



**FACULTY  
SUMMER  
INSTITUTE  
2013**

## **LEARNING MATTERS**

ENGAGING LEARNERS  
EFFECTIVE PRACTICES  
EMERGING TRENDS



ALL CONFERENCE ACTIVITIES WILL TAKE PLACE AT THE ILLINOIS CONFERENCE CENTER AT THE I HOTEL.

**MONDAY, MAY 13**

10:00 am–12:00 pm	Registration	Illinois Conference Center
12:00–1:30 pm	Welcome Lunch	Chancellor Ballroom
2:00–2:50 pm	Concurrent Session I	Various locations
3:00–3:50 pm	Concurrent Session II	Various locations
4:00–4:50 pm	Concurrent Session III	Various locations
5:00–6:30 pm	Dinner & Keynote	Chancellor Ballroom
6:30–9:00 pm	Informal (on your own) Reception	Houlihan’s

**TUESDAY, MAY 14**

8:30 am–1:00 pm	Registration	Illinois Conference Center
9:00–9:50 am	Concurrent Session IV	Various locations
10:00–10:50 am	Concurrent Session V	Various locations
11:00–11:50 pm	Concurrent Session VI	Various locations
12:00–1:30 pm	Lunch & Keynote	Chancellor Ballroom
2:00–2:50 pm	Concurrent Session VII	Various locations
3:00–3:50 pm	Concurrent Session VIII	Various locations
4:00–4:50 pm	Concurrent Session IX	Various locations
5:00–6:30 pm	Dinner & Networking	Chancellor Ballroom
6:00–7:00 pm	ION Dessert Reception	Chancellor Ballroom

**WEDNESDAY, MAY 15**

8:30 am–1:00 pm	Registration	Illinois Conference Center
9:00–9:50 am	Concurrent Session X	Various locations
10:00–10:50 am	Concurrent Session XI	Various locations
11:00–11:50 pm	Concurrent Session XII	Various locations
12:00–1:30 pm	Closing Lunch & Keynote	Chancellor Ballroom

**HOSTS**



**ILLINOIS**

Online & Continuing Education

Campus Information Technology and Educational Services

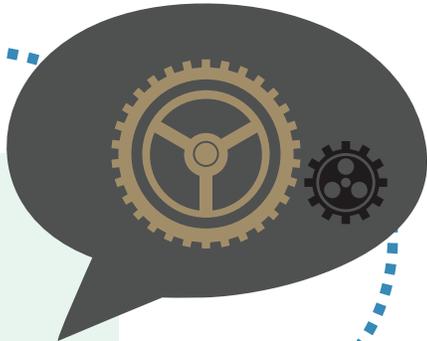
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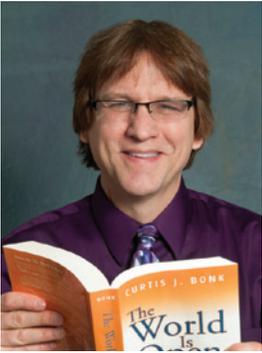
Illinois Board of Higher Education



**Illinois Online Network**

Supporting Online Education Throughout the World





### CURT BONK

PROFESSOR, INSTRUCTIONAL SYSTEMS  
TECHNOLOGY AT INDIANA UNIVERSITY  
PRESIDENT, COURSESHARE

**Curt Bonk** is Professor of Instructional Systems Technology at [Indiana University](#) and President of [CourseShare](#). Drawing on his background as a corporate controller, CPA, educational psychologist, and instructional technologist, Bonk offers unique insights into the intersection of business, education, psychology, and technology. He received the CyberStar Award from the Indiana Information Technology Association, the Most Outstanding Achievement Award from the U.S. Distance Learning Association, and the Most Innovative Teaching in a Distance Education Program Award from the State of Indiana. A well-known authority on emerging technologies for learning, Bonk reflects on his speaking experiences around the world in his popular blog, *TravelinEdMan*. He has authored several widely used technology books, including *The World is Open: How Web Technology is Revolutionizing Education* (2009), *Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing* (2008), *The Handbook of Blended Learning* (2006), and *Electronic Collaborators* (1998).



### BRIAN A. ROBERTS

INSTRUCTIONAL TECHNOLOGIST, CENTRAL  
MICHIGAN UNIVERSITY FACULTY CENTER FOR  
INNOVATIVE TEACHING

Brian wears a lot of different hats in his role as an Instructional Technologist in Central Michigan University's Faculty Center for Innovative Teaching: evangelist, trainer, developer, cheerleader, nerd, fire fighter, consultant and all-around friend to faculty, staff, and students.

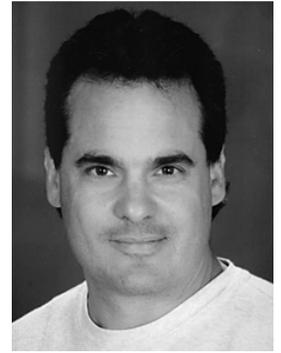
Roberts is well versed in a wide variety of instructional and multimedia technologies including digital imaging, classroom response systems ("clickers"), web development, podcasting, screen recording, presentation tools, social media, backchanneling, mobile learning and much more. Brian's favorite part about his job is that he gets to interact with faculty and students from a wide variety of disciplines throughout the university community and learn a little bit about a lot of things. As an Instructional Technologist, Brian is regularly called upon to assist faculty in delivering course content in new and innovative ways.

**MICHAEL S. GARVER**

PROFESSOR OF MARKETING, CENTRAL MICHIGAN UNIVERSITY

Michael S. Garver is a professor of marketing at Central Michigan University (CMU), obtaining his Ph.D. from the University of Tennessee. Garver primarily teaches undergraduate courses in marketing strategy and market research. He has won the following teaching awards: CMU's CBA Dean's Teaching Award (2001), CMU's Innovative Teaching Award (2006 and 2012), CMU's university-wide Teaching Excellence Award (2003), Marketing Management Association's Master Teaching Award (2012), and Michigan's Campus Compact Faculty Community Service-Learning Award (2012)

His system of teaching and learning is unique and very effective, and has been written about at Inside Higher Ed and University Business. In addition, he has recently published a journal article in *Marketing Education Review* about "Flipping and Clicking." As an academic researcher, Dr. Garver has published over 34 journal articles, receiving "paper of the year" for the *International Journal of Logistics Management* in 2011 and runner up for "paper of the year" for the *Journal of Business Logistics* in 2012.

**JONATHAN TOMKIN**

ASSOCIATE DIRECTOR, CENTRAL MICHIGAN UNIVERSITY

Jonathan Tomkin is the associate director of the School of Earth, Society, and Environment and a research associate professor in the Department of Geology at the University of Illinois at Urbana-Champaign. Tomkin directs the undergraduate program in environmental sustainability at the University and taught the first-ever MOOC on an environmental subject.

His research aims to uncover the processes of how changing climates, glaciers, and landscapes interact. This study has involved fieldwork all over the world—including the Olympic Mountains, the Swiss Alps, Patagonia, and Antarctica. He is a co-editor and contributing author of the college textbook *Sustainability: A Comprehensive Introduction*.



## ■ ENGAGING LEARNERS

How does technology enhance learning? This track will focus on creative uses of technology to engage and inspire students. Presenters will explore the best teaching apps, mobile learning projects, student-produced multimedia, classroom technologies, and any other web-based media or tools you are using to enhance the learning experience.

## ■ EFFECTIVE PRACTICES

How do you make it work? This track will focus on the tipping point where good ideas become effective practices. Presenters will describe effective practices in face-to-face, blended, and fully online classrooms through the use of active and collaborative learning methods, innovative assignments, evaluation of subjective content, and effective classroom management techniques.

## ■ EMERGING TRENDS

What's trending right now? This track will focus on new and developing trends in teaching and learning, and how they are changing the landscape of higher education. Presenters will discuss teaching with MOOCs, open source content, personalized learning networks, flexible learning spaces, flipped classrooms, badges, and any other hot new topics.



## STEERING COMMITTEE

Jamie Nelson, Conference Chair, University of Illinois at Urbana-Champaign

Robert Baird, University of Illinois at Urbana-Champaign

Michelle Chappell, University of Illinois at Urbana-Champaign

Hannah Choi, University of Illinois at Urbana-Champaign

Jeff Cross, Eastern Illinois University

JP Dunn, Southern Illinois University at Carbondale

Amy Hovious, University of Illinois at Urbana-Champaign

Scott Johnson, Illinois Online Network (ION)

Maribeth Kasik, Governors State University

Sam Martin, Harper College

Jason Rhode, Northern Illinois University

Roger Runquist, Western Illinois University

John Stryker, Oakton Community College

Angela Velez-Solic, Indiana University Northwest

Ava Wolf, University of Illinois at Urbana-Champaign

Page Wolf, College of Lake County



## MONDAY, MAY 13

10:00 AM

## REGISTRATION

12:00–1:30 PM

WELCOME LUNCH AND  
KEYNOTE ADDRESS

## Chancellor Ballroom

**Curtis J. Bonk**, Professor of Instructional Systems Technology at Indiana University and President of CourseShare

ENGAGE, NUMBER ONE:  
THIS IS THE NEXT GENERATION

With his now famous directive, “Engage, Number One,” Jean-Luc Picard reminded us in nearly every episode of *Star Trek: The Next Generation* of the need to engage. The problem is that engagement has not been the number one concern of those teaching fully online courses or even of those working in blended or Web-supplemented environments. Instead, the top concern is survival. And with recent trends toward Massive Open Online Courses (MOOCs), there is increasing focus on handling masses of people enrolled in preset course contents, instead of dynamic and interactive pedagogy. The result is that learners are too often bored with course resources and requirements. However, it is clear that they no longer are willing to look the other way, as they might have in the early days of the Web. This next generation of Web learners is different. They want to be empowered. They seek learning innovation and variety. As such, they yearn for interaction, autonomy, and choice. They also long to *do* or produce something. Gone are the days of merely reading and responding. It is the age of trying it out and making a contribution. Accordingly, this talk will detail dozens of ways to motivate and engage learners, while fostering critical and creative thinking in highly engaging, generative environments. Attend this talk and become hyper-engaged yourself! The result—the learning engagement will truly be number one again.

2:00–2:50 PM

## CONCURRENT SESSION I

The 21st Century Classroom:  
Keeping the Modern Student  
Engaged—Part 1

**Facilitator: Nicole L. Davis**, Southern Illinois University

**Location: Lincoln Room**

**Track: Engaging Learners**

**Recommended Devices:** Any mobile device. Internet connectivity, while not required, will be beneficial.

**Recommended Software/Apps:** A wide variety of social media and other tech tools will be examined. Web links will be provided in the workshop for those who wish to take a look at the tools during discussion. Mobile apps for the following tools might be beneficial to participants, but are not required: Facebook, Twitter, Pinterest, Diigo, YouTube/Vimeo, LinkedIn, Hootsuite.

21st Century students are wired, connected, and mobile. They have high expectations, desire immediacy, and use technology to communicate and collaborate with peers. However, teachers sometimes lack proficiency in social media and technology trends. This workshop will showcase 10 cutting-edge social media strategies to integrate into your classroom and keep your students engaged.

Designing Scoring Rubrics for  
Your Specific Course Needs

**Facilitators: Hoyet Hemphill, Leanda Hemphill, and Diane Hamilton-Hancock**, Western Illinois University

**Location: Quad Room**

**Track: Effective Practices**

**Recommended Devices:** If you wish to try out an online rubric generator during the session, please bring one of the following: Laptop with Windows/MacOSX, or iPad

**Recommended Software/Apps:** Please have the ability to access the Internet from your computer or iPad.

Join us in discussing how scoring rubrics can be used for authentic assessment of student work. Components of a scoring rubric and steps to creating a customized rubric will also be addressed. You will also have the opportunity try out online rubric generators to create a rubric for your own course.

## Using iPad Apps for Collaboration, Presentation, and Engagement

**Facilitators:** Jamie Nelson and Ava Wolf, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** **Engaging Learners**

**Recommended Devices:** It is recommended that participants bring an iPad2 or higher.

**Recommended Software/Apps:** Here is a link to the specific apps we'll feature (this content is subject to change, but will be finalized well before the event): [go.illinois.edu/fsiipadapps](http://go.illinois.edu/fsiipadapps).

This hands-on presentation will share a rubric for evaluating apps, and highlight the teaching and learning benefits of several free, or low-cost, iPad apps in three categories: Presentation, Collaboration, and Student Engagement. Presentation apps can replace whiteboards, streamline classroom presentations, and encourage student participation. Collaboration apps get students working in groups and sharing content. Engagement apps offer time on task activities to build and sustain involvement with course content. Bring your iPad2 (or higher).

## eText@Illinois: A Universally Accessible Course Content Delivery System

**Facilitators:** Milind Basole, Yury Borukhovich, and John Tubbs; University of Illinois at Urbana-Champaign

**Location:** Technology Room

**Track:** **Emerging Trends**

**Recommended Devices:** Any internet enabled device.

**Recommended Software/Apps:** Latest version of HTML5 compliant browser; common examples include (IE10, Mozilla Firefox 19+, latest versions of Safari or Chrome)

Explore eText@Illinois, a browser-based, multimedia rich, fully accessible and cost-efficient solution for delivering course-packs and published textbooks online. eText is device neutral. Its HTML5 based, flexible, intuitive page layout, and easy to use user-interface provides rich user experience. Learn how eText can deliver ADA Section 508 compliant and universally accessible course content. Explore its class roster based, built-in communication system, which serves as direct link between students and instructors.

## The 3 R's of Online Education

**Facilitators:** Suzanne Gosse, Renee Kidd-Marshall and Jane Scheer, Eastern Illinois University

**Location:** Loyalty Room

**Track:** **Effective Practices**

**Recommended Devices:** Laptops with Windows/MacOSX or iPad or other device would be helpful.

**Recommended Software/Apps:** No special software or apps needed to participate in the session.

This session will examine fundamental principles for effective online education: relationships, rigor and rubrics. The establishment of a positive relationship with the learner begins the learning journey. Rigor in content and evaluative procedures builds credibility among participants and external reviewers. Using well-designed rubrics enhances the communication of course expectations and improves student performance. This session is intended to equip faculty new to online education with tips and tools for success.

**3:00-3:50 PM**

### CONCURRENT SESSION II

## The 21st Century Classroom: Keeping the Modern Student Engaged—Part 2

**Facilitator:** Nicole L. Davis, Southern Illinois University

**Location:** Lincoln Room

**Track:** **Engaging Learners**

**Recommended Devices:** Any mobile device. Internet connectivity, while not required, will be beneficial.

**Recommended Software/Apps:** A wide variety of social media and other tech tools will be examined. Web links will be provided in the workshop for those who wish to take a look at the tools during discussion. Mobile apps for the following tools might be beneficial to participants, but are not required: Facebook, Twitter, Pinterest, Diigo, YouTube/Vimeo, LinkedIn, Hootsuite.

21st Century students are wired, connected, and mobile. They have high expectations, desire immediacy, and use technology to communicate and collaborate with peers. However, teachers sometimes lack proficiency in social media

and technology trends. This workshop will showcase 10 cutting-edge social media strategies to integrate into your classroom and keep your students engaged.

## Blended Learning in Business Education—Part 1

**Facilitators:** Norma I. Scagnoli, Michael Dyer, Raj Echambadi, Carol Packard, Vishal Sachdev, Shahbaz Shabbir, Fataneh Taghaboni-Dutta, Jill Moore-Reynen, and Anne McKinney, University of Illinois at Urbana-Champaign

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** None

**Recommended Software/Apps:** None

Learn from the experience of six faculty members who transformed their face-to-face courses into blended courses. The faculty were able to create customized versions of their courses that also matched their teaching styles and core content. In this presentation, the faculty will share their strategies, tools used, and the lessons learned in this process.

## Amazing (Photographic) Stuff I Can Do With My iPad/iPhone—Part 1

**Facilitator:** Andrew Wadsworth and Tracy Whittaker, University of Illinois at Urbana-Champaign

**Location:** Quad Room

**Track:** Emerging Trends

**Recommended Devices:** iPad or iPhone recommended, android devices fine as well, will comment on similar apps for android tablets and phones. This session is really not designed for windows-based tablets but some of the material can be applied. Not very useful for notebooks/netbooks.

**Recommended Software/Apps:** Recommended apps needed for this session can be found at [wadsworthdigital.com/pres/FSI2013applist.pdf](http://wadsworthdigital.com/pres/FSI2013applist.pdf)

This workshop will take participants on an interactive tour of powerful photographic technologies that most iPad/ iPhone owners and teachers have never seen nor considered for use in their classes. Participants will learn what's currently available and what else is just around the corner. Bring your iPad/iPhone and we'll download various apps and try them out, or just come and listen!

## One-Two-One: The Community College to University Dual Enrollment Model

**Facilitators:** Ray Schroeder and Carrie Levin, University of Illinois at Springfield

**Location:** Technology Room

**Track:** Emerging Trends

**Recommended Devices:** Participants will be encouraged to use their cell phones to participate in surveys.

**Recommended Software/Apps:** We will be using Poll Everywhere for the surveys: [www.pollerywhere.com/](http://www.pollerywhere.com/) We will use this website for the presentation: <https://sites.google.com/site/cccompletion/>

The one-two-one model holds many advantages for students and institutions. It provides a near seamless melding of the community college and the university in the academic program of the student. This model has proven very effective over the past dozen years at UIS and it is now being expanded in a Gates Foundation Project led by the League for Innovation. In this session, we will explore how this flexible enrollment model encourages degree completion.

## The Power of a Collaborative, Collegial Approach to Improving Online Teaching and Learning

**Facilitators:** Scott L. Day, Leonard Bogle, Daniel Matthews, Karen Swan, University of Illinois at Springfield

**Location:** Loyalty Room

**Track:** Effective Practices

**Recommended Devices:** Laptops and tablets

**Recommended Software/Apps:** Web searching tools

This presentation will demonstrate how online teaching and learning can be enhanced by the collegial efforts of faculty working collaboratively to analyze and improve their online courses. The focus of this presentation will be on a process for improving instruction and learning without alienating faculty members. Participants will have the opportunity to provide responses about their own experiences in collegial approaches to making online improvements. It will emphasize the collaborative use of the Quality Matters (QM) Rubric to

review and revise online course designs and the Community of Inquiry (CoI) survey to iteratively review and revise learning processes in the identified courses. Participants will have an opportunity to compare their own online course to these frameworks.

**4:00–5:00 PM**

### CONCURRENT SESSION III

## Designing a MOOC: Planning, Marketing, Open Tools and Other Considerations

**Facilitators:** Michele Gribbins and Emily Boles, University of Illinois at Springfield  
**Location:** Lincoln Room  
**Track:** **Emerging Trends**  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Massive Open Online Courses (MOOCs) are changing how universities reach students around the globe. Because of their size, their global reach, and their openness, additional considerations emerge in the design and delivery of MOOCs. The presenters will recount their experiences and the lessons they learned while designing, developing, delivering and facilitating two MOOCs at the University of Illinois Springfield.

## Blended Learning in Business Education—Part 2

**Facilitators:** Norma I. Scagnoli, Michael Dyer, Raj Echambadi, Carol Packard, Vishal Sachdev, Shahbaz Shabbir, Fataneh Taghaboni-Dutta, Jill Moore-Reynen, and Anne McKinney, University of Illinois at Urbana-Champaign  
**Location:** Quad Room  
**Track:** **Effective Practices**  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Learn from the experience of six faculty members who transformed their face-to-face courses into blended courses. The faculty were able to create customized versions of their courses that also matched their teaching styles and core content. In this presentation, the faculty will share their strategies, tools used, and the lessons learned in this process.

## Amazing (Photographic) Stuff I Can Do With My iPad/iPhone—Part 2

**Facilitator:** Andrew Wadsworth and Tracy Whittaker, University of Illinois at Urbana-Champaign  
**Location:** Quad Room  
**Track:** **Emerging Trends**

**Recommended Devices:** iPad or iPhone recommended, android devices fine as well, will comment on similar apps for android tablets and phones. This session is really not designed for windows-based tablets but some of the material can be applied. Not very useful for notebooks/netbooks.

**Recommended Software/Apps:** Recommended apps needed for this session can be found at [wadsworthdigital.com/pres/FSI2013applist.pdf](http://wadsworthdigital.com/pres/FSI2013applist.pdf)

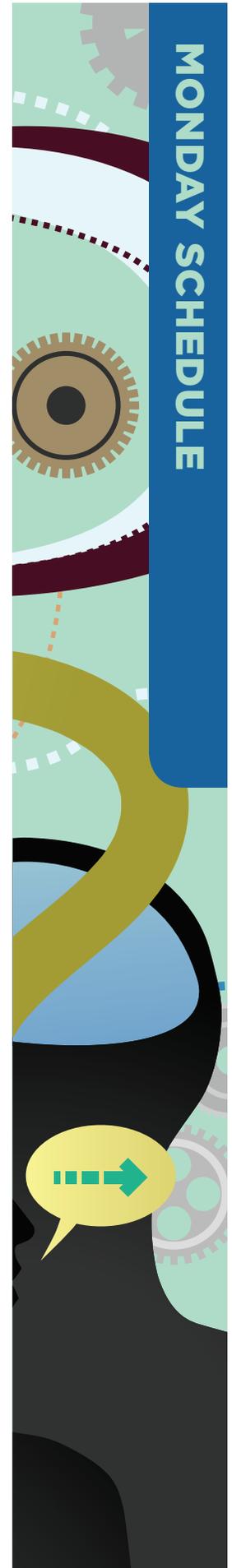
This workshop will take participants on an interactive tour of powerful photographic technologies that most iPad/iPhone owners and teachers have never seen nor considered for use in their classes. Participants will learn what's currently available and what else is just around the corner. Bring your iPad/iPhone and we'll download various apps and try them out, or just come and listen!

## Creating Narrated and Interactive Presentations from PowerPoint using Adobe Presenter

**Facilitator:** Carlos Ferran, Governors State University  
**Location:** Technology Room  
**Track:** **Engaging Learners**  
**Recommended Devices:** Laptop

**Recommended Software/Apps:** To do your own presentation you will need PowerPoint 2010 and Adobe Presenter 8 installed on your own device. Download Adobe Presenter 8 (<https://www.adobe.com/cfusion/tdrc/index.cfm?product=presenter>). Some videos that can help better understand what Presenter is about: What Is Adobe Presenter 8 ([tv.adobe.com/watch/new-in-adobe-presenter-8/what-is-adobe-presenter-8/](http://tv.adobe.com/watch/new-in-adobe-presenter-8/what-is-adobe-presenter-8/)) What's New in Adobe Presenter 8 ([tv.adobe.com/watch/new-in-adobe-presenter-8/whats-new-in-adobe-presenter-8/](http://tv.adobe.com/watch/new-in-adobe-presenter-8/whats-new-in-adobe-presenter-8/))

Learn how to convert a PowerPoint into an interactive audiovisual media that stands on its own in online courses. Add quizzes and interactivity to PowerPoint moving it from boring



and passive to engaging and interactive. Generate media for computers and tablets. Do all this without a steep learning curve and using familiar tools. The presentation will also compare the new version of Adobe Presenter with potentially competing tools like Captivate, iSpring, Camtasia, and Impatica.

## From Face-to-Face to Blended to Fully Online

**Facilitator:** Laura Hill, University of Illinois at Urbana-Champaign

**Location:** Knowledge Room

**Track:** Effective Practices

**Recommended Devices:** None

**Recommended Software/Apps:** None

This session will focus on the strategies adopted to maintain the communicative nature of a language course when switching formats. By showing and comparing the course site design in the three stages/formats, and engage the audience in a discussion on the central tools used in the different formats of the course: blogs vs. discussion threads; synchronous small-group meetings; and the role of ready-made publisher materials in facilitating course site navigation.

**5:00–6:30 PM**

## DINNER AND KEYNOTE SPEAKER

**Chancellor Ballroom**

**Curtis J. Bonk**, Professor of Instructional Systems Technology at Indiana University and President of CourseShare

## ACCESSING OPEN ACCESS RESOURCES: AUGMENTING AND ACCELERATING THE APPRENTICESHIP PROCESS

Learning in any discipline is an apprenticeship process. In the not-too-distant past, apprenticeship between experts and novices took place primarily through books, classroom lectures,

and an occasional internship or field placement. Too often the process was unidirectional: from instructor and course to students. Today, open educational resources shift the role of instructor from content provider to resource curator or cultivator, learning concierge, or even social network coordinator. When courses are effectively designed, learners can explore and debate unique sets of online resources that have been mined, nominated, and filtered by various instructors and prior students of a course. Learners can also meet well-known authorities from around the world as well as students enrolled in related courses in other universities and countries. Such experts and individuals can appear with barely a moment's notice using Web conferencing tools such as Google Hangouts or Skype. Interactions with outside experts and peers can excite learners and inspire them to investigate the current trends, tools, and resources that others value and use. As a result, learners grasp new perspectives and become more sensitive to how particular content, ideas, and theories are actually applied in different cultures. Instructors can also anchor their lectures or reading assignments with video explanations, demonstrations, scenarios, documentaries, and speeches using existing videos found at places like TED, MIT World, Big Think, SciVee, BBC Learning, PBS Video, and hundreds of other sites. Such open access videos not only supplement course content but can make the ideas of researchers, theorists, politicians, artists, and adventurers come to life. As this occurs, the instructor becomes a learning concierge or course curator whose role is to continually augment and expand the course by incorporating open access content and activities in an accelerating apprenticeship process.

**TUESDAY, MAY 14**

**8:30 AM**

**REGISTRATION**

**9:00–9:50 AM**

**CONCURRENT SESSION IV**

## Do Students Learn in MOOCs?

**Facilitator:** Jonathan Tomkin, University of Illinois at Urbana-Champaign  
**Location:** Lincoln Room  
**Track:** **Emerging Trends**  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Massive Open Online Courses (MOOCs) allow a single instructor to teach hundreds of thousands of students. Will this ability to scale teaching disrupt the education industry in the same way that the internet has decimated music labels, newspapers, and book sellers? This depends in part on whether MOOCs can replicate the learning that occurs in traditional online and f2f courses. Data from UIUC's first MOOC, "Introduction to Sustainability" will be used to explore this question.

## Curriculum Development Framework

**Facilitators:** Soph Katsademas and John Trembley, Fanshawe College  
**Location:** Quad Room  
**Track:** **Effective Practices**  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

We have all at one time or another developed curriculum. Have you ever wondered how to go about this? After this session you will leave armed with a framework to follow and guide you through the process. Come and see how Bloom's Taxonomy matches up with the different teaching and learning methodologies available. Come prepared to revise/develop a module from a course using the templates provided.

## The Pedagogical Employer: Student Employees, Technology, and Skillsets for the Future

**Facilitator:** Ashley Hetrick, University of Illinois at Urbana-Champaign  
**Location:** Alma Mater Room  
**Track:** **Effective Practices**  
**Recommended Devices:** Laptop with Windows/MacOSX  
**Recommended Software/Apps:** No special software

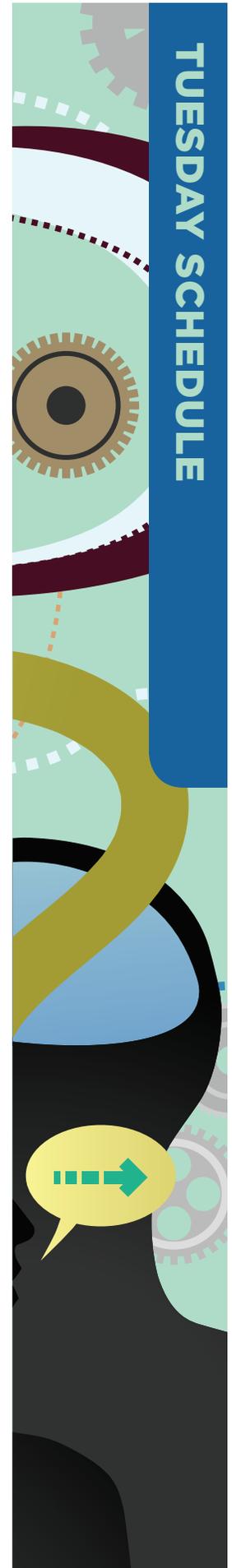
Employers, especially on university campuses, are teachers. Our students need not just part-time work until they graduate, but to be taught a set of flexible and transferable skills that, in this economic climate, will allow them to move easily between various fields. As such, this presentation identifies practical ways student employers can develop employable skills in their student staff through combining a wide mix of technologies like wikis, blogs, and badges with winning f2f mentorship.

## Community Cartography Project

**Facilitator:** Kenneth Konopka, Northeastern Illinois University  
**Location:** Technology Room  
**Track:** **Engaging Learners**  
**Recommended Devices:** To interact with the maps individually you will need a device that allows you to access Google maps.  
**Recommended Software/Apps:** Go to [Google.com](http://Google.com) and sign up for an account if you don't already have one

Online mapping tools allow educators to help students produce creative narratives across disciplines. I will present the Community Cartography Project which promotes the mapping of a personal space, neighborhood, or a larger space in a novel way. Accessibility is the key; Google mapping technology allows learners to focus on creating a visual research document with limited time learning technical skills. I demonstrate the versatility of pilot projects and discuss their pedagogical implications across disciplines.

**TUESDAY SCHEDULE**



## Creating Highly Interactive E-Learning Content with Adobe Captivate—Part 1

**Facilitator:** Jeff Geronimo, Northern Illinois University

**Location:** Loyalty Room

**Track:** Engaging Learners

**Recommended Devices:** Participants are strongly recommended to bring a laptop running Windows or Mac OSX.

**Recommended Software/Apps:** Participants are strongly recommended to download and install a free 30-day trial of Adobe Captivate 6 for Windows/MacOSX prior to the session to make the most of their learning time. The trial may be downloaded here at the following link (users will be prompted to sign up for a free Adobe account prior to downloading): [www.adobe.com/cfusion/tdrc/index.cfm?product=captivate](http://www.adobe.com/cfusion/tdrc/index.cfm?product=captivate)

In this hands-on workshop, participants will get practical instruction on using Adobe Captivate to create highly interactive e-learning content for use in face-to-face and/or online courses. Adobe Captivate is used for rapidly authoring and delivering content like application simulations and demos complete with multimedia and quizzes. Participants will learn how to use specific features such as themes, smart learning interactions, and graphics to create and produce a simple module by the end of the workshop.

## Creating Applets using Geogebra

**Facilitator:** Sudipta Roy, Kankakee Community College

**Location:** Excellence Room

**Track:** Engaging Learners

**Recommended Devices:** No special devices required

**Recommended Software/Apps:** Participants are requested to install Geogebra 4.2 on their devices prior to the session, so they can experiment with creating their own applets during the presentation.

In this session, we will create interactive graphs using Geogebra, a “free and multi-platform dynamic mathematics software” ([www.geogebra.org](http://www.geogebra.org)). Creating applets using Geogebra (a) does not require any programming, and (b) makes learning interactive. I am currently using

Geogebra to create applets for my Economics and Statistics classes. Other disciplines can use these as well; I have used applets in the past as a fun way to introduce intermediate algebra students to graphing.

**10:00–10:50 AM**

### CONCURRENT SESSIONS V

## Mobile Learning Series: Screencasting—Create, Explain and Share Using Your Mobile Device

**Facilitator:** Daniel Cabrera, Northern Illinois University

**Location:** Lincoln Room

**Track:** Engaging Learners

**Recommended Devices:** This workshop will focus on the iPad, so attendees will be asked to bring in their device.

**Recommended Software/Apps:** Participants are requested to download Educreations ([www.educreations.com/](http://www.educreations.com/)) and ShowMe (<https://www.showme.com/>). They may register for a free account for both apps so that they can have an opportunity to upload and share their content.

Creating online instructional materials is often a complex task that requires somewhat expensive software. However, it’s possible to create online lessons and tutorials using simple free apps on a mobile device! Imagine using a digital whiteboard to draw, write, and annotate, with voice narration to explain the material. Then, share the finished product with students online. While useful for any discipline, these lessons are particularly helpful in math, science, and engineering courses because it is easier to hand-write the complex notation. In this hand-on session, we will investigate several mobile screencasting apps, most of which are free. This workshop will focus on apps for the Apple iPad, so attendees are encouraged to bring their iPad and will be asked to install some free apps. Note: Those without access to an iPad can attend to observe or pair with someone else with a device.

## Characteristics of Effective Discussion Boards

**Facilitator:** Tracy Miller, Northern Illinois University

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** Laptop with Wireless

**Recommended Software/Apps:** ProBoards Forum account (free)

This interactive presentation will go beyond creating basic Question and Answer forums, in order to dive deeper into the attributes of a highly effective discussion. A discussion forum can be a great tool for engagement, assessment and social cognition. Attendees will work in teams to generate sample discussion topics and methods of developing critical thinking threads. The tips and strategies you will learn in this session can be implemented in your course the next day.

## Strategic Partnership in Faculty Development: Illinois Online Network

**Facilitator:** Scott B. Johnson, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** Effective Practices

**Recommended Devices:** Cell phone with text messaging and/or Twitter account and/or other portable device with Twitter account

**Recommended Software/Apps:** Have a web browser and a twitter account ([www.twitter.com](http://www.twitter.com))

Take advantage of the power of a mature, but still growing, scalable, and cost-effective strategic partner in faculty professional development with ION, the Illinois Online Network. Find out more about ION, the Making the Virtual Classroom a Reality series, the Master Online Teacher certificate, the Certified Online Learning Administrator program, ION badges, the Quality Online Course Initiative rubric, and more.

## Parsing the Singularity One Student at a Time

**Facilitator:** David M. Szabo, University of Illinois at Springfield

**Location:** Technology Room

**Track:** Emerging Trends

**Recommended Devices:** Any web-enabled device

**Recommended Software/Apps:** Participants may want to sign up for accounts with these resources: Lecture Tools: [www.lecturetools.com/](http://www.lecturetools.com/) | ALEKS—[www.aleks.com/](http://www.aleks.com/) | Socrative: [socrative.com/](http://socrative.com/) | Khan Academy: <https://www.khanacademy.org/>

Using an arsenal of tools, including Socrative, ALEKS, Lecture Tools, Khan Academy, Penultimate, Camtasia Relay, Twitter, TEDTalks, podcasting, “Vile Vial Vile Chemistry”, mobile technologies, and more, students are taking advantage of emerging technologies to take ownership of their learning in Chemistry 101. These techniques can easily be applied cross-disciplinarily. In this session, I’ll showcase how leveraging these resources can maximize the potential of students in and out of the classroom.

## Creating Highly Interactive E-Learning Content with Adobe Captivate—Part 2

**Facilitator:** Jeff Geronimo, Northern Illinois University

**Location:** Loyalty Room

**Track:** Engaging Learners

**Recommended Devices:** Participants are strongly recommended to bring a laptop running Windows or Mac OSX.

**Recommended Software/Apps:** Participants are strongly recommended to download and install a free 30-day trial of Adobe Captivate 6 for Windows/MacOSX prior to the session to make the most of their learning time. The trial may be downloaded here at the following link (users will be prompted to sign up for a free Adobe account prior to downloading): [www.adobe.com/cfusion/tdrc/index.cfm?product=captivate](http://www.adobe.com/cfusion/tdrc/index.cfm?product=captivate)

In this hands-on workshop, participants will get practical instruction on using Adobe Captivate to create highly interactive e-learning content for use in face-to-face and/or online courses. Adobe Captivate is used for rapidly authoring and delivering content like application simulations and demos complete with multimedia and quizzes. Participants will learn how to use specific features such as themes, smart learning interactions, and graphics to create and produce a simple module by the end of the workshop.

continued on page 16

# FSI 2013 MASTER SCHEDULE

LOCATION	MONDAY, MAY 13						TUESDAY
	Concurrent Sessions I	Concurrent Sessions II	Concurrent Sessions III		Concurrent Sessions IV	Concurrent Sessions V	Concurrent Sessions VI
	2:00–2:50 PM	3:00–3:50 PM	4:00–4:50 PM		9:00–9:50 AM	10:00–10:50 AM	11:00–11:50 AM
Lincoln Room	The 21st Century Classroom: Keeping the Modern Student Engaged—Davis		Designing a MOOC: Planning, Marketing, Open Tools and Other Considerations—Gribbins		Do Students Learn in MOOCs?—Tomkin	Mobile Learning Series: Screencasting—Create, Explain and Share Using Your Mobile Device—Cabrera	Transforming Student Engagement with Free Web-based Resources—McElwrath
Quad Room	Designing Scoring Rubrics for Your Specific Course Needs—Hemphill	Blended Learning in Business Education—Scagnoli			Curriculum Development Framework—Katsademas	Characteristics of Effective Discussion Boards—Miller	Teaching Students to Create Portfolios—Sternickle
Alma Mater Room	Using iPad Apps for Collaboration, Presentation, and Engagement—Wolf & Nelson	Amazing (photographic) Stuff I Can Do With My iPad/iPhone!—Wadsworth			The Pedagogical Employer: Student Employees, Technology, and Skillsets for the Future—Hetrick	Strategic Partnership in Faculty Development: Illinois Online Network—Scott Johnson	Beyond the Paper: Integrating New Media into Student Projects—Hovious
Technology Room	eText@Illinois: A Universally Accessible Course Content Delivery System—Basole	One-Two-One: The Community College to University Dual Enrollment Model—Levin	Creating Narrated and Interactive Presentations from PowerPoint using Adobe Presenter—Ferran		Community Cartography Project—Konopka	Parsing the Singularity One Student at a Time—Szabo	Supporting the Seven Principles with Blackboard Learn—Wennerdahl
Loyalty Room	The 3 R's of Online Education—Gosse	The Power of a Collaborative, Collegial Approach to Improving Online Teaching and Learning—Day	From Face-to-Face to Blended to Fully Online—Laura Hill		Creating Highly Interactive E-Learning Content with Adobe Captivate—Geronimo		Offering a Military Section in Credit for Prior Learning—Beeson
Excellence Room					Creating Applets using Geogebra—Roy		

12:00–1:30 PM | Welcome Lunch and Speaker | Chancellor Ballroom

5:00–6:30 PM | Dinner and Speaker | Chancellor Ballroom

6:30–9:00 PM | Informal Reception | Houlihan's Restaurant & Bar

Engaging Learners	Effective Practices	Emerging Trends
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SDAY, MAY 14				WEDNESDAY, MAY 15			LOCATION		
12:00-1:30 PM   Lunch and Speaker   Chancellor Ballroom	Concurrent Sessions VII	Concurrent Sessions VIII	Concurrent Sessions IX	5:00-6:30 PM   Dinner and Networking   Chancellor Ballroom	Concurrent Sessions X	Concurrent Sessions XI	Concurrent Sessions XII		
	2:00-2:50 PM	3:00-3:50 PM	4:00-4:50 PM		9:00-9:50 AM	10:00-10:50 AM	11:00-11:50 AM		
	iPads in Labs: Increasing Student Contact Hours in Freshman Chemistry—Mills	Deeper Than Color: Appreciating Difference and Diversity—Velez-Solic	Creativity at No Cost: Using Technology to Enhance Student Learning—Stevenson		Design Differences, Teaching Trials, Lessons Learned in a MOOC Medium—Mock	NOTABLE: iPad Ensemble Performance Investigations—Toenjes			Lincoln Room
	A Comparison of Learning Management Accessibility—Hahn	Large-Section Classes: Value-adding or Profit Making?—Ferran	Video Editing Using Free and Online Tool—Sternickle		Teaching Metacognition: Helping Students Self-Assess Their Own Learning—Wentworth	Creating Simple Mobile-Friendly Websites—Sternickle	Creating Customized and Individualized Learning Paths in Blackboard—Geronimo		Quad Room
	Preventing the Lie: How to Prevent Cheating Before Detection—Varvel	One Workflow for Providing Students with Audio Feedback on Projects—Dockter	Media Commons: Envisioning Centralized Technology Spaces—Kurt		Open Badges: Capturing Credentials Beyond A Degree—Overview—Sachdev	Open Badges: Capturing Credentials Beyond A Degree—Hands-On—Sachdev	Learning by Making at the Illinois MakerLab—Sachdev		Alma Mater Room
	Emerging Trends in Online and Blended Education—P Williams	ExploreCU: A Community Generated Digital Humanities Tool—Christensen	Dual Credit Flipped Classroom—Vogt-Schuller		Using Google Maps for Student Assignments—Baird	Facebook vs. Twitter: Fostering Engagement in the University Classroom—Welch			Technology Room
	Copyright and Intellectual Property for Faculty and Administrators—Tobin	A Toolbox of Techniques for Assessing Online Students—Hemphill	Innovative Use of Technology in Research—Linda Simpson		Back Pocket Media Projects—Langlois	Designing a Master Instructor Certificate Using a Flipped Learning Approach—Hemphill			Loyalty Room
	StackExchange, A Game of Discussions—Iacobelli								Excellence Room

11:00–11:50 PM

## CONCURRENT SESSIONS VI

## Transforming Student Engagement with Free Web-based Resources

**Facilitators:** Kara McElwrath and Jeff Sudduth, University of Illinois at Springfield

**Location:** Lincoln Room

**Track:** Engaging Learners

**Recommended Devices:** Any device with Internet access

**Recommended Software/Apps:** No software or downloads needed. Participants may want to create free accounts for the following resources in advance so that we can spend less time logging in and more time developing projects: SlideRocket—[www.sliderocket.com/](http://www.sliderocket.com/) GrockitAnswers—<https://grockit.com/answers> Learnist—[learni.st/category/featured](http://learni.st/category/featured) UnderstoodIt—<https://understoodit.com/>

Many instructors (us included!) are struggling with similar challenges—increasing student engagement, improving students' skillsets, better preparing students. And all with less money and support. In this session, we'll introduce free web-based resources that we have found to be successful teaching and learning tools, including creating infographics with SlideRocket, using Grockit Answers to create interactive question/answer discussions for any video on YouTube or Vimeo, creating Learn Boards with Learnist, and measuring student comprehension in live-time during lectures with UnderstoodIt.

## Teaching Students to Create ePortfolios

**Facilitator:** Jay (Jeff) Sternickle, Joliet Junior College

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** Students do not need to bring a device to participate in this session. Students might want to bring a laptop to access online resources discussed during the class, but a device is not required.

**Recommended Software/Apps:** None

During this session participants will learn how to build ePortfolios. ePortfolios allow students to create a dynamic resume of their achievements including documents, photos, graphics,

spreadsheets, and web pages. By the end of the session, participants will have a basic understanding of ePortfolios and will be able to teach their own students to create ePortfolios.

## Beyond the Paper: Integrating New Media into Student Projects

**Facilitators:** Amy Hovious, John Tubbs, and CL Cole, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** Engaging Learners

**Recommended Devices:** Laptops are recommended

**Recommended Software/Apps:** If you would like to work along and experiment with Mozilla PopcornMaker, go ahead and create a persona account which will allow you to get started and save your work. Mozilla PopcornMaker works best on Mozilla Firefox, but should work on any modern browser. No special software required. Some info on PopcornMaker: [publish.illinois.edu/ahovious/2013/01/16/what-the-heck-is-mozillas-popcorn/](http://publish.illinois.edu/ahovious/2013/01/16/what-the-heck-is-mozillas-popcorn/) Sign Up for a mozilla Persona account: <https://login.persona.org/>

Join us as we discuss how critical media skills, video production and remixable social web tools become inseparable when students "write" with new media. We will glimpse into the path that led a professor to assign a new media project rather than a term paper. We will show student projects and introduce Mozilla PopcornMaker, a tool used to engage students in critical media thinking and representation.

## Supporting the Seven Principles with Blackboard Learn

**Facilitator:** R. Scott Wennerdahl and Crystal Sheu, University of Illinois Urbana-Champaign

**Location:** Technology Room

**Track:** Engaging Learners

**Recommended Devices:** Any device can access Blackboard Learn

**Recommended Software/Apps:** Just a web browser

This presentation will demonstrate how the Seven Principles of Good Practice in Undergraduate Education (Chickering and Gamson, 1991) can be supported using the features of Blackboard Learn. The "Blackboard Exemplary Course" and the "Quality Matters" Rubrics will

also guide our showcase of quality instructional design options related to course structure, navigation, activities, assignments (individual and group), and communication. Attendees will be enrolled in our course site and participate in a hands-on manner.

## Offering a Military Section in Credit for Prior Learning

**Facilitator:** Kevin Beeson, University of Illinois-Springfield  
**Location:** Loyalty Room  
**Track:** Emerging Trends  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Experiential and lifelong learning is learning that has occurred outside of a traditional classroom. UIS has long recognized the value of such learning, awarding college credit to students that have demonstrated knowledge and skills acquired in a relevant setting. A special section of this program has been created for members of the United States Armed Forces. Current and former military men and women, those who have seen combat and those who have not, are eligible to enroll in Credit for Prior Learning—Military, with instructor permission. The presentation will talk about the aspects of the class, as well as cite resources and encourage conversation with the audience.

**12:00–1:30 PM**

## LUNCH AND KEYNOTE SPEAKERS

### Chancellor Ballroom

**Michael Garver**, Professor of Marketing at Central Michigan University

**Brian A. Roberts**, Instructional Technologist at Central Michigan University's Faculty Center for Innovative Teaching

### FLIP. DON'T FLOP.

Today's keynote will introduce you to long-time "flippers," Michael Garver (Marketing) and Instructional Technologist, Brian A. Roberts. This dynamic duo was flipping the classroom long before it was a buzzword and they are excited to share their story, experiences, and best practices with you.

Mike and Brian bring a solid balance of "teach" and "tech" into everything that they do, always with the ultimate focus of significantly increasing higher order learning both in and out of the classroom.

Come find out what they consider to be the most important aspects of flipping and get inspired to flip your (and your students') world upside down too.

**2:00–2:50 PM**

## CONCURRENT SESSIONS VII

### iPads in Labs: Increasing Student Contact Hours in Freshman Chemistry

**Facilitators:** Doug Mills and Don DeCoste, University of Illinois at Urbana-Champaign  
**Location:** Lincoln Room  
**Track:** Engaging Learners  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Whereas in the past we used computer-based content to supplement limited hands-on time in introductory chemistry labs, we now use mobile-friendly web-based activities to increase hands-on lab time for thousands of students each semester by replacing hand-graded lab reports with computer-graded postlab analyses of each student's actual lab results. Come learn the nitty-gritty of how this has been implemented and the pros and cons of this approach.

### A Comparison of Learning Management Accessibility

**Facilitators:** Hadi Rangin, Marc Thompson and Dan Hahn, University of Illinois at Urbana-Champaign  
**Location:** Quad Room  
**Track:** Effective Practices  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Accessibility and usability evaluation of four major learning management systems: Blackboard, Desired2Learn, Moodle, and SAKAI. LMS vendors are beginning to understand the need for universal usability and have been collaborating with end-users to provide accessibility features that allow access for users with disabilities. How much have vendors accomplished? Come see a high-level overview of our new

evaluation results, with side-by-side comparisons that support our recommendations for improving LMS's for all users, including those with disabilities.

## Preventing the Lie: How to Prevent Cheating Before Detection

**Facilitator:** Virgil Varvel, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** Effective Practices

**Recommended Devices:** None

**Recommended Software/Apps:** None

This presentation will concentrate on pedagogical/androgical techniques designed to develop assessments and environments that help prevent and deter cheating and plagiarism in the online classroom. Specific examples will be provided.

## Emerging Trends in Online and Blended Education

**Facilitators:** Tanja Hodges, Hasan Tahir, Pamela Williams, and Sazia Zaman, University of Illinois at Urbana-Champaign

**Location:** Technology Room

**Track:** Emerging Trends

**Recommended Devices:** We do not recommend any special devices. Participants may wish to take notes electronically or on paper.

**Recommended Software/Apps:** We do not recommend any special applications. Participants can contact the ATLAS Educational Technology Team at [www.atlas.illinois.edu/services/teaching/consulting/](http://www.atlas.illinois.edu/services/teaching/consulting/) and by email at [atlas-tlt@illinois.edu](mailto:atlas-tlt@illinois.edu)

This presentation will cover emerging trends in online and blended education. Topics will include MOOCs, E-Portfolios, and Badge-Based Assessment and what ATLAS here at University of Illinois is doing to support these trends on campus.

## Copyright and Intellectual Property for Faculty and Administrators

**Facilitator:** Thomas J. Tobin, Northeastern Illinois University

**Location:** Loyalty Room

**Track:** Effective Practices

**Recommended Devices:** None

**Recommended Software/Apps:** None

Faculty and administrators often do not have clear guidance regarding three key issues: the use of copyrighted materials for teaching purposes, the ownership of content created by faculty members, and the rights of individuals and institutions under various ownership-agreement structures. This concurrent session offers plain-language best practices in these areas.

## StackExchange: A Game of Discussions

**Facilitator:** Francisco Iacobelli, Northeastern Illinois University

**Location:** Excellence Room

**Track:** Engaging Learners

**Recommended Devices:** Participants are encouraged to bring their laptops and/or tablets with connection to the internet.

**Recommended Software/Apps:** No need for special software, only the default web browser in the attendees device

This workshop introduces faculty to StackExchange --an online discussion forum that handles itself as a game. In this forum, students earn reputation points by posting thoughtful questions and helpful answers to others. The benefits of this setting for the student are twofold: First, it challenges the student to think before posting and second, students engage in meaningful discussions with a very large community of specialists. We will also discuss grading models and uses.

3:00–3:50 PM

## CONCURRENT SESSIONS VIII

### Deeper than Color: Appreciating Difference and Diversity

**Facilitator:** Angela Velez-Solic, Indiana University Northwest  
**Location:** Lincoln Room  
**Track:** Engaging Learners  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Students have many differences that affect how they learn and what they know about the world (age, race, religion, sexual preference, etc.). It's important for online instructors to encourage expression and acceptance of difference by giving students an opportunity to write about them and use life experiences as a context for new learning. This session will provide participants with practical advice about how to appreciate difference and diversity in online classes.

### Large-Section Classes: Value-adding or Profit Making?

**Facilitators:** Carlos Ferran and Stephen Wagner, Governor's State University  
**Location:** Quad Room  
**Track:** Emerging Trends  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Large section classes are valuable to higher education institutions but many question how much value they really provide to the students. This roundtable will discuss their value to the students and how technology and online delivery can increase (not decrease) that value. It will also survey current practices in regards to large section classes and how universities are providing the needed tools and training for faculty to deliver these classes in the best manner possible.

### One Workflow for Providing Students with Audio Feedback on Projects

**Facilitator:** Jason Dockter, Lincoln Land Community College  
**Location:** Alma Mater Room  
**Track:** Emerging Trends  
**Recommended Devices:** A Tablet would be ideal, but not necessary.

**Recommended Software/Apps:** iAnnotate App, available on iOS and Android

In this session, participants will learn how to use a mobile device and app to provide students with audio feedback on their work. The steps involved with collecting student work, using a mobile device to record feedback, and returning the reviewed work will all be covered.

### ExploreCU: A Community Generated Digital Humanities Tool

**Facilitators:** Sarah Christensen and Merinda Hensley, University of Illinois Urbana-Champaign  
**Location:** Technology Room  
**Track:** Engaging Learners

**Recommended Devices:** Laptop with access to the internet, tablets such as an iPad, or mobile devices such as an iPod touch or an Android or iOS smartphone

**Recommended Software/Apps:** ExploreCU can be accessed on the web at [exploreCU.org](http://exploreCU.org), or downloaded for free on Android and iOS devices: Google Play store: [https://play.google.com/store/apps/details?id=com.dxysolutions.historical.cu&feature=search\\_result#?t=W251bGwsMSwxLDEsImNvbS5keHlzb2x1dGlbnMuanMuanGlzdG9yaWNhbC5jdSJD](https://play.google.com/store/apps/details?id=com.dxysolutions.historical.cu&feature=search_result#?t=W251bGwsMSwxLDEsImNvbS5keHlzb2x1dGlbnMuanMuanGlzdG9yaWNhbC5jdSJD)

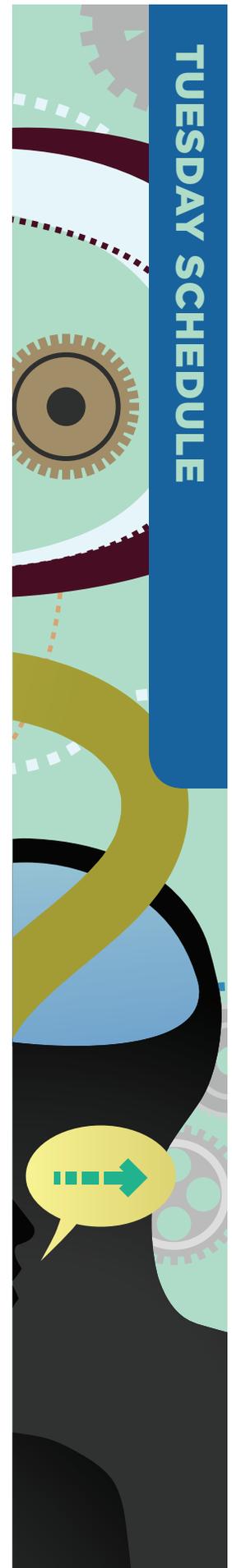
**Apple App Store:** <https://itunes.apple.com/us/app/explore-champaign-urbana/id569893973?mt=8>

Built using Omeka and Curatescape technology, ExploreCU is a mobile app and website that curates the arts, culture, and history of Champaign-Urbana through community generated content. Users can browse collections and learn about the places and events that have shaped their community, as well as contribute personal images, videos, and stories. This digital humanities project is the first of its kind to be developed by a library, and will assist in supporting existing community engagement and literacy initiatives.

### A Toolbox of Techniques for Assessing Online Students

**Facilitators:** Leanda Hemphill, Hoyet Hemphill, and Jill Joline Myers, Western Illinois University  
**Location:** Loyalty Room  
**Track:** Effective Practices

**Recommended Devices:** No special devices needed



**Recommended Software/Apps:** No special software or apps needed

Need ideas for assessing online students beyond testing? Come find out about a wide variety of assessment techniques that provide important diagnostic and formative assessment information. These techniques can easily be adapted to effectively measure students' background, perceptions, and learning, as well as to measure your online instruction. Participants will have an opportunity to develop assessments of their own.

4:00–4:50 PM

## CONCURRENT SESSIONS IX

### Creativity at No Cost: Using Technology to Enhance Student Learning

**Facilitator:** Carolyn Stevenson, City Colleges of Chicago

**Location:** Lincoln Room

**Track:** Engaging Learners

**Recommended Devices:** Laptop with Windows/MacOSX or Tablet

**Recommended Software/Apps:** [www.onetrue-media.com/](http://www.onetrue-media.com/) [wordpress.org/](http://wordpress.org/) [voicethread.com/](http://voicethread.com/)

Today's visual learners need to reach beyond the blackboard and lecture format to a higher level of active engagement in the classroom. Using free technology tools such as Animoto, blogs, and Voicethread can enhance student engagement. This presentation will provide an active demonstration of using free technology tools in the classroom. Examples of use in the classroom and a presentation on using various technology tools will be provided.

### Video Editing Using Free and Online Tools

**Facilitator:** Jay (Jeff) Sternickle, Joliet Junior College

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** Students might want to bring a laptop to access online resources discussed during the class, but a device is not required.

**Recommended Software/Apps:** None

Learn how to use simple online tools to create and edit video content for in-class and online students. Participants will learn about several online tools that allow instructors to transform raw video into engaging presentations. This class will provide concise, practical production advice.

### Media Commons: Envisioning Centralized Technology Spaces

**Facilitator:** Eric Kurt and Jake Metz, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** Emerging Trends

**Recommended Devices:** Tablet such as iPad  
**Recommended Software/Apps:** None

See how we worked with campus partners and faculty to create a Media Commons at the library to provide students and faculty opportunities to experiment with emerging technologies and to create multimodal projects. Discuss with us how this created opportunities to learn of best practices in educational technology. Get a glimpse of the various technology zones of the Media Commons and explore the types of media creation tools, loanable technology, and IT training that are offered to faculty, students, and users to help them create, use, and curate digital media.

### Dual Credit Flipped Classroom

**Facilitator:** Michele Vogt-Schuller, Triton College/Proviso Mathematics and Science Academy

**Location:** Technology Room

**Track:** Emerging Trends

**Recommended Devices:** Smartphone, iPad, Laptop, or iPod Touch; to best replicate the students' experience, a smartphone is ideal.

**Recommended Software/Apps:** It's very helpful to have the Blackboard app as CourseSites is part of Blackboard.

Triton College partners with Proviso Mathematics and Science Academy to offer dual credit courses. This year, Triton College's LMS (Blackboard) system was used as an enhanced/flipped classroom for PMSA's dual credit seniors, where all content, quizzes, discussions, assignments were available to students 24 hours a day seven days a week. Class time was used for essay revision, Socratic discussion and project work. As

an extra challenge to students and the instructor a constructivist approach was used. Students also added content, assessed each others' work, and participated and created formative assessment for the course itself via surveys and critical friends discussions. At the end of the school year, students will participate in a plan to revise the course for next year's students.

## Innovative Use of Technology in Research

**Facilitators:** Linda Simpson and Lisa Dallas, Eastern Illinois University  
**Location:** Loyalty Room  
**Track:** Engaging Learners  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

The session will provide ideas on how to implement technology in a variety of ways during the research process and collect data during classroom lectures. Elluminate, RespondusAnywhere, and Qualtrics tools for classroom discussion in traditional, blended, or distance learning environments will be discussed to show how to engage students as individuals, partners, and teams. Participants will have the opportunity to play the role of the student and connect into the presentation with their internet connected device to experience the various activities for polling, surveying, supplying quick comments on topics for discussion, role play, etc.

**5:00-6:30 PM**

## DINNER AND NETWORKING

Chancellor Ballroom

**6:00-7:00 PM**

## DESSERT RECEPTION

Sponsored by 

Chancellor Ballroom

Take a moment to relax and find out a little more about the Illinois Online Network (ION) and the faculty training program, making the virtual classroom a reality series. Explore the entire catalog of the MVCR series and find out more about our master Online teaching certificate and the Online learning administrator program.

## WEDNESDAY, MAY 16

**8:30 AM**

### REGISTRATION

**9:00-9:50 AM**

### CONCURRENT SESSIONS X

## Design Differences, Teaching Trials, Lessons Learned in a MOOC Medium

**Facilitator:** Jason Mock and Jason Witte, University of Illinois at Urbana-Champaign  
**Location:** Lincoln Room  
**Track:** Emerging Trends  
**Recommended Devices:** None  
**Recommended Software/Apps:** None

Learn of the institutional motivations, audience assumptions, design considerations, production tips, teaching issues and more. From crashing NASA's servers to seeing participants launch their own online conference, we've seen a lot. We hope by sharing these experiences to lessen the challenges of starting a MOOC (Massive Open Online Course). Even if your institution has no plans for launching a MOOC, you will learn how Illinois' MOOC experience has already helped improve our "traditional online" courses.

## Teaching Metacognition: Helping Students Self-Assess Their Own Learning

**Facilitator:** Jim Wentworth, University of Illinois at Urbana-Champaign  
**Location:** Quad Room  
**Track:** Effective Practices

**Recommended Devices:** Any laptop, tablet or mobile device capable of running a web browser should be able to access and participate, we will likely be using the Socrative student response system, but am still testing other options.

**Recommended Software/Apps:** This presentation will use the Socrative student response system available at [m.soctrative.com](http://m.soctrative.com), no download required. The free Socrative app is available for Apple iOS and Android devices. Participants are encouraged to self-register for a Blackboard CourseSites course in which they will be able to view examples and take

the short online assessment. [https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/courseHomepage.htmlx?course\\_id=\\_253882\\_1](https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/courseHomepage.htmlx?course_id=_253882_1) Course access code = fsi

Full use of CourseSites will require a laptop or tablet with a modern internet browser.

From online tools to large-classroom lecture strategies we will explore how faculty are employing metacognitive tactics to help students self-assess their own learning and identify weaknesses in their understanding. Participants will be exposed to a variety of tools including online assessments, grading rubrics, assignment wrappers, and more. Participation in real-time assessment examples using an online student response system will be encouraged. A short online quiz will serve as an example and allow participants to measure their understanding of concepts presented.

## Open Badges: Capturing Credentials Beyond A Degree — Overview Part 1

**Facilitators:** Stephen Butler, Heather Miller, Vishal Sachdev, and Nancy Johnson, University of Illinois at Urbana-Champaign

**Location:** Alma Mater Room

**Track:** Emerging Trends

**Recommended Devices:** Highly recommended that all participants bring a laptop/tablet to experience the ease of navigating the Open Badges Ecosystem and the various open source websites available online.

**Recommended Software/Apps:** Participants should create their own backpack at [backpack.openbadges.org/backpack/login](http://backpack.openbadges.org/backpack/login). Basic background information available at [www.educause.edu/library/resources/7-things-you-should-know-about-badges](http://www.educause.edu/library/resources/7-things-you-should-know-about-badges). Additional resources posted at [go.illinois.edu/fsi\\_badges](http://go.illinois.edu/fsi_badges)

Using the information learned in Session 1, participants will work in teams to brainstorm and create their own badge. Areas for consideration will include defining the skills/competencies highlighted, naming the badge, and creating a simple rubric for badge criteria. In addition, participants will use open source application(s) online to design the look of their badge.

Members of the Open Badges Group at Illinois will be on hand to assist with questions in this hands-on session.

## Using Google Maps for Student Assignments

**Facilitators:** Faranak Miraftab, Erica Vogel, Rick Hazlewood, and Robert Baird; University of Illinois at Urbana-Champaign

**Location:** Technology Room

**Track:** Engaging Learners

**Recommended Devices:** Please bring laptop or tablet if possible. We will group attendees into pairs or triplets and will need at least one computer per group.

**Prerequisites:** Watch this 3 minute YouTube demo on creating a Google Map [youtu.be/TftFnot5uXw](http://youtu.be/TftFnot5uXw).

**Recommended Software/Apps:** Have a Google Account ready so that you can login and create a Google Map during the session.

Google Maps is an easy-to-use platform for researching and working with abundant geographical and web-based information. In Gmaps, students embed text within a diverse, media-rich environment of web content. Working collaboratively, students appear to have a greater sense of audience and more dynamic engagement with assignments than when working alone with the traditional essay. Our experience with Gmaps-based assignments suggests many students, not just those in Geography, can benefit from exposure to this dynamic platform.

## Back Pocket Media Projects—Part 1

**Facilitators:** Rick Langlois, Ed Glaser, and John Tubbs, University of Illinois at Urbana-Champaign

**Location:** Loyalty Room

**Track:** Emerging Trends

**Recommended Devices:** Any mobile device, such as an iPhone, iPod Touch, or iPad, that is capable of recording audio or audio/video. Laptops equipped with a camera and microphone is acceptable. Bring your own headphones or ear buds.

**Recommended Software/Apps:** For iOS devices: Camera Awesome (Apple Apps Store) Audio Memos (In the Apps Store, exports wav files). On Android for audio: Smart Voice Recorder (Google Play) <https://play.google.com/store/apps/details?id=com.andrwq.recorder> For Either Laptop: Video editing: Adobe Premiere Elements is available from your local campus software store or a trial at:

[www.adobe.com/go/trypremiere\\_elements](http://www.adobe.com/go/trypremiere_elements)  
Audacity: [audacity.sourceforge.net/](http://audacity.sourceforge.net/) iMovie:  
available from the Mac App Store Windows  
Movie Maker, from Microsoft

Back-Pocket Multimedia Projects means the students use the best device for the job—the one they already have. Their mobile device. Their iPhone, iPod Touch, Android phone, iPad or other tablet PC. | This two hour, hands-on session will introduce participants to pedagogical considerations, syllabus integration ideas, equipment possibilities, production techniques, project ideas, and other factors that instructors should know when creating successful Back-Pocket Multimedia Projects for their students.

**10:00–10:50 AM**

## CONCURRENT SESSIONS XI

### NOTABLE: iPad Ensemble Performance Investigations—Part 1

**Facilitators:** John Toenjes and Ken Beck, University of Illinois at Urbana-Champaign

**Location:** Lincoln Room

**Track:** Emerging Trends

**Recommended Devices:** Tablet computers, such as iPad or Android, or iPod Touch; or smart phones, such as iPhone or Android devices, are desired.

**Recommended Software/Apps:** We would desire each participant to search the App Store or Google Play to find apps that involve drawing, networked cameras, whiteboard apps, and other creative expressions, that they find engaging and fun, for exploration during the session. Particular emphasis on apps that can share in real time is desired (such as whiteboard apps, NetCam HD Lite, ShakeMIDI, etc.)

The form factor, flexibility, and new possibilities of expression inherent in tablet computers demand exploration into the implications for conceptualizing and creating performance. This presentation describes a course involving students as performers, thinkers, and designers, focused on conceiving new musical, choreographic, and dramaturgical structures, through brainstorming, learning to use the tablets skillfully, and by imagining new software or other add-ons. These ideas were realized through performances as an iPad ensemble.

### Creating Simple Mobile-Friendly Websites

**Facilitator:** Jay (Jeff) Sternickle, Joliet Junior College

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** Students do not need to bring a device to participate in this session. Students might want to bring a laptop to access online resources discussed during the class, but a device is not required.

**Recommended Software/Apps:** None

During this class participants will learn how to build simple mobile-friendly websites using proven guidelines for creating effective instruction designed specifically for mobile learning. This session combines practical web development advice with research that shows that students learn better if mobile learning platforms are designed with best practices in mind.

### Open Badges: Capturing Credentials Beyond A Degree— Hands-on Part 2

**Facilitators:** Vishal Sachdev and Norma Scagnoli, University of Illinois at Urbana-Champaign

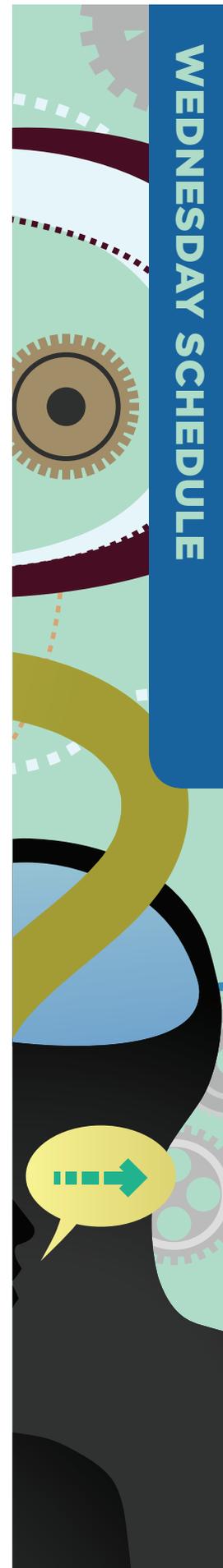
**Location:** Alma Mater Room

**Track:** Emerging Trends

**Recommended Devices:** Pre-requisite: Participants should attend Session 1. Highly recommended that all participants bring a laptop/tablet to experience the ease of navigating the Open Badges Ecosystem and the various open source websites available online.

**Recommended Software/Apps:** Participants should create their own backpack at [backpack.openbadges.org/backpack/login](http://backpack.openbadges.org/backpack/login). Basic background information available at [www.educause.edu/library/resources/7-things-you-should-know-about-badges](http://www.educause.edu/library/resources/7-things-you-should-know-about-badges). Additional resources posted at [go.illinois.edu/fsi\\_badges](http://go.illinois.edu/fsi_badges)

Using the information learned in Session 1, participants will work in teams to brainstorm and create their own badge. Areas for consideration will include defining the skills/competencies highlighted, naming the badge, and creating a simple rubric for badge criteria. In addition, participants will use open source application(s) online to design the look of their badge. Members of the Open Badges Group at Illinois will be on hand to assist with questions in this hands-on session.



## Facebook vs. Twitter: Fostering Engagement in the University Classroom

**Facilitators:** Bridget K. Welch, Western Illinois University and Jess Bonnan-White, The Richard Stockton College of New Jersey

**Location:** Technology Room

**Track:** Engaging Learners

**Recommended Devices:** Any device with internet. For those who like to use apps for Facebook and Twitter, it's suggested they download those apps to their devices if they currently do not have them installed.

**Recommended Software/Apps:** None

Last year we presented a quasi-experimental study of the effect of Twitter on student engagement in the classroom. The one comment many students made was, "Why not use Facebook!?" This fall we did. We will present findings from this study, compare them to Twitter, discuss best classroom practices, and explore different ways Facebook can help engage your students.

## Back Pocket Media Projects— Part 2

**Facilitators:** Rick Langlois, Ed Glaser, and John Tubbs, University of Illinois at Urbana-Champaign

**Location:** Loyalty Room

**Track:** Emerging Trends

**Recommended Devices:** Any mobile device, such as an iPhone, iPod Touch, or iPad, that is capable of recording audio or audio/video. Laptops equipped with a camera and microphone is acceptable. Bring your own headphones or ear buds.

**Recommended Software/Apps:** For iOS devices: Camera Awesome (Apple Apps Store) Audio Memos (In the Apps Store, exports wav files). On Android for audio: Smart Voice Recorder (Google Play) <https://play.google.com/store/apps/details?id=com.andrwq.recorder> For Either Laptop: Video editing: Adobe Premiere Elements is available from your local campus software store or a trial at: [www.adobe.com/go/trypremiere\\_elements](http://www.adobe.com/go/trypremiere_elements) Audacity: [audacity.sourceforge.net/](http://audacity.sourceforge.net/) iMovie: available from the Mac App Store Windows Movie Maker, from Microsoft

Back-Pocket Multimedia Projects means the students use the best device for the job—the one they already have. Their mobile device. Their iPhone, iPod Touch, Android phone, iPad

or other tablet PC. | This two hour, hands-on session will introduce participants to pedagogical considerations, syllabus integration ideas, equipment possibilities, production techniques, project ideas, and other factors that instructors should know when creating successful Back-Pocket Multimedia Projects for their students.

11:00–11:50 AM

## CONCURRENT SESSIONS XII

### NOTABLE: iPad Ensemble Performance Investigations— Part 2

**Facilitators:** John Toenjes and Ken Beck, University of Illinois at Urbana-Champaign

**Location:** Lincoln Room

**Track:** Emerging Trends

**Recommended Devices:** Tablet computers, such as iPad or Android, or iPod Touch; or smart phones, such as iPhone or Android devices, are desired.

**Recommended Software/Apps:** We would desire each participant to search the App Store or Google Play to find apps that involve drawing, networked cameras, whiteboard apps, and other creative expressions, that they find engaging and fun, for exploration during the session. Particular emphasis on apps that can share in real time is desired (such as whiteboard apps, NetCam HD Lite, ShakeMIDI, etc.)

The form factor, flexibility, and new possibilities of expression inherent in tablet computers demand exploration into the implications for conceptualizing and creating performance. This presentation describes a course involving students as performers, thinkers, and designers, focused on conceiving new musical, choreographic, and dramaturgical structures, through brainstorming, learning to use the tablets skillfully, and by imagining new software or other add-ons. These ideas were realized through performances as an iPad ensemble.

## Creating Customized and Individualized Learning Paths in Blackboard

**Facilitator:** Jeff Geronimo, Northern Illinois University

**Location:** Quad Room

**Track:** Effective Practices

**Recommended Devices:** Participants are encouraged to bring their own laptop running Windows or MacOSX.

**Recommended Software/Apps:** Principles for effective implementation will be covered for the Blackboard learning management system. Participants are encouraged to apply the workshop strategies to their own Blackboard course, or sign up for a free course at Blackboard CourseSites: [www.coursesites.com](http://www.coursesites.com) (click the "Sign Up" button). No other software is needed since all workshop material is Web-based.

Accelerating and remediating content for students in the online learning environment can often be a challenge. Faculty may wish to create custom learning paths for course content and activities and display them to students based on their learning progress. This session will walk participants through the process of managing course content, discussions, assessments, assignments, and other activities within the Blackboard learning management system to create personalized learning paths for students.

## Learning by Making at the Illinois MakerLab

**Facilitators:** Vishal Sachdev and Aric Rindfleisch, University of Illinois at Urbana Champaign

**Location:** Alma Mater Room

**Track:** Emerging Trends

**Recommended Devices:** Any Laptop or Tablet, with a browser should work fine. Not necessary to have one.

**Recommended Software/Apps:** None

Come learn about what 3D Printing is and how it is revolutionizing the design and production of everyday things. Watch a live demonstration and find out how it is being used at the Illinois Makerlab ([Makerlab.illinois.edu](http://Makerlab.illinois.edu)), to enhance

teaching entrepreneurship and design thinking by bringing together students from across campus. This space is the first of its kind in a Business School.

## Designing a Master Instructor Certificate Using a Flipped Learning Approach

**Facilitators:** Leanda Hemphill and Roger Runquist, Western Illinois University

**Location:** Loyalty Room

**Track:** Effective Practices

**Recommended Devices:** None

**Recommended Software/Apps:** None

The development of a Master Instructor Certificate program for university instructors will be described. A "flipped learning" approach was used to encourage program participants to review and reflect on resources during the online coursework prior to taking the related hands-on workshops. Formative evaluation results and future directions for the certificate program will be discussed. Conference attendees will be provided strategies and activities for adapting the flipped learning model to their own professional development programs.

**12:00-1:30 PM**

## LUNCH AND CLOSING KEYNOTE

**Chancellor Ballroom**

**Jonathan Tomkin**, Associate Director, University of Illinois at Urbana-Champaign School of Earth, Society and Environment

## LEARNING FROM MASSIVE OPEN ONLINE COURSES (MOOCs): HOW ARE THEY DIFFERENT FOR BOTH STUDENTS AND PROFESSORS?

In this talk, we'll explore what it is like to teach a MOOC, by looking at a case study: "Introduction to Sustainability," a Coursera course taught in fall 2012 and spring 2013 that has enrolled nearly 60,000 students. This course was the first MOOC from the University of Illinois, and it attracted students from all over the world: More than half the participants came from outside the United States, with significant numbers of

students from India, Africa, and South America. Course material downloads and forum posts numbered in the hundreds of thousands, while course views numbered in the millions. The scale of these enterprises significantly alters the teaching methods required for the instructor, as compared to traditional courses, and also produces a different learning experience for the participants. Early results suggest that motivated students succeed in the MOOC environment.

Jonathan Tomkin is the associate director of the School of Earth, Society, and Environment and a research associate professor in the Department of Geology at the University of

Illinois at Urbana–Champaign. Tomkin directs the undergraduate program in environmental sustainability at the University and taught the first-ever MOOC on an environmental subject. His research aims to uncover the processes of how changing climates, glaciers, and landscapes interact. This study has involved fieldwork all over the world—including the Olympic Mountains, the Swiss Alps, Patagonia, and Antarctica. He is a co-editor and contributing author of the college textbook *Sustainability: A Comprehensive Introduction*.

## WIRELESS ACCESS

The I Hotel and Conference Center offers complimentary wireless access to all conference attendees. You may use the information below to log on to the wireless network.

**SSID (for University affiliates):**  
IllinoisNet

**SSID (for non-University affiliates):**  
UpublicWiFi

No password is required. Please contact onsite staff for assistance.

## FSI WEBSITES

**FSI Conference Website:**  
<http://go.illinois.edu/facultysummerinstitute>

**FSI Schedule App:**  
<http://fsi2013.sched.org>

**FSI What to Do (while you're in town):**  
<http://publish.illinois.edu/facultysummerinstitute>

## SOCIAL NETWORKING

**FSI on Facebook:**  
<http://go.illinois.edu/fsifacebook>

**FSI on Twitter: #fsi2013**  
<https://twitter.com/#fsi2013>

