead students to new learning outcomes. Virtual

portfolios help students perceive their learning as it unfolds, puts learning from individual courses, projects, activities into proper perspective (over time), and teaches student writers how to interact successfully with multiple audiences, while documenting their work and learning over time. Similarly, CCRC's research studies suggest that participating in an Accelerated Learning Program (ALP) is associated with substantially better outcomes for upper-level developmental writers in terms of First Year Writing classes. Based on the model developed by Baltimore Community College, RCC has been experimenting successfully with an ALP teaching model since fall 2013: we rapidly scaled up our ALP courses from four during fall 2013 to twenty-five during fall 2015. The pass rates of remedial students in the classes are encouraging: more than 70 percent of developmental students in the ALP classes are passing a college-level writing class in one semester. Our question is: what is the effect of ePortfolios in an ALP model? This collaborative IITG grant among four SUNY community colleges seeks, for the first time, to test the efficacy of ePortfolios within the ALP classroom model.

Our presentation will include: a description of the project; results achieved to date (including passing rates of students in the project compared to ALP students in our control sections); the impact of ePortfolios on student reflection (scored through rubrics), as well as descriptions of challenges faced and overcome in implementing the project. We will review collaborative efforts between faculty and administration, and discuss expanding the pilot with colleagues throughout SUNY. Our plan is to use the presentation to disseminate information about this project and to start an open-ended conversation with our colleagues about innovative ways to enhance student learning and success.

Engaging Students Through VoiceThread

Presenter(s): Pam Youngs-Maher, Patty Powers, Telisa Stewart, Dale Avers, Upstate Medical University
Time: 9:30 - 10:00 am
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

Looking for a tool for your flipped classroom, or one that can increase student engagement and teaching presence in blended and online courses? VoiceThread (VT) is versatile software that can be used to make presentations, to review material, and for graded activities. It integrates nicely with most LMS systems. In Blackboard it found within content tools. When used for graded activities, it feeds right into the grade center.

The tool itself provides a medium for uploading slides or videos. Once uploaded, the author is able to narrate and annotate the presentation, then share it with the class. The author may choose to allow the class members to simply view and listen to the presentation, or to also comment (asynchronously, by typing or by audio) on the presentation.

Faculty are using VT to provide lessons that are much richer than typed text for flipped and online courses. The opportunity to comment on slides lets students interact with or add to the lesson. When used for student presentations, it forces students to organize their visual presentation and their "script" or explanations. These presentations can conclude with questions, or the questions and interaction prompts can be embedded within the presentation. Further, the presentations are hosted by VT, and do not take up space in your LMS system.

At CIT, we'll share how undergrad and graduate courses used VT for a role play (a 10 minute proposal to a funding partner), for collecting demonstrations of physical therapy interventions, and how online nursing students gave 10-15 minute presentations, and then led a discussion.

Our faculty [Public Health, Nursing, and Physical Therapy] will share our experiences in:

- Defining the learning outcomes and the choice of VT to meet the outcomes
- What technology challenges we faced
- What instructional materials we developed to help students learn how to use VT
- Faculty and student feedback on using this tool
- Best practices for online presentations using VT
- Caveats for the first time user...

Setting Up a Lecture Capture Facility

Presenter(s): Jeremy Case, Monroe Community College
Time: 9:30 - 10:00 am
Room: Flagg 203
Track: Engaging Students: Tools and Strategies
Format: Presentation

In setting up a lecture capture facility, we looked at issues like pedagogy, funding, acoustics, lighting, and anticipated use modalities. With the facility now having been open for almost a year, we'll revisit those decisions to see how well they've played out, and look forward toward the future of the facility.

MOOC Learners are More Than Bits and Bytes

Presenter(s): Patrice Prusko, Diane Sempler, Cornell University
Time: 9:30 - 10:00 am
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

In the past three years the CornellX team has developed and rerun 15+ MOOCs. It took us approximately 1,800 hours to design, develop, produce and build each MOOC. That does not include the faculty's or TA's time, nor the time spent supporting the course once it was running. That is a significant amount of time and resources. Many are asking what the ROI is, what is the benefit, and why are we even in the MOOC business. How do we measure the return on our investment when we are not making a financial profit?

Problem

Studies have examined the interaction between video length and learner engagement with the video; the use of MOOCs to flip the classroom; and impact of course length on completion. Many opinions have been expressed about MOOCs being a tool of the privileged, a waste of money and another example of technology increasing the educational divide. These topics are receiving a good bit of attention in social media, higher education circles and in the literature.

We are missing a cost benefit by looking at MOOCs as a "thing" that is only benefiting the privileged. We ask you to take a step back and move away from thinking of all MOOCs as a single entity and the learners who enroll in them as bits of data. Rather we would like you to consider the human side of MOOCs and look closely at the unique aspects of each one. Many studies have addressed the "failure" of MOOCs in their ability to increase access to education and "disrupt" higher education.

What isn't being talked about are the number of learners who are using the knowledge they gained in a MOOC to make a difference in the world. These are teachers who don't have the needed resources to create the content or for professional development; people across the globe looking to "reclaim broken spaces" and "create or be a part of a community of practice"; people learning a new skill and bringing that knowledge back to their community.

Approach

Throughout the design phase of the second and third round we discussed with faculty ways in which their MOOC could align with the university mission. In this presentation we'll discuss several exemplars that demonstrate the economic, environmental and social impact of MOOCs through the lens of the TBL framework. Through analysis of discussion posts, social media and surveys we explored how the knowledge learners gained by participating in CornellX MOOCs enabled them to have an impact in each of the following areas:

- Community: Effect on society
- People: How and if people/businesses can meet their economic needs
- Planet: Effect on the world's ecology

Audience Interaction

Break the audience up into groups depending on their interest and take them through the first three steps of the design thinking process (empathize, define and ideate) as a way to apply human centered design to the societal problems presented.

Goals

Begin a discussion around ways the digitization of education can enable us to find solutions to current societal problems.

At the end of this sessions participants will be able to:

- Apply the concept of GROOCs and "call to action" in the design of online educational experiences
- Discuss ways in which a MOOC may cultivate a community of practice
- Evaluate MOOCs through a framework of People, Planet and Community

Why is Video in Your LMS So Important to Learning?

Presenter: Ken Taylor, Kaltura

Today's learners are using video to share, communicate, collaborate, and measure their progress more than ever. Faculty members are finding that existing tools require too many clicks, or sign up for their own licenses, or require too many plugins or certain browsers. Kaltura has changed all of this with our LMS integrations simplifying the process of uploading, tagging, sharing, quizzing, capturing, and captioning videos into one-click workflows. Faculty can focus on teaching, students focus on learning, and video is an expected learning object that is easy to view on any device or browser that is centrally

managed on Kaltura's cloud without additional hardware costs or network requirements for Administrators. Everyone wins. We look forward to meeting you!

SESSION FIVE

Adding Captions to Videos - One Campus' Homegrown Approach

Presenter(s): Martha Gold, Martha Gold, Corning Community College
Time: 1:45 - 2:15 pm
Room: Flagg 210
Track: Student and Faculty Support: Access and Accessibility
Format: Presentation

There are a lot of reasons to add captions to videos - the main one being that it makes videos accessible to the deaf and hard-of-hearing. Also, it is the law.

But like other measures to improve accessibility, adding captions is labor-intensive, expensive and seemingly difficult to implement. Nonetheless, despite a faculty that is already teaching full loads, a very busy staff, and few funds, Corning Community College managed to get a captioning service up and running. A few things helped facilitate the service including the discovery of a site that enables the addition of captions to YouTube videos and a great part-time library staff willing to type the transcriptions.

Instructional Technologist Martha Gold will show how, with the help of librarians, administrators in the library, student disability services, and faculty, the campus developed and marketed the captioning service at Corning using free and already available resources. She will provide insight and advice to those interested in implementing a similar service because making videos accessible to the deaf and hard-of-hearing is easier than it appears.

Increasing Technology-based Pedagogy in Graduate Nursing Education Students Using the TPACK Model

Presenter(s): Cheryle Levitt, Kirsty Digger, Michelle Rogers-Estable, Lewis Mary Pat, SUNY Delhi
Time: 1:45 - 2:15 pm
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

The presenters will describe a project that aimed to increase technology-based pedagogical skills in graduate nursing education students, through development and implementation of an online course framed by the TPACK model. TPACK focuses on the convergence of digitally based instructional practices across three primary knowledge domains: technology, pedagogy, and content. A training course of four modules that addressed the TPACK knowledge domains was developed and implemented by the study team. A trial of the course was completed by faculty for evaluation purposes, prior to intervention with graduate student participants. The course then was delivered to study participants over a four-week period. It was asynchronous, largely self-paced, and emphasized peer-to-peer learning. Participant TPACK skills were measured using the TPACK-deep Scale, which was administered pre-and-post

intervention. This session will include a description of the training modules and an analysis of the study results.

SUNY Open Educational Resources: Improving Faculty Discovery and Adoption

Presenter(s): Mark McBride, Monroe Community College; Mike Daly, Fulton-Montgomery Community College; Bill Pelz, Herkimer County Community College; Mary Jo Orzech, The College at Brockport; Leah Galka, Buffalo State College; Ryan Hersha, Corning Community College

Time: 1:45 - 2:15 pm

Room: Flagg 102

Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice

Format: Presentation

An IITG project designed and deployed to scale-up Open Educational Resources (OER) adoption by introducing a library service model to increase faculty participation in OER and improve OER adoption system-wide. The purpose of the project is to build on the traditional strengths of SUNY campus libraries by supporting faculty in OER discovery and adoption. The new service model will give faculty access to discovery tools through SUNY Affordable Learning Solutions and Lumen Learning; modularize and improve interoperability and multimedia in the collection of existing Open SUNY textbooks; and embed assessments in OER courses. Project outcomes will increase OER adoption, improve OER alignment with course learning outcomes; and increase student completion and success in OER courses. The project will address priorities identified by SUNY partners: University of Buffalo, Colleges at Geneseo, Brockport, Buffalo, Suffolk, Environmental Science and Forestry, Fulton-Montgomery Community College, Tompkins Cortland Community College, Clinton Community College, Herkimer Community College, Corning Community College and industry partner Lumen Learning.

A New Model of College Choice for Distance Learners

Presenter(s): Jill Lansing, System Administration

Time: 1:45 - 2:15 pm

Room: Flagg 206

Track: Engaging Students: Tools and Strategies

Format: Presentation

Despite the growing prevalence of distance learning opportunities and the expanding body of research on distance education, there is a significant gap in the literature on how and why students make the decision to enroll in collegiate degree-granting programs offered via distance learning. Individual research studies have identified certain characteristics of distance-based courses and degree programs that are important to currently enrolled students (Roblyer 1999; Tricker, Rangecroft, and Long 2001; Potter 1999; Rangecroft et al. 1999). Examples include opportunities to study while maintaining family and work responsibilities, quality of technology available for interacting with instructors and other students, availability of academic support services, as well as others. It has not been determined, however, whether these characteristics are also influential to prospective students who eventually make the decision to enroll in a distance-based degree program. As more students enroll in distance-based postsecondary education programs, it is becoming increasingly important to distinguish and understand the college choice process of the distance learner. A systematic examination of what factors influence students' decisions to choose to pursue a degree via distance education is necessary.

This presentation will share the results of a survey of distance learners at two institutions to determine the factors motivating their decisions to enroll in distance-based degree programs. The presentation will begin with an overview of the traditional college choice literature (Kinzie et al. 2004; Chapman 1981; Hanson and Litten 1982; and Hossler and Gallagher 1987), which will serve as the foundation for a new model of college choice for distance learners. The traditional choice literature provides important context from which to draw to develop a more concrete understanding of why students choose to enroll in distance-based degree-granting programs. The college choice literature reveals that characteristics of academic programs and colleges and universities, such as academic quality, tuition costs, and the availability of academic support services, are important to traditional students when selecting a college or university in which to enroll.

From there, the presentation will crosswalk the traditional college choice literature with indicators of quality distance education programs; characteristics of distance learners, their preferences, and learning styles; as well as examples of programs and strategies recognized to drive student success and student satisfaction in distance-based programs - to help to provide a better understanding of how and why students choose to enroll in distance-based degree programs.

The presentation introduces two new scales to measure the factors influencing students' decisions to enroll in distance education - the Traditional College Choice Scale and the Distance Learning College Choice Scale. The end result is a new model of college choice for distance learners.

Designing and Implementing a Collaborative Learning Environment

Presenter(s): Russell Kahn, SUNYPoly
Time: 1:45 - 3:00 pm
Room: Flagg 162
Track: Engaging Students: Tools and Strategies
Format: Hands-on Demo

Despite the proliferation of social media experiences in our personal lives, online and in-class learning is often a largely solitary experience. This hands on session will look at methods for creating a paradigm for learning that involves regular small-team interactions and learning experiences. It will review and explore how specific social media tools can be used to foster teamwork. Attendees will use free and openly available collaborative tools working together as small teams.

Methodology issues –

A long accepted instructional model for ensuring student success is to move from a largely teacher centered space, which is safest for students early in a semester, to one that is largely team based.

The steps for doing so start with traditional lectures defining terms, outlining expectations, and developing basic skills. [Ted Talks, Wordle, Zoom, Collaborate, Prezi]

Movement to single-student centered projects involving analysis and evaluation developing a similar foundation for all students. [Jing, Prezi, Discussions]

Having students determine their own interests and focus by having them choose categories and concentrations that match their skills and temperament. For instance, in a game design project, some students prefer coding, others design, and still others prefer writing dialog. [Discussions, Rubrics]

Have students post their preferences and develop teams based around student interests. Post teams and provide methods for meeting on campus or online [Collaborate, Google Hangout, Zoom].

Once the teams are set up have them meet in class or on campus or using an online tool such as Zoom to research and develop the “big ideas” for the project and then delegate roles. Faculty should be available to answer questions.

Students then work on their own on delegated projects using a collaborative tool [Google Docs, Prezi] so they can all keep track of who is doing what. Use class or online [Collaborate, Google Hangout, Zoom] meetings to review and provide feedback. Present drafts to other teams or faculty.

Teams present their final projects to the entire class noting how it met the requirements of the assignment [Collaborate, Google Hangout, Zoom, Jing]

Open SUNY Student Supports: Integrating Technology to Support Academic Success and Student Engagement

Presenter(s): Michele Forte, Theresa Vamvalis, Empire State College; Melaine Kenyon, Meghan Pereira, Buffalo State College; Laura Shrader, University at Buffalo; Jamie Heron-Starr, Carine Surdey, Broome Community College

Time: 1:45 - 3:00 pm

Room: Flagg 211

Track: Engaging Students: Tools and Strategies

Format: Panel

Since its inception, Open SUNY has prioritized the ways in which students can richly engaged in the online learning environment. Personalized student services are key features designed to minimize time to degree and promote student success. To improve retention and completion rates, and to create connection to home campus and a sense of academic and personal community, the signature elements of Open SUNY Student Supports include the Concierge model, and scaled tools and resources including early alerts, online academic tutoring, and readiness assessments.

Now in its third year, Open SUNY Student Supports have been widely integrated across Open SUNY + campuses. Supported by the Institutional Readiness process, and the framing OLC Quality Scorecard for the Administration of Online Programs, Open SUNY has engendered an invigorated awareness of the diversity of learners in the online environment, and a robust and transparent commitment to student and academic supports. Campuses across system are individually and collaboratively creating protocols, and common parameters of excellence in practice by which learners can find academic, personal, and professional success

This discussion will highlight specific campus examples of the ways in which the signature elements are being adapted and adopted across programs and sectors, and how technology is being used to supplement engagement of online student cohort(s). The presentation will focus on strategies that work, unexpected challenges and successes, and key, emerging questions including, but not limited to: Given unique aspects of programs and campus demographics, how can we share and scale best practices? How can student feedback be integrated into opportunities for continuous improvement and refreshed, current supports? What supports and resources are needed to ensure that students find academic and personal success in the online environment?

In one example, the School of Social Work at the University at Buffalo uses Blackboard Collaborate to facilitate synchronous orientation sessions for incoming Online Master of Social Work (MSW) students in January and August. By engaging students synchronously, students have the opportunity to meet faculty and staff, and peers in the program, and to ask questions in real time. As a result, students feel better prepared to begin the MSW program, and more connected to the program and the university.

In an effort to provide support resources to our student in one area, Buffalo State has utilized the Blackboard functionality of Tabs and Modules. By creating this Student Resource Tab in Blackboard, the students are only a few clicks away while working in their courses to find resources for tutoring, help desk, research support and much more.

SUNY Broome Community College has integrated an “early alerts” system to efficiently track students in their online programs. By creating a campus wide alerts system, SUNY Broome Concierge are also able to help students navigate the world of online learning by helping them solve technology related issues and also teaching those students where to turn for help with any issue they may face as an online learner. Attendance, course progress, and grades can be reviewed by the concierge to identify students that may be struggling and to provide preemptive action to re-mediate the situation

SUNY's Completion Agenda

Presenter(s): Carey Hatch, System Administration
Time: 1:45 - 3:00 pm
Room: Flagg 103
Track: Engaging Students: Tools and Strategies
Format: Birds of a Feather

SUNY's completion agenda is a significant initiative that will require us all to expand our thinking about our students, our outreach, our instruction, our supports and our measurements of success. Associate Provost Carey Hatch will provide information on how the completion agenda is evolving, what it means for the various sectors of SUNY, the Completion initiative roadmap, academic policy implications, and how the investment fund and other University-wide resources are being aligned to support the completion goals.

A significant amount of time will be reserved for questions and answers and participant engagement.

Accessibility by Design: Integrating Compliance as a Core Value in Faculty Training

Presenter(s): Linda K. Ryder, Elissa M. Baker, Hudson Valley Community College
Time: 2:30 - 3:00 pm
Room: Flagg 210
Track: Student and Faculty Support: Access and Accessibility
Format: Presentation

ADA compliance, universal design, and accessibility are often viewed as burdensome afterthoughts by faculty and trainers. By integrating accessibility as a core value in all training, we can make these critical strategies the first things faculty think about, and not the last. HVCC Distance and Online Learning staff have revised the Pedagogy of Effective Online Course Design and Delivery training course to include accessibility by design for all tools, structures and pedagogical strategies.

HVCC has had an ADA Compliance protocol in place since 2009. This protocol mandates that our instructional designers train online faculty, as well as others using web enhancement and/or the Blackboard LMS, in universal design principles that will support the broadest range of abilities within the student population. In the 9 training modules of our Pedagogy of Effective Online Course Design and Delivery course the protocols were introduced in Module 3, when faculty were brainstorming the role of multimedia, lectures, and interactive tools in their pedagogical strategy for online learning. While universal design is referenced in all 9 training modules, the specifics of text transcripts, captioning, multiple modalities, and accommodation were mostly addressed in this one module.

Faculty response has fallen into roughly 2 camps. One small group takes on the challenge of rich and accessible multimedia from the start, and the other larger group decides to “keep it simple” until they can later add multimedia to their existing course design. But nearly all the trainees view accessibility as an "add-on" to any component of their design, often confusing it with Disability Accommodation, instead of approaching it as a core design value.

With the increased visibility of major accessibility lawsuits, the ease of creating non-compliant multimedia with devices and social software, the developers of the online training materials at HVCC decided to revise the content to reflect a focus on accessibility as the first design principal. With the intent of helping faculty realize that accessibility is the most important thing they do in their course design process, the 9 modules were revised as follows:

- Module 1- Introducing accessibility and HVCC systems
- Module 2- Designing accessible web and document content
- Module 3- Accessible use of multimedia tools
- Module 4- Accessible use of communication tools
- Module 5- Accessible use of external resources/learning objects/OERs
- Module 6- Accessibility and assessment strategies
- Module 7- Accessibility and assessment tools
- Module 8- Accessibility and grading/feedback
- Module 9- Accessibility and holistic course review

Beginning the online course design process with accessibility as an integral component, each module opens with an exploration of key concepts, supporting tools and materials for making the learning environment and content accessible. Our hope and intention is to make online courses accessible by design, and not as an afterthought.

Using Digital Visual Art to Teach Business Case Analysis Skills

Presenter(s): Naren Peddibhotla, Lisa Berardino, SUNYPoly
Time: 2:30 - 3:00 pm
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Educators increasingly emphasize the teaching of problem-solving skills in the classroom by applying concepts and facts to various situations. This involves consideration of information from a given situation, prioritizing problems, forming hypotheses, designing alternative solutions and then implementing a recommendation. Many such contexts are illustrative of ill-defined problems in which the goals are not pre-defined.

A common tool used to teach skills in solving ill-defined problems is the case study method. Students in domains such as, e.g., business, law, public administration, read content comprising mostly of text and a few charts in a simulation of contexts in those respective domains. The instructor usually assigns a case before a class meeting and asks the students to read and come prepared to discuss it. He or she often provides questions that the student may consider as they read the case. The expectation is that students use concepts from a class lecture or textbook to that case to help solve problems in the case. Our aim in this study was to increase a student's engagement with a case and involvement in the simulated scenario. Does practice in viewing visual art improve analysis of problems and design of solutions in a case study?

Our pilot study began by first asking undergraduate students in a business capstone course to analyze a case about a company that operates a well-known chain of restaurants and design solutions based on the traditional teaching method described above. The students submitted essays containing their analysis and recommendation on the case. After that we conducted one session in each of the following three weeks in which we used a digital image of a painting as the context to discuss that painting. We provided access to the image to the students via the class website on BlackBoard, asked them to download it to the computer in front of them in the classroom and open it for viewing. They were free to manipulate it as they wished, including zooming in and out, scrolling up or down or focusing on a specific part of the image. Each session used a different painting for discussion. Finally, one month after the students had submitted their first essay, we had them participate in an online discussion on the same case and submit a new essay containing their analysis and recommendation.

During the sessions on the digital paintings, we found that different students saw different things, there were different interpretations for the same visual elements, and together they filled out the story of what is happening. In the online discussion after the three visual art class sessions, the class built out an image of what the role of the restaurant company could be at dinner. In the discussions, we saw two different pictures: 1. a wine/drinking after work place environment or 2. a family-friendly, family styled birthday party gathering place. The class as a whole filled out many elements of restaurant style, music, food that was customized to community. In their second essay, we did not see any increase in depth of analysis. On the other hand, we saw many students being more creative with respect to solutions.

Our results suggest that different methods may be needed to teach the analytical and creative skills in case studies, and what works for one skillset may not work for the other.

Input into OSCQR and the Roadmap

Presenter(s): Dave Ghidui, System Administration
Time: 2:30 - 3:00 pm
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

Over the past year, OSCQR has been adopted by many campuses within SUNY. COTE is continuously improving the process, the Rubric, and the Dashboard. Many of the enhancements have been contributed by users across SUNY.

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.

Printer Wars: The Quota Awakens

Presenter(s): Richard von Rauchhaupt, Diana Voss, Stony Brook University
Time: 2:30 - 3:00 pm
Room: Flagg 206
Track: Engaging Students: Tools and Strategies
Format: Presentation

Stony Brook University changed its Pharos based Print Quota system from weekly allotments to a lump sum model at the start of the Fall 2015 semester.

We'll explore the decision process, political challenges, the pressures pushing for change and how we made the switch.

Now, with over 9 million pages printed, the results are in and we'll look at how that change affected print usage, student satisfaction, environmental impact and our bottom line.

Finally we'll try to identify why student printing is still so popular and open the floor to discussion about how we can reduce demand.

SESSION SIX

Open SUNY Affordable Learning Solutions: An Update on OER Activities

Presenter(s): Karen Gardner-Athey, System Administration
Time: 3:30 - 4:00 pm
Room: Flagg 102
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Presentation

Open SUNY Affordable Learning Solutions (ALS) is a service of the SUNY Office of Library and Information Services and Open SUNY. Open Educational Resource (OER) initiatives are underway on multiple campuses across SUNY and saving students hundreds of thousands of dollars, while challenging faculty to rethink, innovate, and create. Open SUNY ALS is a central web presence where OER initiatives across SUNY are showcased, and OER resources are available to everyone. One of the featured services of Open SUNY ALS is open courses designed to educate faculty, librarians, and instructional designers about OER. This presentation offers a quick educational overview of OER, a tour of the Open SUNY ALS web site, and shares experiences with teaching OER online.

Educational Overview

A recent Babson survey found that as many as 75% of faculty in higher education still do not know what OER is (<http://www.onlinelearningsurvey.com/oer.html>). All conversations about OER need to begin with a definition of OER and an overview of its value as both an economic solution and an innovation in

teaching and learning. Ultimately Open is not free, but it does save students money and puts control of course content back in the hands of faculty and out of the hands of publishers.

A Tour of Open SUNY Affordable Learning Solutions - opensunyals.org

The Open SUNY ALS web site, opensunyals.org, is the place to see what is happening with OER activities in SUNY. We offer a Campus Showcase that highlights OER activities across the system. The Faculty Showcase features faculty who are creating and using OER and the home page provides links to OER and Open programs and services across SUNY.

Advocacy materials in the form of PowerPoint and PDFs are available for anyone who needs to instruct in, and advocate for, OER in SUNY (or anywhere else). Also available are search and evaluation instructions, links to OER resources, search forms to MERLOT and other repositories, and Accessibility support.

OER Professional Development Courses

This section is presented by Karen Gardner-Athey, the facilitator/instructor for Open SUNY ALS open courses. Karen will speak about her experiences teaching OER courses, demographics about the students who have taken the courses, and some of the lessons learned. Karen also covers some of the OER experiences that students shared in their discussions, assessments, and course projects.

Bye-Bye Ball and Sticks - A New Way to Learn and Understand Molecular Geometry

Presenter(s): Laurie Lazinski, Fulton-Montgomery Community College

Time: 3:30 - 4:45 pm

Room: Flagg 203

Track: Engaging Students: Tools and Strategies

Format: Ignite

Molecular modeling kits are expensive and cumbersome to carry around. For around \$3.00, students can purchase a 3-D modeling app that they can carry around in their pocket on their iPhone or in their bag on their iPad. While using the 3-D modeling app on the iPad during laboratory, students get the opportunity to see molecular geometry and hybridization in a whole new way - visualizing atomic orbitals, hybridization, electronic effects and bond length.

During the 30-minute presentation, you will get to see how the app works and how it is used to engage students while learning a difficult concept. A portion of the laboratory activity will be demonstrated with handouts provided. This presentation will focus on inorganic molecules but the 3-D modeling app can be used with organic molecules as well.

Attendees with iPads or iPhones are welcome and encouraged to participate during the presentation and pair up with attendees without devices to get a hands-on experience of the activity that students perform in the laboratory.

Real World Intercultural Classroom Collaboration via Social Media

Presenter(s): Anita Levine, SUNY Oneonta; Sean Nixon, Ulster County Community College
Time: 3:30 - 4:45 pm
Room: Flagg 103
Track: Engaging Students: Tools and Strategies
Format: Birds of a Feather

Anita Levine and Sean Nixon will share the results of two types of international telecollaborative projects:

(a) New York preservice teachers and Croatian and Bosnian public school students, utilizing Edmodo social platform and Padlet; and (b) college design students from New York and Mexico City paired to work as designers /clients for product creation, utilizing Facebook and SKYPE.

We will show the following: (a) the Edmodo collaborative site; (b) the use of Padlet; (c) the online Facebook course shell along with a testimonial video; and (d) the students' final work for each international project. Participants will come away with advice regarding how to setup and manage a telecollaborative project.

In addition, participants will gain insight regarding:

- Interaction with peoples from different cultures via technology
- Student learning engagement through technology
- Various technologies teachers can use in their own classroom
- The value of collaboration to gain an understanding of each other's culture through teamwork
- Ways to travel educationally around the world while in the comfort of the classroom or one's own home

Student Panel: Sharing Learning Experiences in Face-to-Face and Online Classes

Presenter(s): David Mamorella, Alison Matthews, University at Albany
Time: 3:30 - 4:45 pm
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Panel

A panel of 3-4 students, facilitated by one of their professors, will compare their student learning experiences in face-to-face (F2F) and online classes. They will share the different teaching styles and learning environments they liked most and least, comparing the effectiveness of both modes of instruction.

Panelists will address the following questions: What impacts and motivates students to learn? What are the best ways to engage students? What are the best ways for professors to assess student learning? Do students expect professors to use Blackboard/LMS and technology in general and are they using it in meaningful ways to engage and meet student expectations in this technology-based world? What effect does the use of Blackboard/LMS have on student learning?

If you're an educator teaching F2F or online, then you would find this panel discussion relevant and interesting because it will present what students want and if their expectations are actually being implemented in their classes.

Accessibility: Designing and Teaching Courses for All Learners

Presenter(s): Kathleen Stone, Empire State College; Meghan Pereira, Ginger Bidell, Buffalo State College; Michele Forte, Kelly Hermann, Antonia Jokelova, Julie Rummings, Empire State College
Time: 3:30 - 4:45 pm
Room: Flagg 211
Track: Student and Faculty Support: Access and Accessibility
Format: Panel

According to American Community Survey, only 13.5% of those 21-64 years old with a disability have a bachelor's degree or higher, compared to 32.1% of those without a disability (Erickson, Lee, & von Schrader, 2015). Unfortunately, the same tools and designs that we use to provide access to higher education for so many, can act as a barrier to students with disabilities. To build holistic strategies and thoughtful learning designs, faculty and staff need to be empowered to help expand access to education for an often forgotten, underserved population. The availability of accessible online courses for students with disabilities will help those students complete or begin degrees that they may not otherwise have had the opportunity to do. We must be prepared to understand the challenges that students with disabilities face, the ethical and legal obligations we must meet, the technical requirements for using any online learning space or tool, and the foundational learning and design methodologies that can help guide us through the process.

To meet this challenge, a team of educators from SUNY Empire State College and SUNY Buffalo State College developed a massive open online course as a professional development opportunity for anyone involved in higher education. Accessibility: Designing and Teaching Courses for All Learners, also known as the #AccessMOOC ran as a live, facilitated session February 22- April 4, 2016 and is now available in an "on demand" format, with all content openly licensed (<http://bit.ly/AccessMOOC>). The overall goals were to increase the knowledge base of faculty and staff around: the access, success, and completion challenges faced by students with disabilities, and our role in reducing those barriers; how to design learning experiences with accessibility in mind, using Universal Design for Learning (UDL) principles integrated with backward design methodology; and tools and techniques for creating accessible courses for all students, based on section 508 standards and WCAG 2.0 level AA guidelines.

The MOOC was funded by a SUNY Innovative Instruction Technology Grant (IITG). The large team of 9 faculty and staff worked in small and large groups on this project. In this panel presentation, the MOOC creators discuss why accessibility is an important topic, share their experiences with building and facilitating the MOOC, including how they managed the process with a large distributed team from across the state, and will show participants how they can reuse the content for their own professional development purposes. They will also discuss the research conducted related to participants perceptions, intentions, and motivations related to their successful earning of the weekly and overall course badges.

Online Course Development Simplified

Presenter(s): Jennifer Nettleton, Empire State College
Time: 3:30 - 4:45 pm
Room: Flagg 203
Track: Student and Faculty Support: Access and Accessibility
Format: Ignite

The School of Nursing at SUNY Empire State College has adopted a course development template to help streamline the course design process between the subject matter expert (course developer) and instructional designer. The template is structured in a manner that replicates the design and layout of an online course. The course developer fills out all pertinent information that will be displayed in the course (syllabus information, instructor commentary, grading distribution, course activities, readings, etc.) and once complete, sends this information to the instructional designer who then implements the information into the learning management system, Moodlerooms. The course design template helps lead to universal design and ensures consistency in all courses.

Participants in attendance will learn about the course template process from inception to implementation.

Peer Review Using Google Forms and Sheets

Presenter(s): Judith Littlejohn, Genesee Community College
Time: 3:30 - 4:45 pm
Room: Flagg 203
Track: Engaging Students: Tools and Strategies
Format: Ignite

Explains how to use Google Forms for students to submit peer- and self-review input and how to follow up by providing students access to feedback in Google Sheets. Students can see how other peers evaluated the same work, improving metacognition and increasing engagement. Links to examples and resources included.

Attendance Templates in Blackboard

Presenter(s): Andrea Gilbert, Monroe Community College
Time: 3:30 - 4:45 pm
Room: Flagg 203
Track: Student and Faculty Support: Access and Accessibility
Format: Ignite

Faculty on our campus were disappointed when the attendance feature was missing from Blackboard after our migration from ANGEL. I developed a few simple templates to keep track of attendance that will keep track of the days present, absent, or tardy for face to face courses. Students are able to view their attendance from Blackboard to track their progress. This presentation will demo three different types of templates that we have given to faculty to quickly import into their courses to use in Blackboard.

The first option available is a template containing columns for each day of class for a 15 week semester. We have a 1, 2, 3, or 4 day a week option. Using a grading schema, faculty enter 1 for present, 0.5 for tardy, and 0 for absent. A letter will appear to the instructor to denote present, tardy or absent. The instructor can incorporate the running total column and incorporate the attendance total into a weighted grade if desired.

The second option is a 4 column template that is a simple 4 columns that can be imported into the Blackboard Grade Center. Faculty can keep running totals of the days present, absent, tardy, or excused. The present column can be used to incorporated into the weighted grade if desired.

The third option is google spreadsheet link that can be added as a hidden weblink on a Blackboard Course menu. Students can't see it, but the instructor can keep track of attendance in one place. This can also be used in conjunction with the 4 column template to show how many days of class students were absent/tardy/present.

Online Student Orientation

Presenter(s): Andrea Gilbert, Monroe Community College
Time: 3:30 - 4:45 pm
Room: Flagg 203
Track: Student and Faculty Support: Access and Accessibility
Format: Ignite

This presentation will showcase the Online Student Orientation used at the Monroe Community College Campus. This orientation was developed from the Open SUNY Blackboard Orientation and from MCC materials on student success in the online environment. This online course is connected to the main home page of Blackboard so that all students have access to it at any time during the semester.

This orientation presents important information for students beginning online courses at MCC. The highlights include a welcome video from our college president, how to be successful in an online course, how to use the LMS, where to get help on campus, and next steps for the student. MCC has developed this orientation in 2014 and is continuously updating content.

The orientation is in the process of incorporating a new version of the "10 Myths of Online Education" video coming soon in the Spring Semester.

Open Source and Open Hardware, and BYOD (Bring Your Own Device)

Presenter(s): Kevin McCullen, SUNY Plattsburgh
Time: 3:30 - 4:45 pm
Room: Flagg 203
Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice
Format: Ignite

Textbook prices have continued to rise, while computer prices have continued to fall. Perhaps it was inevitable that we would eventually reach a crossover point. From the late 70's, when a textbook cost less than \$15 and a computer cost millions of dollars, we have reached a point where a textbook costs over \$200, but a computer costs \$5 (Raspberry Pi Zero ... and not really \$5).

Given the copious online resources available, and the rapidity with which hardware changes, why not specify the hardware for a course instead of the textbook? Is the story really this simple, is there really such a thing as a \$5 compute platform?

We'll look at three examples: the Arduino, the Raspberry Pi, and the Android Phone. The Arduino provides an embedded systems processor with analog and digital I/O, but very limited memory resources. The Raspberry Pi provides a multi-core system that runs Linux, but requires a keyboard, mouse, and display to be usable. Basic Android phones are now available, and will be tested in this year's First Robotics FTC (First Tech Challenge) competitions. All of these are priced in the range of \$5 to \$40.

Each of these platforms also represents a corner of the "Open Systems" space, and that is also key to the low price point for these systems.

The Arduino is an "Open source Hardware" platform. The design (circuit board layout) is licensed under the "Creative Commons" license, freely allowing cloning of the basic hardware design. The software is licensed under the GPL (GNU General Public License) and LGPL (GNU Lesser General Public License.) The result of this is that low-cost (\$7) versions of the Arduino Uno (a base-level Arduino) are available from Chinese online retailers. Our experience with these Arduino clones has been disappointing. But the "real thing" Arduino costs only \$30. What does \$30 get provide? The Arduinio board, and a USB adapter. As you may expect, an embedded system with no sensors or outputs is hardly suitable for instruction. Networking (Ethernet or Wifi), Sensors (such as weather sensors), and outputs (TFT displays, breadboards with LEDs, etc, are all available at additional cost. Typically, these cost an additional \$20-\$50 each. No, \$30 does not represent a fully capable embedded system platform. The Arduino has a set of "headers" (exposed pins) for plugging the "shields" (boards with other functions) onto the Arduino base.

The Raspberry Pi is a much more capable, including a dual or quad core processor with up to one gigabyte of memory, an Ethernet port, four USB ports, and an HDMI port. A recent version, the Raspberry Pi Zero has appeared at the \$5 price point, but does not have the same standardized ports (special cables and a USB hub are required).

While the Arduino requires another computer for development, the Raspberry Pi requires a micro SD card, display, keyboard, and mouse.

Finally, Android. Android provides an open platform of software libraries for mobile development. Simple basic phones, like the ZTE Speed (priced at about \$40), are now the device of choice for the First Tech Challenge Robotics league.

All three of these options; the Arduino, Raspberry Pi, and the ZTE Speed, offer the possibility of requiring cheap hardware instead of an expensive textbook. Extensive online resources and tutorials expose the software APIs and programming techniques for these platforms.

Master Learning Space Design Planning with FLEXspace and LSRS

Presenter(s): Lisa Stephens, System Administration; Carol Long, Laurie Fox, Sue Chichester, Enrico Johnson, SUNY Geneseo
Time: 3:30 - 4:45 pm
Room: Flagg 206
Track: Student and Faculty Support: Access and Accessibility
Format: Panel

This panel will share from each member's perspective an ongoing campus-based experience of using the FLEXspace repository and Learning Space Rating System (LSRS) to align internal and external stakeholders for a learning space renovation project prior to launching a capital campaign. Funding support for public higher education is increasingly challenging, often favoring renovation over new build to expand active learning classrooms. In order to ensure strategic alignment with all stakeholders, our campus embarked on a project to quantitatively measure the effectiveness of existing spaces through the Learning Space Rating System (LSRS), and researched solutions from other campuses using the Flexible Learning Environments eXchange (FLEXspace) to fully articulate the need and vision for a large scale renovation project prior to formal fundraising efforts or contractual commitments to architects. By providing information about new tools and processes that provide value, but are not yet fully adopted. Key leaders from Geneseo, a highly respected liberal arts institution within the SUNY system, will share how we leveraged these existing planning tools well in advance of meeting with external architects and contractors in order to more clearly articulate our mission, vision and needs for learning space renovation.

TeachLivE from New York: It's SUNY-Wide! Enhancing Pedagogical Practice within a Simulated Environment

Presenter(s): Krista Vince Garland, Buffalo State College; Karen Bell, SUNY New Paltz; Sharon Raimondi, University at Buffalo
Time: 3:30 - 4:45 pm
Room: Flagg 162
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Hands-on Demo

Progress on project goals will be reviewed including: development of a competency-based curriculum delivery model based upon research for improved mechanisms within teacher education programs, state wide scale-up with the establishment of a SUNY TLE Consortium, faculty regional trainings, creation of a SUNY TLE Resource Manual, a Delphi Study to determine practice priorities, and assessment of TLE impact on learning outcomes.

This presentation has two foci:

- I. to initiate and familiarize participants with developmental history of the TeachLivE lab, review research that has examined the effect of virtual rehearsal on pre-service teachers' and educational professionals' use of specific evidence-based practices, and examination of the feasibility and utility of the lab as an instructional primer within a variety of courses across college systems.
- II. to immerse volunteer participants in a live virtual rehearsal scenario within the TeachLivE simulation environment. Participants will receive the opportunity to interact with the student and adult avatars and

conduct a short guided learning session within the lab. Participants will become familiar with the distinctly different personalities of the avatars and receive feedback and coaching on their experience. Three distinct environments will be demonstrated: the elementary/middle school setting, the high school setting, and the adult female avatar.

The Real World International Social Media Classroom

Presenter(s): Sean Nixon, Roberto De Uslar, Hope Windle, Ulster County Community College
Time: 4:00 - 5:15 pm
Room: Flagg 103
Track: Engaging Students: Tools and Strategies
Format: Presentation

How do we prepare our students to be 21st century citizens working in the global economy?

How do we prepare our students to work in teams?

How do we prepare our students to harness social media for learning and business purposes?

How do we participate in an intercultural experience without traveling.

“Real-World International Social Media Classroom” anticipates the needs and demands of preparing students for real international projects, and partnerships using common social media tools in real international learning; inspiring the students to participate in a global economy.

The audience will walk away with a few simple ways to use online international learning in their classroom that will motivate and engage their students regardless of their discipline.

We will demonstrate how we addressed the following assessment strategies: Intercultural Competence, International Communication, International Teamwork skills, Applied / Experiential Learning.

- Students explore/analyze practice communicating with people of other cultures during an icebreaker to get to know each other fostering an Intercultural Competence through similarities and differences.
- Students found themselves communicating with peers about a subject matter that extends beyond the boundaries of one’s own culture. i.e. Design and International Communication.
- Students worked with people from another culture to complete a task. They gained a better understanding of each other’s culture in the form of International Teamwork.
- Students had to get out of their comfort zone to figure out how to communicate effectively to get the project done, a real experiential learning situation in the form of a designer client relationship shared by both.
- An added plus for the students was to get feedback not only from their international peers but also the other professor, who had their own style/pedagogy. This plays into the notion that people may listen to a stranger more readily than a loved one. Although feedback can be similar they hear/listen to the other professor gaining another opinion on their work.

We demonstrate how the entire class took place online through Facebook and SKYPE, both familiar to the New York and Mexican students and free to use. The syllabus, support material, roster and communication took place in a private Facebook group.

Our demonstration will put the audience at ease with tips on using Facebook for their course. i.e. for some stuff much easier than a LMS. i.e. feedback from both professors, and students as well as postings.

We will demonstrate how we expanded on Facebook with weekly live critiques via SKYPE, that maintained a continuity with a personal touch.

We will play a 3 minute video we produced at the end of the class featuring student testimonials and course work. Here is the link:

<https://www.youtube.com/watch?v=cOanl0yqHhI>

SUNY Ulster's Sean Nixon & COIL Mexico partners on The Real World Classroom

Our course is running again this spring and we have received a SUNY Global Scholar grant for students to travel to Mexico City during the course.

We hope to inspire our audience to do what we have done on no money, through social media, so they and their students can have a real international experience.

Teaching Physics with Blended Learning

Presenter(s): Linghong Li, SUNY Potsdam
Time: 4:15 - 4:45 pm
Room: Flagg 102
Track: Engaging Students: Tools and Strategies
Format: Presentation

The theory of blended learning “Connecting face-to-face teaching and learning with ICT (Information and communication technologies) refers to blended learning, i.e. different ways to blend face-to-face teaching and different online tools”(Vesisenaho, et al. 2010, p. 275). Blended learning is based on an appropriate blend of learning theories such as behaviorism, cognitivism, and constructivism. Leading by blending learning theories (Carman, 2005) has pointed out that the blended learning process includes five key ingredients: 1. Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, 2. Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, 3. Collaboration: Environments in which learners communicate with others, 4. Assessment: A measure of learners’ knowledge. Pre-assessments can come before live or self-paced events to determine prior knowledge, and post-assessments can occur following scheduled or online learning events to measure learning transfer. 5. Reference Materials: On-the-job reference materials that enhance learning retention and transfer. Blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style to transfer the “right” skills to the “right” person at the “right” time (Singh & Reed, 2001). We all know the importance of the five “rights” in teaching, but how can we reach these five rights? Based on our practice of teaching physics with blended learning, we will present a concrete example of how five key ingredients have been put into practice to realize the five rights. Because of the rapid development of modern science and technology, our society is in the information age. Not only are students carrying their mobile phones, laptops, and iPods everywhere, they are also familiar with different online environments. Instructors need to choose the right technologies to match students’ learning style so that students can effectively learn more knowledge and skills inside and outside the classroom. Here we present the development work currently conducted at our university.

The aim of this development work is to design and test new ways of teaching physics. Our practice shows that blended learning is useful, powerful and realizable. Teaching physics with blended learning increases the teaching capacity, broadens the teaching of “space”, and extends the teaching of “time”, which allows instructors to easily teach and students to happily learn. Our physics teaching practice provides ideas for developing teaching and learning practices to take advantage of everyday technologies and to also inform educators about the new technologies available for blended learning design, development, and implementation.

POSTER SESSION TWO

Your Ongoing Digital Fluency: How Far Have You Come?

Presenter(s): Michael Fortune, Carolina Kim, Empire State College

Time: 5:00 - 6:15 pm

Room: Barrington Student Union

Track: Engaging Students: Tools and Strategies

Format: Poster

A digitally fluent educator is one who is aware of the shift in education and is aware of the implications that technology have on teaching and learning. This educator is open to trying new things to keep up with the evolving technology being used in their field of expertise, but is also knowledgeable on the ways it can fulfill their desired outcomes. Digital fluency is ongoing because it requires flexibility as technology is malleable, expanding and students’ expectations and experiences differ as their own digital literacy evolves. Technology’s own development within higher education is always growing, so it takes fluency to demonstrate a pedagogical approach to its use.

The digitally LITERATE educators know how to use a tool but the outcome might not match their intentions. They are also known as transactional users. The digitally FLUENT educators are comfortable with choosing a tool, confident on when to or not to use it, and understand the implications of using such tool for a specific outcome. They are known as transformational users. (sociallens, October 18, 2012)

As displayed in our poster, we posit that the components of Digital Fluency include four areas. The first shown is Digital Pedagogy which incorporates the flipped classroom and pedagogy-led technology to achieve desired learning outcomes. One possible way that digital fluency influences digital pedagogy might be a situation where an instructor flips his study and assigns readings and videos in the LMS so that students come to class prepared, more engaged in the topic, and ready to discuss the readings with their peers.

Learning objects, open educational resource (OER), digital artifacts, formal and informal learning are examples of the Personal Learning Environment, another component where the digital fluent educator is gathering and sharing relevant information. A situation where an instructor might use a personal learning environment would be to create a video learning object to explain the concepts further for current and future students.

Digital fluency requires Communication and Collaboration in the form of email etiquette, discussion board activity, and more academic engagement. One strategy exemplifying this might be when students are constantly emailing the instructor for due dates and for another copy of the syllabus, therefore the

instructor posts the syllabus in the LMS for 24/7 access, and creates a discussion board for students to contact one another for questions that do not involve the instructor.

How one projects themselves as digitally fluent creates their Digital Presence and Reputation. This is evident by your digital footprint, any website you may have created, your e-portfolio content, your social media activity and your overall netiquette or how positive or confrontational your digital interactions are. One example might be creating a WordPress site with their major findings, their biography, their CV, and a chance to contact them and continue using the website to network and to showcase their work.

References:

<http://www.socialens.com/blog/2011/02/05/the-difference-between-digital-literacy-and-digital-fluency/>

Development of a Mastery-Learning Open Online Course in Motor Development Analysis

Presenter(s): Helena Baert, Matthew Madden, Kayla Hampton, SUNY Cortland

Time: 5:00 - 6:15 pm

Room: Barrington Student Union

Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice

Format: Poster

In physical education, teachers have the task to observe, assess, analyze and enhance gross motor skills. Individuals who are physically literate move with competence and confidence in a wide variety of physical activities

in multiple environments that benefit the healthy development of the whole person (PHE Canada).

Gross-motor development is critical in the development of physically literate children. During the early years of development, children learn various motor skills as categorized by locomotor, manipulative and non-manipulative skills (Gallahue, 1989). As children grow and learn to move more efficiently, children go through various stages of motor development. When children become competent movers, they are more likely to gain more confident in their ability to move and therefore more likely to continue to be active throughout life. In order for teachers to encourage physical literacy, they must have the ability to accurately observe, analyze and assess movement skills. The aim of this project was to develop a mastery-based online course in movement analysis. Mastery-based learning is focused on the premise that student teachers must show competency in order to progress through the coursework. The goal for this course was to help teacher candidates gain the knowledge and skills needed to apply motor development theory when analyzing and correcting movement skills and consequently provide students with congruent feedback that enhances their learning.

The main objectives of developing an open educational resource in movement analysis are:

- (1) to enhance the level of content knowledge in motor development stages,
- (2) to enhance teacher candidates ability to analyze movement,
- (3) to enhance the level of content knowledge of fundamental motor skills,
- (4) to share it openly with pre-service and in-service physical education teachers, and
- (5) to allow every learner to master the content in their own time and at their own pace

This project was developed with the help from an IITG grant during the 2015-2016 school year. This presentation will outline the process of creating and piloting the OER. Three modules were created in the fall semester and piloted during the Spring semester with both physical education majors as well as physical education professionals in the field.

The presentation will summarize our experiences in creating the modules using blackboard, extending the modules using the open platform of coursesites and piloting the modules with both pre and in-service physical education teachers. The presentation will also discuss the goals for creating the complete 14-modules OER during the 2016-2017 academic year. Finally, the contribution from undergraduate research assistants has been invaluable and will be discussed within the presentation.

Developing Online Modules for Beginning Instructors of Online Pedagogy: Best Practices and Research-Based Methods

Presenter(s): Jill Perttula, Stephen Goss, University at Buffalo
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Student and Faculty Support: Access and Accessibility
Format: Poster

Through the IITG Grant between the University at Buffalo and the University at Albany, the Learning and Instruction department at the University of Buffalo was granted the opportunity to build online modules that address online pedagogy and application.

The three completed are fully online and are designed for faculty who are interested in online education, new to online education, as well as those that are experienced online practitioners. Participants will learn how to effectively use new and emerging online technologies, paired with analogous pedagogy, in order to deliver course content through an engaging online learning format.

The modules are intended to provide faculty with an overview of online education pedagogy while asking course participants to evaluate and collaboratively create successful online practices to target emerging needs of SUNY online educators. The modules are delivered through the Center for Online Teaching of Excellence (COTE) and will include strategies to support online communities of practice and mechanisms for learning assessment and feedback.

Each module is two-weeks long and divided into two, one-week long segments. During each week long segment participants read and respond to scholarly articles, then complete an activity that addresses the key issues and concepts from those articles. The activities are an opportunity for participants to explore and demonstrate their understanding of the concepts presented in each module.

These modules serve multiple needs. Some experienced, online faculty want a quick 1 credit module to improve their teaching in a specific area. Others are considering online teaching and want to explore it in a safe, supportive environment.

The modules will go live in the Spring of 2016. Dr. Stephen Goss and graduate assistant, Jill Perttula will discuss the modules and the supporting research. In addition, they will discuss what they hope will happen with their online community of practice that will be created through the online modules.

Information Technology in Sport Management Curriculum

Presenter(s): Reneta Barneva, Penny Hite, Fredonia State
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Poster

Sport Management is a relatively new discipline offered by higher education institutions at associate, baccalaureate, master and doctoral levels. As in every emerging field, information technology plays an important role in Sport Management professional preparation. Here we briefly consider four main groups of information systems used in the Sport Management profession and make recommendations for inclusion into various courses in Sport Management which may provide real-life experience to future professionals.

1) Team management software – provides for player registration, collection of forms and waivers, player performance reports, team management documents, payment procurement, payment plan options, financial report preparation, as well as allowing for various types of communication. Currently, there are several computer software programs that provide team management services including: LeagueLobster, TeamSideline, and ActiveSport. Software such as TeamStuff not only provides these services, but is also free to use. An in-depth understanding of the features of a team management system would be extremely valuable to students in Sport Accounting and Finance, Personnel Management in Sport Industry, and Athletic Coaching.

2) Veins of Sport Management such as public relations, journalism, and digital marketing require software to aid in the construction of web sites, manage marketing campaigns, enhance social media marketing, prepare sales management dashboards, enrich advertisements, and boost fan engagement. Some of the popular systems in this area include the news aggregator Feedly, Website Builder for web design and authoring, Google Keyword Planner for targeted advertising, and the cloud-based marketing system Vocus. Courses such as Marketing Management in Sports, Public Relations in Sport Industry, and Sport Journalism could benefit greatly from the use of this software.

3) Data analytics and decision making software includes several data-mining systems that use past data to predict future performance. In addition, these systems provide the user with the ability to clean and visualize the data providing considerable value to any sport manager. Some examples are Knime (free software), RapidMiner and NodeXL. A special class of this type of software allows for training of players by providing video analysis with the provision to record, tag, review, draw, and edit videos from post-match and live training. Popular systems include: DartFish, LongoMatch, and SportsTracker. The features of these systems could be demonstrated in courses such as: Techniques of Coaching, Risk Management, and Financial and Revenue Strategies courses.

4) Event and facility management software facilitates scheduling and management of tournaments, fields and teams, as well as tracking revenue and ticket sales. EZFacility, SchoolDude, and FrontDesk can provide these necessary Sport Management tools and would be taught appropriately in courses such as Facility Management, Event Management and Intro to Sport Management.

Currently a universal system integrating all the above elements does not exist. We therefore recommend that software addressing the specific content needs be introduced in the appropriate course. This will provide curriculum specific instruction, without overload, that best prepares graduates for the Sport Management profession.

A Quantitative Assessment and Comparison of Conceptual Learning in Online and Classroom-instructed Anatomy and Physiology

Presenter(s): Joel Humphrey, Nathaniel Thomas, Robert Humphrey, Cayuga Community College
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Engaging Students: Tools and Strategies
Format: Poster

Have you ever wondered if student learning in online biology courses is equivalent to the learning that occurs in traditional on-campus courses? Science courses have a distinct legacy of experimental and theory-driven pedagogical approaches to promote learning. Can these pedagogical methodologies be replicated in a virtual environment to support equivalent learning? The number of students enrolling in online courses is rapidly accelerating, and therefore performance-based evidence of the effectiveness and equivalence of such courses to enhance student learning is necessary, especially in lab-based science courses – where research is currently lacking. This session will present an overview of a study that compared conceptual learning of online and on-campus students in a two-semester anatomy and physiology course sequence, the first such study to be conducted in asynchronous online anatomy and physiology courses. Two terms of students completed standardized pre-test and post-test assessments designed to assess content knowledge and conceptual learning based on change scores before and after the teaching intervention. A multivariate regression model was used to assess the influence of learner variables on the knowledge-based assessment outcomes. An Analysis of Covariance (ANCOVA) was used to examine the effect of course modality on learning. The results of this study can be used to inform the ways in which learning in online anatomy and physiology courses parallels that of its physical on-campus counterpart, and can be applied to assist institutions when making considerations regarding how these courses are implemented, when they are offered, if they are acceptable for transfer, and how their benefits can be utilized in higher education to reach and attract students.

Permaculture Mobile App

Presenter(s): Grace Maxon-Clarke, Lily Choi, Cara Thompson, Marissa Specioso, Elijah Vary, SUNY Oswego
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Going Mobile
Format: Poster

The Permaculture Living Lab at SUNY Oswego is a living laboratory designed to educate and inspire the campus community in creating resilient, regenerative and self regulating (agri)cultural systems. The garden is interdisciplinary platform open for the campus community exploration. To encourage this exploration and educate students and faculty, graphic design students paired with English and Permaculture faculty and student to create an free and interactive mobile app. Students worked to create iOS and Android versions of the app which will be maintained and updated to mirror to the growth and development of the Permaculture Living Lab. This presentation will highlight the student driven content and design decisions and strategies in the creation of the mobile app.

Tools and Strategies to Engage Learners and Educators in Open Source Environment

Presenter(s): Gurmukh Singh, Fredonia State
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Engaging Students: Tools and Strategies
Format: Poster

In current digital age, higher education institutions must adopt modern tools and strategies to engage and train their students in open source learning environment. For their future survival, educational institutions are forced to employ modern educational tools and techniques in order to fulfill the demands of private and government agencies. The main reason being, the workers employed in digital companies are also required to reeducate and improve their technical and educational skills due to tremendous local and global competition. Due to recent advancement in broadband data communication, HTML5 and Web 2.0 technologies, there is an enhanced trend to try out new quality learning environment for the student's engagement so that they could get the proper training by sitting at their residence. Consequently, several educational institutions are adopting or in the process of adopting new tools and pedagogies to attract local/global student-populations using modern e-learning course management systems. Designing of quality learning environment for the student's engagement presents a real challenge for both educators and technical personnel. Current scholarly article is an attempt how we met this challenge successfully to engage and train the learners in open source course management system such as MOODLE from the past one and a half years to fulfill the demand of local/global student populations at the State University of Fredonia.

Cloud Technologies for Education

Presenter(s): Delbert Hart, SUNY Plattsburgh
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Poster

Cloud computing has several different layers, and these layers have different strengths and weaknesses with respect to their use in an educational setting. All of the cloud computing layers allow users to access their data from any where they can connect to the cloud. The differences show up in the level of customization possible and corresponding amount of development needed. The three main layers of cloud computing are

- 1) Software as a Service
- 2) Platform as a Service
- 3) Infrastructure as a Service.

This presentation describes examples of each of these cloud layers in an educational setting and the benefits and limitations of each.

Software as a Service provides users with complete software products, such as word processors and spreadsheets. One advantage of these systems over the corresponding desktop versions is their support for collaboration and sharing. These software products can also be customized through the use of scripts to provide additional functionality.

Platform as a Service applications use the cloud as a backend storage and/or compute engine. These applications require greater development effort, but can be seamlessly integrated with the software services provided by the campus.

Infrastructure as a Service allows specialized/experimental computing systems and services to be made available to students and faculty.

The presentation will describe the author's experiences with the different technologies for use in the classroom, the strengths and weaknesses of each, and starting points for getting started with each.

Enhanced Student Engagement using Cell Phones and Tabletop Computers or Smart Boards

Presenter(s): Reneta Barneva, Fredonia State; Riya Banerjee, Kamen Kanev, Bill Kapralos, Michael Jenkin
Time: 5:00 - 6:15 pm
Room: Barrington Student Union
Track: Engaging Students: Tools and Strategies
Format: Poster

Contemporary trends in education call for innovative methods and technologies to engage students in user-centered learning. In this line, collaborative hands-on projects are recognized as excellent stimulators of student interaction and active learning. This approach to learning has been addressed in a number of scholarly publications where aspects of activities assignments, team formation, and distribution of roles are discussed.

In this work we put collaborative student engagement in a different perspective considering a novel, more interactive educational environment and explaining how to employ it to enhance student learning. In a traditional collaborative setup, students get together in front of a blackboard or around a table and engage in discussions keeping track of the ongoing activities by taking notes on paper. Nowadays, however, students will rather use their laptops, tablets, and smartphones to write down their notes. With such mobile devices collaboration is further enhanced by taking and distributing pictures and video, exchanging files, and even sharing screen views.

In the advanced collaborative environment that we consider, the traditional blackboard or table is replaced by a digitally enabled surface such as a smart board or a tabletop computer. A typical smart board supports collaborative writing, visualization, retrieving, and recording of information. In this scenario a few students act as presenters standing by the smart board and drawing, writing, and interacting with it, while the remaining students observe from a distance. A typical tabletop computer, on the other hand, consists of a horizontally placed touch screen with visualization capabilities controlled by a computer and an interactive functionality similar to a smart board. In this scenario the interactive surface is equally accessible to all students that are seated around the tabletop facing each-other. From psychological viewpoint, this environment is much more stimulating for team-work.

The information displayed on the tabletop computer or smart board can be further enhanced with augmented reality (AR) views through mobile application running on student smartphones. AR supplements the physical or virtual word with additional information so that individual student may have different views, customized for their specific needs. Imagine, for example, a group of students working on their plan for a field trip to a historical site. A map is presented on a tabletop for shared use and students are charting paths and collectively exploring itineraries from their school to the target site.

In this context, a student focusing on the budget may use his smartphone for augmenting the shared itineraries with mileage and cost information. Another student, looking through her cell phone may see the museums marked on the map with their opening times and make a schedule of their visit. Yet another student, looking at the same map through a smartphone, may see descriptions of the historic sites to be used for a brochure.

The discussed collaborative work model based on classroom smartboards or tabletop computers linked with student smartphones to present individualized augmented reality views has a lot of potential. In our presentation we will use images and video clips to illustrate the practical implementation of the model and will report experimental results.

FACT² Mobile Technology in Teaching and Learning Poster Session

Presenter(s): James O. Whitlock, University at Buffalo; John Kane, SUNY Oswego; Kirsty Digger, SUNY Delhi; Judith Littlejohn, Genesee Community College; Audi Matias, Empire State College; Pat Maxwell, The College at Brockport; Doug Kahn, Suffolk County Community College

Time: 5:00 - 6:15 pm

Room: Barrington Student Union

Track: Going Mobile

Format: Poster

The FACT² Mobile Technology Task Group spent the 2014-16 academic years investigating examples of effective practice in academic mobile technology use and support. In this session, representatives of the task group will demonstrate apps and tools that have been successfully incorporated into an academic environment. We will bring our own mobile devices for demonstrations and will guide participants in finding, installing, and using apps that can enhance their productivity in teaching and learning. In addition to demonstrating particular apps, we will demonstrate how mobile devices can be used for wireless presentations. We will also display the wiki, blog, and listserv resources created by the mobile technology task group.

SPECIAL INTEREST GROUPS – SESSION 2

Academic Freedom: UUP presentation and member discussion.

Presenter(s): Ramona Santa Maria, Buffalo State College; Debra Backus, Chris Sweeney, SUNY Canton

Time: 5:00 - 6:15 pm

Room: Barrington Student Union, Room 204

Track: Open Educational Resources: Strategies, Advantages, and Savings for Students and Faculty in Practice

Format: Special Interest Group

Within SUNY employee's union, United University Professions (UUP), is the state-wide Technology Issues Committee (TIC). This committee is charged with evaluating effect of technology on UUP members. Special areas of concern include: educational quality; distance education; access and training issues; academic freedom; and the effect of technology on working conditions and staffing.

In terms of the committee's charge, the focus of this CIT proposal Academic Freedom (AF) is the focus. Mainly looking at issues surrounding campuses educational responsibility in cyberspace, faculty's AF and

educational responsibility that enables instructors to do their jobs and provide students with a quality education.

This is a presentation, but also an information gathering session. The TIC would like to get a baseline of information to see where each campus stands on AF. Some of the ideas and concerns that this interactive presentation will explore are :

1. 1.Overall AF concerns in online education
 - a. How academic freedom is used in course design and evaluation methodology.
 - b. How college owned courses can affect the quality of educational outcomes.
2. How direct deals with publishers and canned courses affect academic freedom
3. How college administration can manipulate online course design to fit budgetary constraints.
4. This is an interactive session and participants are encouraged to bring information from their campuses to share.

SESSION SEVEN – FEATURED SPEAKER SESSION

Learners First: Coursera’s Approach to the Creation of the Best Learning Experiences

Presenter: Andreina Bloom Parisi-Amon, Coursera

Time: 8:45 – 10:00 am

Location: Performing Arts Center

Over the past few years, the world of MOOCs swung widely from a novel idea and answer to all educational woes to a disappointment, and it now stabilizing where it belongs — an exciting and growing tool for access to life-transforming learning experiences. However, the burning question remains: how do we create these transformational experiences? In this session I’ll discuss Coursera’s “Learners First” approach to the development of learning experiences, from understanding where learners are, to aiding in the creation of content tailored to their needs. This starts with the work of our Content Strategy team to understand what learners want and need, focuses on the pedagogy of how to guide great learning, and culminating with the need to connect learners with the right experiences for their goals.

Students' Perceptions of Technology Needs

Presenters: Lamya Almomani and Mohammed Alaqil, SUNY Potsdam

Time: 8:45 – 10:00 am

Location: Dunn Theater

This documents a study done at SUNY Potsdam where we attempted to understand what technologies are used by the students, what technologies are favored by students, and how these technologies affect their abilities and education at SUNY Potsdam.

SESSION EIGHT

Instructional Technology to Stimulate, Enhance, and Attract Students In The Engineering Technology Field

Presenter(s): Lucas Craig, SUNY Canton
Time: 10:30 - 11:00 am
Room: Flagg 102
Track: Engaging Students: Tools and Strategies
Format: Presentation

A concrete understanding of Science, Technology, Engineering, and Math, is critical for sustaining our future with a need for highly qualified STEM personnel in the workforce to establish innovation and prosperity. Specifically, engineering technologists, individuals who apply engineering principles and technical skills closest to the product are in high demand. Schools, such as SUNY Canton, provide the needs to prepare students for this workforce need, and thus, it is of high importance to educate students to maintain and fulfill these needs.

This presentation will describe a method of instructional technology that can stimulate, enhance, and attract students in the Engineering Technology field. This is accomplished by using innovative teaching methods, interdisciplinary collaboration, and engagement with local high school students. Specifically, a project-based engineering technology course was developed. This course provides the opportunity for students to learn about the different types of engineering technology programs and provide students with the opportunity to view applications of engineering technology in a new, novel way.

Two primary teaching technologies were used to deliver engineering content in the general elective engineering technology course: A 3-D projector system and the gesture-controlled armband, called the Myo. The 3-D projector system allows students to view the subject matter in 3-dimensional space. The Myo analyzes muscle movement provided by an individual's arm to control technology such as computers, smartphones, homes (i.e., lights, TV), and robots. It also provides students with a new way to control presentations and showcase ideas. This technology was also applied to other school majors at the college as a supplement learning opportunity for students. Data assessment on the effectiveness of these teaching technologies and an evaluation on the new engineering course will be shown along with a brief demonstration of the 3D projector and Myo gesture controlled armband.

Introducing the CAIT Matrix – A New Collaboration Process

Presenter(s): Lisa Stephens, University at Buffalo
Time: 10:30 - 11:00 am
Room: Flagg 103
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Increasingly grant applications call for broader, inter-disciplinary and inter-institutional collaboration. The challenge is to identify potential collaborators who may already have research underway, or to locate innovative research that can be built and capitalized upon. Several universities and systems have seed grant programs, but it's often difficult for principal investigators to sustain projects and innovations without additional funding opportunities and broader collaboration.

The CAIT Matrix is a potential solution currently being tested among SUNY, Penn State, the University System of Maryland, Shippensburg University and the University of Massachusetts. The concept was launched at the “Leading Academic Change” summit hosted by the University of Maryland System. A group of collaborators explored how we could share information about projects that had potential to be “scaled up” across multiple institutions.

Toward that objective, the newly self-named Collective for Academic Innovation and Transformation (CAIT) Team reviewed tagging from ELI, NMC, and existing grant programs to see how a more granular (but not TOO granular) system could be developed to assist in identifying collaboration opportunities outside of a home campus. The team then went one step further to identify some of the broader contemporary themes that are challenging higher education to begin mapping identifier tags to “large scale” problem solving. The matrix and tagging process can be used by institutions to provide an overarching coherence and uniform structure for the awarding, assessment, and reporting of internal seed grants, and to align and connect their seed grants with broader national initiatives.

At the time of this writing there is no interactive site established, but the purpose of this presentation is to gain feedback for potential use and refinement. An image of the draft matrix can be viewed at: <http://commons.suny.edu/iitg/files/2015/12/themes-images.jpg>

The Open SUNY COTE Effective Practices Showcase

Presenter(s): Erin Maney, System Administration
Time: 10:30 - 11:45 am
Room: Flagg 203
Track: Inquiry: Scholarship, Discovery, and Innovation
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 February and will become part of an effective practices repository. The panel aims to showcase the effective practices chosen by the recipients' peers that demonstrate the best strategies, practices and innovations highlighted by this year's award process.

Engaging Health Professions Students Using an Evidence-Based Case Study Approach in Interprofessional Education

Presenter(s): Maryruth Glogowski, Buffalo State College
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Ignite

Quality health care requires a more holistic approach and higher education is not structured to facilitate that effort. New Interprofessional Education (IPE) accreditation standards require students in the health professions to be able to work in cross-disciplinary teams. Accrediting bodies are looking for evidence of those interactions. This presentation details the collaboration of a college with two health care professions (Buffalo State) and a university with seven health care professions (University at Buffalo). This SUNY IITG project used a flipped classroom model, using Blackboard, to introduce students to the roles and responsibilities of the health care professions: Dentistry, Dietetics & Nutrition, Nursing, Medicine, Occupational Therapy, Pharmacy, Physical Therapy, Social Work, and Speech-Language Pathology. It also reviewed the principles of evidence-based practice and introduced students to PubMed and methods of searching to provide an evidenced-based plan of care that optimizes patient outcomes. After securing IRB permissions on both campuses student subjects were recruited. Subjects completed about 3-4 hours of work in Blackboard. The committee-vetted modules were developed by librarians, faculty, and instructional designers at UB and imported to Buffalo State. Students used their respective LMS platforms and were pre-tested with the Adapted Fresno Test and the Readiness for Interprofessional Learning Scale (RIPLS). They completed the online tutorials with quizzes for Evidence-based Practice and the Interprofessional Education and Healthcare Professionals' Roles and Responsibilities. Then subjects were post-tested with the Adapted Fresno Test and RIPLS. Subjects who completed all testing by 11:59 pm on 9-17-2015 were eligible for the face-to-face interprofessional activity. Of the 54 subjects recruited 39 completed. They were randomly assigned to groups in two sessions held the next day. On September 18, 2015 student subjects met their interprofessional teammates in Butler Library's active learning classroom (Steelcase media:scape) for a 2-hour session. Librarians and faculty served as facilitators. Students were grouped in teams of 5 with only one subject representing a profession at each table. They introduced themselves and their profession to their teammates and were presented the Case Study for review. (The case was written by a faculty member and vetted by faculty representatives from each profession.) Subjects collaboratively developed an interprofessional evidence-based Plan of Care for the patient. They shared plans with the whole group. After completing a post-assessment subjects participated in a group debriefing of the project. They were asked, "What went well" and the response was extremely positive. They found valuable information in the evidence-based modules. They liked being able to consult with another profession immediately, especially being able to work with student professionals; they felt it would be easier to ask for a consult in their next clinical setting. They were asked, "What should we do differently?" Discussion centered on tweaking times and group composition.

On the afternoon of October 30th we hosted a conference on IPE with national speakers. In the morning there was a small meeting with the speakers to discuss our IITG research project and its impact on future IPE activities in SUNY.

Challenging Content and Video based Solutions: Student engagement through YouSeeU

Presenter(s): Christine Rine, Buffalo State College
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Ignite

Engaging students can be a challenge under the best of circumstances in a traditional, face- to- face classroom; when the learning environment is online, this challenge can become monumental. Although Learning Management System (LMS) tools and various university resources, particularly those that allow for real time collaboration and communication, are growing daily, I have found that none have had the impact on student engagement as much as the video capabilities of YouSeeU. YouSeeU is an online video based capture application that pulls together various methods of collaboration, communication, and unconstrained and individualized teaching and learning possibilities through one easy to use platform.

In addition to the usual virtual classroom challenges, specific course content can also present difficulties in achieving a level of student engagement that is required by student learning outcomes and discipline specific accrediting bodies. In particular, courses and disciplines that are dependent on cultivating student's skills and abilities to interact with others in a professional and competent manner are often perceived to be at an additional disadvantage. In the field of Social Work, we build student proficiency in engaging and building rapport with clients, conducting assessments, providing interventions, and evaluating client outcomes. Clearly, many of these skills are based on interactions with individuals, groups, and communities where face- to- face contact is the expected manner of professional work. As one might imagine, instruction around content of this nature is often thought to be impossible, impractical, and somehow of a lesser quality when delivered in an online environment. Further, Social Work must also actively illustrate competency based Educational Policy and Accreditation Standards (EPAS), as indicated by the discipline's accrediting body, the Council on Social Work Education (CSWE). Taken together, course content and the demonstration of student's skill acquisition for accreditation requirements, adds to the importance of student engagement throughout the curriculum. YouSeeU provides a platform in which to meet these demanding goals; the process of practicing and demonstrating proficiency in professional relationship building, diagnostics, treatment, and client goal assessment, is not only achievable- but measurable. Additionally, the YouSeeU platform facilitates a sense of connectedness and collegiality in the 'classroom' that goes well beyond what I thought was possible. Among the features that have substantially added to the success of students are those that provide a sense of who the student is as a person and professional and those that foster real time communication and collaboration.

This presentation highlights specific YouSeeU video based applications and how they are used to meet student learning objectives, create a repository of documentation for program accreditation and evaluation purposes, and to build a sense of student engagement that may very well surpass that of traditional class room settings. Presentation attendees will benefit from specific examples of actual course applications of various YouSeeU components which will include a sampling student projects and feedback about the use of this platform as a means of engagement and learning.

Pathways to Online Readiness – The Institutional Readiness Process and the Enrollment Planning Roundtable

Presenter(s): Emily Schwartz, Kim Scalzo, System Administration
Time: 10:30 - 11:45 am
Room: Flagg 211
Track: Student and Faculty Support: Access and Accessibility
Format: Panel

The Open SUNY Institutional Readiness (IR) Process and Enrollment Planning Roundtables were launched in 2013 and 2015, respectively, in an effort to assist online and campus leadership in thinking about strategic ways to increase the capacity and capability of SUNY campuses to ensure quality and success in online learning as we scale to achieve the growth target of 100,000 new, degree-seeking students enrolled in online programs.

The IR process involves a three-part campus consulting engagement, facilitated by a team of two Open SUNY IR experts, and requires the participation of the campus leadership team. Campus outcomes include a self-assessment of the campus based on the Online Learning Consortium Quality Scorecard, including identification of the campus's best practices and areas where the campus has gaps to be closed. The final outcome is a comprehensive implementation plan that includes a commitment to ongoing continuing quality improvement.

The Open SUNY Enrollment planning roundtables are free consulting services provided by SUNY System Administration to help campuses identify their online planning aspirations, program areas that may be ideal for growth based on high needs/high demand, and strategies to advance these efforts through a scalability plan. The goal of the roundtables is to achieve alignment on enrollment planning aspirations, identified high priority programs and associated marketing, recruitment, and enrollment strategies. The roundtable will also help campuses identify tangible next steps to advance these efforts via a scalability plan to ensure resources for support will scale with enrollment growth.

This panel session will include some preliminary system-level outcomes we're starting to see, as well as campus level outcomes and impacts from the campuses who have gone through each process. This will be a great opportunity to have any of your online readiness questions answered.

Showcase Yourself in the Cloud — Using Cloud Technology to Create Online Portfolios

Presenter(s): Jiang Tan, Liz Whitbeck, SUNY Cobleskill
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Ignite

A portfolio is a useful tool for assessing students' learning because it is a purposeful collection of students' work that tells the story of their personal self and growth at different stages and in various subjects. Unlike standardized tests, portfolios are direct indicators of a student's learning experiences and a display of a student's performance without interpretation of test scores.

With the development of modern technology, electronic portfolios have become popular in education because e-portfolios allow students/teachers to collect and organize portfolio artifacts in many media types, including audio, video, graphics, and texts with hyperlinks connecting and mapping evidence to

the appropriate learning standards. E-portfolios are easy to access, distribute, evaluate, and store. For this reason, students, or the e-portfolio developers, will feel empowered.

There are many tools that students can use to create e-portfolios such as CMS and commercial tool ware. Many companies also provide e-portfolio services. Although some commercial tools provide free templates, it is either ad supported or requires editing on-line. Other commercial tools are costly especially for colleges with a small technology budget.

Early childhood education students and professors at SUNY Cobleskill take advantage of the improved flexibility of accessibility of Cloud Technology to design, develop, and share portfolios using MS 365 OneDrive and Google Site for their practicum classes. The students feel that Cloud Technology provides them with a dynamic and developmental space to present their academic bests on the web. They can easily share the contents online too.

The advantage of using OneDrive is that it is part of MS Office 365 with a large Cloud space online. Students share their folders with the field supervisor and faculty advisor. It makes it easier for the supervisor and advisor to review their collections in the folders and provide feedback. They can also share their folders with other students in the class for collaborations.

Google Site is a powerful tool that showcases students' best practices in many dynamic ways. The links and embedded features make the navigation very simple. Students do not need any web designing skills to create their e-portfolios. What they need is a Google account and then give their professor and field supervisor access to the account. The professor as an advisor may need to set up some rules such as what she/he expects students to post.

Cloud Technology tools such as MS OneDrive and Google site are user-friendly programs that make the process of developing e-portfolios a fun activity. They are also free and easy to access anywhere and anytime. Students can have full control of the contents and do not have to worry much about the maturity of the program.

Bubblelines, E-Codices and Sankey Diagrams: Creating (and Sharing) Inquiry, Scholarship, Discovery and Innovation

Presenter(s): JoNelle Toriseva, Genesee Community College
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Ignite

Digital technologies foster core skills in the pedagogic practice of our fields, while catalyzing insights and inspiration in the classroom. Digital Humanities (DH) tools enable us to create a space for student inquiry, scholarship, discovery and innovation.

In terms of discovery, digital pedagogy in the humanities gives us the opportunity to re-order the boundaries. Voyant tools Bubblelines and Scatterplots are used to help students experiment with text and see what they discover. In the same fashion, Sankey Diagrams are used to illustrate changing states, as this stratagem show changes over time in an easily understandable format.

DH and its tools allow us to articulate how pedagogy reflects disciplinary norms. For example, when studying poetry and pedagogy, do we talk about how poetry is framed, read and interpreted, or do we

delve into the pedagogy of composing poetry? While this debate has historically been seen as the literature vs. creative writing divide in English programs, DH gives us the opportunity to reconfigure this conversation due to the collaborative nature of DH. For example, in Herbert Tucker's "for better for verse" resource from the University of Virginia. Digital tools are applied to the teaching of rhythm and meter. Scansion, an often daunting topic, is addressed from multiple perspectives. In the same fashion, at UCLA undergrads conduct ethnographic research on online communities and cyberculture, creating a virtual netnography. This online ethnography is then shown collectively.

Along with Digital Ethnography, in terms of the discovery, the use of PhotoVoice in the COIL Latin American Academy 2, proved fruitful in forwarding cross cultural collaboration online between students in New York and Mexico.

In terms of sharing scholarship, one digitally inflected tool is that of curation, of both established and emerging collections. In the spirit of augmenting the field of history, and in order to bring stability and standards to digital scholarship, George Mason University's History Department recently adopted digital dissertation guidelines.

Allowing expansion and forwarding innovation, transmedia, cyberanthologies, TAPor, Google ngrams, Juxta and t-Pen allow students to delve into texts from yGododdin to Delarivier Manley in new ways, along with others. Additional Digital Aggregations allow for the integration of teaching and learning. For example, the Medieval Electronic Scholarly Alliance cites Penn in Hand as a resource for students where bibliographic information and digital facsimiles for selected collections of manuscript codices, texts, documents, papers, and leaves held by Penn's Rare Book & Manuscript Library, along with Lawrence J. Schoenberg's E-Codices. This undertaking attempts to provide access to all medieval and selected early modern manuscripts of Switzerland via a virtual library. Such digital tools can integrate teaching and scholarship, providing the means to furthering knowledge, student growth, engagement and research

Since the area of DH is still forming, several shifts have occurred, both topically and within their particular milieus, so some of these issues will be addressed, as well as the future trajectories, complications and possibilities.

Exploring Bb Learn's Institutional Hierarchy

Presenter(s): Katharine Dutton, SUNY Oswego
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Student and Faculty Support: Access and Accessibility
Format: Ignite

In August of 2015, SUNY Oswego completed the migration of courses to Blackboard Learn and began exploring the institutional hierarchy as a solution to address a variety administrative requirements within the LMS.

SUNY Oswego is made up of four colleges with over 100 programs of study, some of which have unique requirements of the LMS, such as:

1. Department chair requesting observer access in all department courses.
2. Department staff requiring course builder access to all department courses to distribute documentation required for accreditation.

3. Departmental third-party software licensing.
4. Departmental course evaluations.

The ability to delegate administrative privileges to an individual college or program of study to address a specific and unique requirement; releases the LMS administrators to focus on improving system performance and support. Each semester over 1100 courses use the campus LMS, making the delegation of specific administrative tasks desirable. This presentation will focus on our progress with exploring, setting up, and implementing institutional hierarchy for our campus.

Revamping Library Orientation to Better Support Developmental Students

Presenter(s): Alice Wilson, Monroe Community College
Time: 10:30 - 11:45 am
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Ignite

Research suggests library use has a positive impact on student grades and retention. How might community college libraries better connect key resources and services to those students less likely to use them? Monroe Community College librarians revamped library orientation in order to raise library awareness and present a friendly and supportive face to students enrolled in college success courses. These students, many of whom enter college taking at least one developmental course, have responded well to our new approach which incorporates constructivist learning strategies, inquiry, ipads, and social media.

Getting a Handle on Blackboard Enterprise Surveys

Presenter(s): Douglas Hemphill, Kristen Flint, SUNY Oswego
Time: 10:30 - 11:45 am
Room: Flagg 162
Track: Student and Faculty Support: Access and Accessibility
Format: Hands-on Demo

In 2015 SUNY Oswego switch from Angel and began employing the Blackboard Enterprise Survey system to gather student evaluations for classes being taught online. We found the system to be somewhat daunting at first, but now that it is implemented, we have found that it has streamlined our procedures and boosted our student response rate from about 20% to approximately 50%!

This demonstration will provide the audience a walk-through of survey system, and will look at the mechanics of releasing surveys, releasing results, and controlling release periods. We will also look at the lessons learned by SUNY Oswego in implementing this system and our internal procedures for how it is used. This includes a hands-on look at the techniques used to look at the evaluation data for outstanding faculty and potential issues. Finally, we will talk about some possible future implementations of evaluations made possible by the Enterprise system.

Utilizing Smartwatches and In Vivo Longitudinal Experience Sampling to Understand Students' Activities and Affective States

Presenter(s): Roger Taylor, SUNY Oswego
Time: 11:15 - 11:45 am
Room: Flagg 103
Track: Engaging Students: Tools and Strategies
Format: Presentation

Emotion has long been recognized as playing an important, albeit frustratingly unclear role in education. Research on emotions has begun to reveal the extent to which students' emotions (or affective states) play a role in the learning process. Nonetheless, the complexities of this relationship are still not well understood, especially with respect to the emotions students may be experiencing during educational activities. One reason for this lack of understanding is that affective states that occur during academic activities are difficult to accurately measure. Smartwatches are an exciting new tool that can be used to help solve this problem. In this study eight undergraduate students were measured across one week using fixed and randomized longitudinal experience sampling. At each sampling the participants recorded their heart rate, activity, and affective state (discrete category, activation level, and valence level). Approximately one-third of the students' activities were categorized as being academic (i.e., attending class, studying, doing homework) with the remaining two-thirds being categorized as nonacademic (e.g., eating, socializing, working, etc.). Students reported significantly higher activation levels when attending small section classes compared with large lectures. This result was supported by the physiological data that showed that the students had significantly higher heart rates when attending the small section classes. The educational implications of these and other significant results will be discussed in depth.

Integrating Multiple Office Hour Formats to Increase Accessibility for Students in Large Lectures

Presenter(s): Benjamin Turnpenny, Alexsa Silva, Alex Haruk, Lynn Schmitt, Binghamton University
Time: 11:15 - 11:45 am
Room: Flagg 102
Track: Engaging Students: Tools and Strategies
Format: Presentation

The large lecture hall setting is a reality for several of our SUNY campuses. At the Department of Chemistry at Binghamton University, our general chemistry courses have class sizes from 50 to 800 students. Through the years, we have implemented several pedagogical techniques to engage the students throughout the class such as classroom response system, remote tablets, and cooperative group problem solving. However, some students are still intimidated to ask questions and to seek help outside the classroom.

We partnered with the Center for Learning and Teaching at Binghamton University by creating an interactive environment for reaching out to all of the students in our courses. We will present the development and implementation of a diverse offering of office hours that combine several options, such as face to face and/or remote interaction, online chat, and recorded sessions. We will discuss the success and problems that we encountered in the process of making the office hours more accessible to the large classes.

On the Leading Edge of Faculty Development. Incorporating Gamification, Open Access, and Large-scale Collaboration

Presenter(s): Anne Reed, Martha Greatrix, Robin Sullivan, Jeremiah Grabowski, Steve Sturman, University at Buffalo; Cherie van Putten, Binghamton University; Nathan Whitley-Grassi, Empire State College

Time: 11:15 - 11:45 am

Room: Flagg 206

Track: Student and Faculty Support: Access and Accessibility

Format: Presentation

Quality by Design (QbD): Strategies for Effective Teaching and Quality Course Design, a faculty development course and Open Educational Resource (OER) was developed through a partnership among the University at Buffalo, Binghamton University, Empire State College, Open SUNY COTE, and SUNY CPD. QbD incorporates content from multiple SUNY institutions and is facilitated by instructional designers and support staff from numerous campuses. Through the incorporation of alternative engagement methods, and a commitment to open access and collaboration, this project is situated on the leading edge of faculty development.

QbD is “LMS-agnostic” allowing participants to explore core concepts that are applicable no matter what technology is being used to teach a course. This approach puts precedence on the design and learning outcomes of faculty development rather than on the use of a specific tool. This strategy encourages participants to focus more purposely on learning objectives, instead of letting a specific technology dictate how content is taught.

Moreover, the materials have been designed so that they are applicable to any teaching environment, online, blended or web-enhanced courses. This course reinforces the notion that good teaching is good teaching, regardless of the delivery method. This approach allows participants to apply these concepts to whatever courses they are teaching while avoiding the misconception that effective strategies are only applicable to one specific format of delivery.

The traditional model for faculty development is modality-specific, but also institution-specific, and, often, discipline-specific. QbD allows faculty members at various types of institutions to collaborate and share ideas across community colleges, four year colleges, and university centers. QbD disrupts the traditional model which precludes sharing with non-peer institutions. QbD provides participants the opportunity to share their strengths and insights with colleagues at other institutions across the system. This project aims to help break down barriers, while building on the system-wide professional development programs at Open SUNY COTE and the CPD, and to strengthen the quality of education at all levels of the SUNY system.

Quality by Design is an open resource (adaptable, reusable, and sustainable). The materials of the course, and the course itself, are usable at any institution. Since the materials are not contingent upon a specific LMS, and are offered as an OER, anyone is able to adopt the materials directly, or adapt them for their own use. QbD materials can be re-purposed for on- demand learning by instructional support staff who provide instructional design/ pedagogical trainings and support at their own local campuses, or by individual faculty members. This innovation improves cost effectiveness and broadens the reach of quality faculty development across the SUNY system.

Quality by Design is aligned with the vision of Open SUNY by contributing to the systematic efforts to maximize online education for all SUNY students. This endeavor requires immense collaborative efforts.

Quality by Design is one of these efforts, proving that we are ONE SUNY, a cohesive system of synergy and innovation.

SESSION NINE

Creating Poster Presentations That Make Your Audience Happy

Presenter(s): Donald Trainor, University at Buffalo
Time: 12:00 - 12:30 pm
Room: Flagg 206
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Need to create a poster presentation for a conference but don't know where to begin? Or do you feel your posters fall a bit flat and aren't helping attract the audience you would like? This presentation covers common problems faced when creating poster presentations for conferences and display, and offers simple solutions and advice for creating more effective posters. Learn basic design principles that will make your posters more inviting and easier to read, find out what you should do before printing your poster, and test your new knowledge as we critique some sample posters. As an added bonus, the design principles covered in this presentation can also be applied to newsletters, reports and more, and are easily shared with your students.

A Pilot Study on Using the Flipped Classroom Model for Engineering Mechanics-Statics

Presenter(s): Firas Khasawneh, SUNYPoly
Time: 12:00 - 12:30 pm
Room: Flagg 210
Track: Engaging Students: Tools and Strategies
Format: Presentation

This presentation will discuss using the flipped classroom concept for teaching Statics to Civil and Mechanical Engineering sophomores at SUNY Polytechnic Institute. The process and technology used as well as the in-class activities and the lessons learned will be discussed. Although this is the very first attempt to flip Statics at SUNY Poly, students' feedback and the results of pilot data on student understanding of the presented concepts using developed rubrics indicate that the flipped classroom model is a viable option for improving understanding and increasing student engagement in Statics.

In the flipped classroom model used for Statics, the instructor created pdf templates that introduced the different topics of statics. These templates were created using the Beamer package in Latex. Artwork was included from two sources: the textbook and original content created by the instructor using Inkscape, an open-source vector graphics software. A commercial screen capture software called Camtasia, a Wacom tablet with a stylus, a commercial software for pdf annotation called PDF annotator pro, and a headset were then used to record the instructor presenting the material and annotating the pdf templates. The videos were made available to the students on Blackboard along with the corresponding un-annotated pdf templates. The students were required to print the pdf templates and fill in the missing details while watching the corresponding videos. During the videos, the students are often challenged to pause the video and try to solve a certain problem or parts of it. The students were

instructed to use the videos for hints or to check their solutions. The students were also required to bring their annotated notes to the classroom along with any questions they may have about the presented material. Class time was then used to solve worksheets related to the videos that the students watched on their own. Students worked on these problems in teams of 3 to 4 students and the instructor walked around the classroom providing immediate feedback to the different groups and answering questions. The last fifteen or twenty minutes of the class time were then used for reflection upon the material covered. During this time the instructor would ask a member from each group to present his/her group's solution and to tell the class about something that the group found interesting or surprising, and about something that they found challenging.

Engagement On Demand: Capstone Projects in New Platforms

Presenter(s): Michele Forte, Dana Gliserman- Kopans, Empire State College
Time: 12:00 - 12:30 pm
Room: Flagg 211
Track: Engaging Students: Tools and Strategies
Format: Presentation

In 2014, a multidisciplinary team from SUNY Empire State College received a Tier 3 IITG to develop a Coursera MOOC titled Mastering American e-Learning which investigated the cultural barriers often faced by international students when navigating the e-learning environment. This MOOC was deemed an “iMOOC” described as “A Multiuser Platform for International Students to Navigate U.S.-style Virtual Learning Environments” in the final report authored by PI Dr. Valeri Chukhlomin. The overarching course objective was to help learners identify key competency areas in which they might face challenges in this environment, and to create a plan for self-improvement based on one focused, identified gap. The learning outcomes included the ability to recognize six competency areas needed to understand American learning and work environments; to examine the requisite levels of proficiency in awareness, knowledge, skills, and attributes; to identify and explore effective strategies, best practices, skill-building techniques and helpful resources that can be used to eliminate gaps and alleviate barriers; to self-assess perceived level of mastery in various levels of competencies and to identify gaps in awareness, knowledge, skills, and attitudes in order to develop personal strategies for improvement. Dr. Chukhlomin notes that international students are more familiar with teacher-centered teaching and learning environments, and therefore struggle with student-centered, American pedagogical strategies. The online modality can exacerbate these cultural and learning barriers. Therefore, self-regulation and self-directedness were emphasized to engender confidence and competence in international students who perform in these learning and work environments.

The original iMOOC was certainly a success: It has received a prestigious international award for innovation at Reimagine Education at Wharton (<http://www.reimagine-education.com/>). However, Coursera’s shift to the on-demand platform necessitated a revision of the original iMOOC. This presentation describes the next iteration of this project. A key feature of the On-Demand format is a Capstone Project. To support the thoughtful, deliberate completion of this project, course creators embedded scaffolded learning activities and tasks, including prompts for self-reflection, self-assessment, content quizzes, and a template outlining the Capstone task for that week.

We will discuss our process for creating these learning materials, compare the results from original iMOOC to the On-Demand version, suggest possible implications for course design in the On-Demand platform, and discuss observations regarding learners’ depth of reflection, emerging themes, and, based

on first run of course in this version, suggest potential changes to and improvements of the Capstone Project. To frame this presentation, we will reference Chukhlomin, V., Deshpande, A., and Chandra, B. (2013). Strategies for bridging cross-cultural barriers for international students' success in American asynchronous online degree programs. The South African Journal of Higher Education, 27(6), pp. 1477-1486.

Why Teachers Hate IT Workers (or "Why Professors want to throttle the next IT worker who asks about turning it off and on again.")

Presenter(s): Michael Friesen, Western University Canada
Time: 12:00 - 12:30 pm
Room: Flagg 162
Track: Inquiry: Scholarship, Discovery, and Innovation
Format: Presentation

Few occupational dyads are as diametrically opposite as those of IT workers and education professionals; thrusting these groups together is likely lead to inter-professional chafing.

The implicit expectation is simply that both sides will behave "professionally" and get on with their respective tasks, but the effect of clashing occupational cultures is that perceptions of services offered and services received may be grossly misaligned -- to the detriment of both occupational groups.

The stereotypes of both the IT worker and the university faculty are well-known, but they persist because there is an element of truth in the exaggerations. In the course of conducting research on relationships between IT workers and teaching faculty, the researcher uncovered a group of irritants centered around common themes.

This presentation will articulate some aspects of IT personnel behavior that cause irritation amongst teaching faculty. Each irritant will be examined in terms of conflicting occupational cultures. The underlying causes for these irritations will be discussed, and a set of common threads will emerge. Remediation mechanisms for each of these areas of friction will be discussed with a focus on individual-scale modifications to behaviors that will improve professional relationships -- allowing both teaching faculty and IT support personnel to work in greater harmony and with more mutual respect than frustration.

The session presenter, Dr. Michael Friesen, is an Associate Professor at the University of Western Ontario with qualifications and practical experience both as an educator and an IT manager. Drawing upon extensive personal experience and doctoral research, the presentation begins by establishing why inter-occupational relationships are important, and then highlights key differences between the demographics and occupational cultures of IT workers and educators. A small set of irritating behaviors on the part of IT workers will be presented, along with remediating strategies.

Time permitting, the existence of two types of intermediary will be discussed: "bridgers" and "tweeners", who hold respectively informal or formal trans-cultural roles.

General Education Courses: Building and Using a Blackboard Template for Rigorous and Explicit Learning

Presenter(s): Ann Emo, Buffalo State College; Carlos Jones, Buffalo State College; Raymond Boucher, Buffalo State College; Michael DiFonzo, Buffalo State College

Time: 12:00 - 12:30 pm

Room: Flagg 203

Track: Engaging Students: Tools and Strategies

Format: Presentation

A Liberal Arts education offers us the opportunity to introduce students to areas of study they may not otherwise have the opportunity to experience. This panel will discuss models of course design and delivery to make these courses as meaningful and impactful as possible by building and utilizing a Blackboard template organized by Student Learning Outcomes, for face-to-face and online classes.

Instructors have found that by utilizing SLO's as a reference for course content, students are experiencing more intentional and directed education. This is leading to a deeper understanding of the areas of study. For example, students in Introduction to Theater can explain the process and purpose of "Art" because they have learned about the structure of theater. Students have been offered a variety of ways to express this learning using technology, social media and other contemporary communications tools to allow creativity in assessment. Students who might appear to be inattentive prove to be quite engaged when able to demonstrate concepts through alternative means.

Additionally, administrators are looking at the big picture of course offerings and how they support SUNY and locally established SLO's. The use of Blackboard templates allows us to easily look at the connection between disciplines and to assess the effectiveness of the college curriculum by aligning content, delivery and assessment to Student Learning Outcomes.

Learning How to Learn: Using a MOOC and cognitive research to create a transformative environment for student learning.

Presenter(s): David Parisian, Marcia Burrell, SUNY Oswego

Time: 12:00 - 12:30 pm

Room: Flagg 103

Track: Engaging Students: Tools and Strategies

Format: Presentation

The context for this workshop is based on Dr. Parisian's experience in his CSC103 course: Computer Tools and Information Literacy for Educators. This course is a requirement for freshman and transfer students that have declared an education major at SUNY Oswego. The course, by design, teaches students how to effectively use technology both as a student and as a perspective teacher. Students gain proficiency with Google Drive and its apps, work collaboratively on presentation, evaluate apps, and use Prezi, Slides, and Snagit. The course is set in four two-week rotations with a series of tasks for each station. The course concludes with a Culminating Experience.

Dr. Parisian has listened to the claims of how unprepared students are for college. Thus, he set out to determine the validity of the claims and, if true, how to go about reversing the trend and breaking the cycle of having students with ineffective study strategies. Dr. Parisian will present his findings collected

in the course through a pre-assessment given at the beginning of the Fall semester 2015 and a post-reflective survey given at the end of the Fall semester.

The workshop will begin with participants taking the pre-assessment on what strategies research indicates work most effectively based on the book by Peter Brown, *Make it Stick*. We will review the group's pre-assessment data and discuss the rationale for the answers. The presenters will share student data, in which the majority selected the least effective technique most of the time. The assessment is an indicator of what student perceptions are towards what constitutes an effective study strategy based on how they were taught in school.

This information led Dr. Parisian to integrate a "Cognitive Science through Chromebook" two-week rotation. In the first part, students learned about encoding, consolidation, and retrieval. The second part was for students to use and vet various applications to create notes, flash cards, quizzes, and mindmaps. He will share student products from this process.

Dr. Parisian will explain the two-prong culminating experience. Students completed a four-week MOOC through Coursera entitled "Learning How to Learn," which complemented the earlier rotation, providing more details about human learning. The second half of the experience asked students to internalize and apply the strategies and techniques and create study tools for their final exams. Thus, students were using technology to create "learning products" to support their "learning processes." At the conclusion of the course, students presented a 9-slide PowerPoint on how they implemented their strategies and their self-reflection of the experience.

The presenters will then share the data from the exit survey dealing with the culminating experience where over 90% of the students saw the value of the MOOC, changed their student behaviors and overall had a favorable response to the culminating experience. As a result of the program, students are using more apps in an appropriate manner to better understand course content and improve their overall college performance.

The workshop will conclude with the presenters sharing where the outgrowth of this work is leading the education department with supporting initiatives and programs. The session will have a Q and A to finish.