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2012

EDUCATIONAL
TECHNOLOGIES AND
UNPLUGGED STRATEGIES
TO PROMOTE
DEEP LEARNING



EIGHTEENTH ANNUAL
Fall Conference on
Teaching And Learning

AUGUST 22, 2012

PEW FACULTY TEACHING AND LEARNING CENTER

EDUCATIONAL TECHNOLOGIES AND UNPLUGGED STRATEGIES TO PROMOTE DEEP LEARNING



As we prepare for the start of a new semester, indulge me in thinking about what you hope for your students in December. As students leave our courses, programs, and the university, it is safe to say that we hope they retain the knowledge, skills and dispositions gained through our courses, applying their understanding to new situations, and making headway on shaping their lives, their professions, and their societies. What is required of us as faculty and staff is sustained attention to the ways in which we are engaging students with their learning - in and out of the classroom. This conference is about sharing novel as well as tried-and-true student learning experiences and environments that have been shown to have long-lasting impacts. In particular, novel online learning environments open up new possibilities for student engagement and provide an opportunity for us to re-think the role of the classroom. What types of activities, experiences, etc. are best carried out face-to-face? Online? With peers? Out in the community? We hope to provide some new ideas for you to consider as well as to stimulate conversation around what really matters the most: real, long-lasting, transformative, integrative, reflective, engaged learning - in other words, deep learning.

conference schedule

8:30 - 9:00 Continental Breakfast

9 - 9:30 Conference Welcome

9:30 - 10:30 **Plenary One: Blending with Purpose: Integrating On-ground and Online Learning in a Pedagogically Sound Manner**
Karen Swan, James J. Stukel
Professor of Educational Leadership,
University of Illinois Springfield

10:45 - 11:35 Concurrent Sessions I

11:45 - 1 Lunch

1 - 2 **Plenary Two: Engaging Students With and Without Technology**
John Kilbourne, Movement Science
Amy Schelling, Education
Kurt Ellenberger, Honors

2:15 - 3:05 Concurrent Sessions II

3:10 - 4:15 SWS Orientation

concurrent sessions

Each session will be presented twice, in the morning and again in the afternoon.

ONE ROOM 514

USING TECHNOLOGY-MEDIATED FEEDBACK TO SUPPORT STUDENT SUCCESS

TWO ROOM 421

WHERE THEY NEED YOU THE MOST: Using Technology To Flip Your classroom

THREE ROOM 611

ENGAGING THE ONLINE LEARNER: Building Community Through Asynchronous Discussion

FOUR ROOM 310

TO DO OR NOT DO A THESIS... That Is The Question

FIVE ROOM 311

CHANGING STUDENT PRESENTATIONS TO CONNECT DIGITAL NATIVES TO CONTENT

SIX ROOM 411

ENGAGING LEARNERS IN LARGE CLASSES THROUGH COLLABORATIVE LEARNING

SEVEN ROOM 515

STRATEGIES FOR EFFECTIVE ADVISING WHEN STUDENTS ENCOUNTER A CHANGE IN PLANS

EIGHT ROOM 617

"MIND THE GAP": Practical connections between liberal and professional education

NINE ROOM 614

MANAGING MULTI-SECTION MAYHEM: Creating Effective Instructional Communities In Multi-Section Courses

TEN ROOM 612

MARY IDEMA PEW LIBRARY: A Technology-Rich Learning Space For Today's Students

ELEVEN ROOM 316

DO YOU SEE WHAT I SEE? Experience The Development Of A Supportive Risk-Taking Environment That Invites Deep Learning

TWELVE ROOM 317

PUTTING YOUR BEST FOOT FORWARD: GVSU Steps Out With Electronic Portfolios

plenary one

BLENDING WITH PURPOSE: INTEGRATING ON-GROUND AND ONLINE LEARNING IN A PEDAGOGICALLY SOUND MANNER

Karen Swan, University of Illinois Springfield



More and more evidence is accumulating which shows students are more engaged and learn more from courses that weave together online and on-ground learning. The Sloan Consortium defines such blended learning as the integration of face-to-face and online learning in a planned and pedagogically sound manner. After situating blended learning in an historical context, this presentation will explore models of blended learning with a focus on sound pedagogy. Particular attention will be given to Tony Picciano's Blending with Purpose and the Community of Inquiry models.

Although there is clearly no single formula for designing blended courses or programs, these theoretical frames provide good reference points within which such design can take place. The presentation will conclude with practical advice including design strategies and links to open educational resources that can be used to enhance courses in any format.

BIOGRAPHY Karen Swan is the James J. Stukel Distinguished Professor in the Teaching Leadership program at the University of Illinois Springfield and a researcher in the Center for Online Learning, Research and Service (COLRS) at that institution. She holds a Bachelor of Arts in Philosophy from the University of Connecticut, a Master of Education in Curriculum & Instruction from Keene State College, and Master and Doctor of Education degrees in Instructional Technology from Teacher College, Columbia University. Karen's research is in the general area of media/technology and learning. She has published over 100 articles, 2 books, and several multimedia programs on educational technology topics, and has made over 200 presentations in this area. Currently, her research interests center on online and blended learning and data analytics. In 2006, Dr. Swan received the Sloan Consortium for Asynchronous Learning Networks Award for Most Outstanding Achievement in Online Learning by an Individual and was inducted into the inaugural class of Sloan-C Fellows in 2010.

plenary two

ENGAGING STUDENTS WITH AND WITHOUT TECHNOLOGY



**John Kilbourne,
Professor of
Movement Science**



**Amy Schelling,
Assistant Professor
of Special Education,
Foundations, and
Technology**



**Kurt Ellenberger,
Professor of Music,
Frederik Meijer
Honors College**

In this panel discussion, three GVSU professors will discuss their own approaches to engaging students in their learning. Whether using technology or not, these three individuals have been recognized by their students and peers for their teaching excellence. The presentation of specific examples from their classrooms will be accompanied by time for audience questions and discussion.

concurrent sessions

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EC 514

ONE

USING TECHNOLOGY - MEDIATED FEEDBACK TO SUPPORT STUDENT SUCCESS

Kim Kenward,
Instructional Design for E-Learning
Rosemary Cleveland, Education

As instructors, we all know that feedback is critical in the success of student learning. At its core, feedback plays an integral role in student performance and self-efficacy (Wang & Wu, 2007). When feedback is provided as formative assessment, it can be one of the most effective pedagogical strategies for enhancing student performance (Marzano, 2007). Although there are many tools and techniques that can be used to provide feedback, our presentation will showcase how Blackboard easily allows for a variety of personal/private feedback using the Wimba Voice tool (oral feedback), journal entries, and detailed “personal” feedback in the Grade Center (both oral and written). When used in conjunction with each other, these techniques/tools support student success.

TWO

WHERE THEY NEED YOU THE MOST: Using Technology To Flip Your Classroom

Matthew Roberts,
Instructional Design for E-Learning

For many faculty members, educational technology is either: 1) a convenient way to replace syllabi that students have lost; 2) an attempt to hold the attention of straying students; or 3) a recipe for taking students out of the classroom in order to learn “online.” In this session we explore a fourth option, often called the “Flipped Classroom,” that aims to increase the value of your class time and deepen your students’ learning. The secret? A pedagogically-sound use of technology that allows you to spend your time where your students need you the most.

EC 421

**ENGAGING THE ONLINE LEARNER:
Building Community Through
Asynchronous Discussion**

Glenna Decker,
Instructional Design for E-Learning
Danielle Lake, Liberal Studies

Online Discussion is a central component for establishing a community of inquiry in our online courses and for extending in-seat dialogue. In this workshop, we will present Danielle Lake's (Liberal Studies) research, where she learned that her asynchronous (online) learners reported stronger community than her synchronous (in-seat) learners. We will build on this to share our experiences in asynchronous discussion and practical suggestions for how to build community in the online environment. Participants will have an opportunity to learn from each other and ask questions of the presenters, and will walk away with specific suggestions and samples for engaging learners and building an online community to enhance learning.

**TO DO OR NOT DO A THESIS... That is
the Question**

Salvatore Alaimo, Public, Nonprofit,
and Health Administration
Rob Franciosi, English
Mark Staves, Biology
John Stevenson, Graduate Studies,
panel moderator

Students and faculty in graduate programs may both ask this question each year but they ask themselves this Shakespearean question for different reasons. What motivates graduate students to choose to do a thesis? What motivates graduate faculty to take on students as their research advisor/mentor? What do both parties look for in the other in order to ensure a successful learning outcome? These and other questions about the thesis/dissertation process will serve as the backdrop for discussion about students, topics, process, and outcomes regarding this graduate education experience. If you teach graduate students bring your ideas to share with others and come join us!

EC 311

FIVE

CHANGING STUDENT PRESENTATIONS TO CONNECT DIGITAL NATIVES TO CONTENT

Scott Truskowski, Occupational Therapy

Regardless of the field of study, student presentations are essential to demonstrate a thorough understanding of content, to explain concepts and ideas to peers and instructors, and ultimately to distinguish oneself during a formal job interview (Doree, Jardine, & Linton, 2007). Student performance during presentations is often affected by: anxiety, group dynamics, and level of knowledge with the topic at hand. Millennial students (24%) and Gen X-ers (12%) identify 'technology use' as a defining trait of their generation (Pew Research Center, 2010). One method of removing presentation anxiety while increasing the overall comfort within a group or with a topic can be to allow students to utilize asynchronous presentations through a variety of easy to access and easy to use technology - ranging from iMovie, Windows Live Movie Maker, Magix Movie Edit

Pro, to YouTube. The Occupational Therapy Department has begun to incorporate these types of presentations into coursework within the weekend master's program with positive results. This session will describe why this format was chosen, how assignments have been structured, and include some real-life examples of asynchronous student work.

SIX

ENGAGING LEARNERS IN LARGE CLASSES THROUGH COLLABORATIVE LEARNING

Christine Rener, Pew FTLC

Whether you consider a large class to have 30 or 300 students, how do you engage all students? In this session, we will explore a suite of activities meant to engage students through peer interaction. We will review the design, implementation, and assessment of learning activities - applicable to any discipline - wherein students learn with and from their peers. Such exercises are intended to be high impact and low stress for both you and your students.

EC 411

SEVEN

STRATEGIES FOR EFFECTIVE ADVISING WHEN STUDENTS ENCOUNTER A CHANGE IN PLANS

Debra Burg, Biomedical Sciences,
Amanda Cuevas, Frederik Meijer
Office of Fellowships &
Appreciative Advising Consultant

With the availability of MyPath and curriculum guides, faculty advisors may wonder whether there is any task left for them to do. In fact, the most critical role for faculty advising is when conversations about direction or change need to take place. Student questions such as “What major should I choose?” or “I didn’t get in... now what?” require a different strategy for advising compared to what is needed for schedule development or graduation audits. This interactive workshop will introduce the concept of Appreciative Advising as a means for engaging in effective conversations with students about choosing or changing their career goals. Participants will learn proven strategies to put into immediate practice.

EIGHT

“MIND THE GAP”: Practical Connections Between Liberal And Professional Education

David Bair, College of Education
Linda Goossen, College of Health
Professions
Lisa Hackney, recent graduate, Liberal
Studies Leadership Program
Michael Scantlebury, Hospitality and
Tourism Management
Sherri Slater, senior, Liberal Studies
Leadership Program
Judy Whipps, Liberal Studies

An interdisciplinary group of faculty members and students will explore the relationship between the goals of the professional programs at GVSU and the liberal education goals of the university. Based in part on a summer faculty development group, we will share curricular and programmatic recommendations to bridge the gap between professional and liberal education.

**MANAGING MULTI-SECTION MAYHEM:
Creating Effective Instructional
Communities In Multi-Section Courses**

Janet Vigna, Biology

Instructors for multi-section courses often come from a variety of backgrounds and instructional experiences. While some have been teaching effectively for years, many are fairly new to teaching and have little training in effective teaching pedagogy or curriculum development. In addition the turnover rate for instructors is fairly high, making it difficult to create a consistent experience across sections each semester. In this workshop we will explore strategies for creating collaborative instructional communities that involve instructors in curriculum planning and foster professional development, instructor retention and effective classroom instruction.

**MARY IDEMA PEW LIBRARY:
A Technology-Rich Learning Space For
Today's Students**

Mary O'Kelly, Erin Fisher and
Julie Garrison, University Libraries

The new Mary Idema Pew Library will embody the spirit of modern learning with a mix of social, intellectual, and technological opportunities for the GVSU community. An innovative Knowledge Market will allow students to shop for on-demand services, such as library research, writing, and oral presentations. Interactive digital displays will showcase thought-provoking information designed to enhance campus learning experiences. Special presentation areas will invite passersby to stop and join in the conversation. Diverse teaching and learning spaces have been designed throughout the building to encourage student, faculty, staff, and community interaction. Participants will hear about these new learning spaces, followed by a discussion about instructional opportunities and a Q&A with library faculty.

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ELEVEN

DO YOU SEE WHAT I SEE? Experience The Development Of A Supportive Risk-Taking Environment That Invites Deep Learning

Shelley Schuurman, Social Work

In this workshop you will experience sequenced educational activities that promote self-awareness and lay the groundwork for creating a supportive classroom community. Participants will learn how these activities encourage movement into the “risk zone” and prepare 21st century students to realize the full potential of high-impact learning. How a merger of Adventure - based learning philosophy and Barkley’s model of student engagement inform these educational activities will also be shared.

TWELVE

PUTTING YOUR BEST FOOT FORWARD: GVSU Steps Out With Electronic Portfolios

Susan Laninga, History
Scott Berlin, Social Work

An electronic portfolio can showcase the technological abilities of GVSU graduates as well as the skills they’ve learned in their chosen profession. Weeblys are easy to create and can allow

EC 317
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our graduates to stand out from among others vying for the same positions. You will observe how easy it is to create a Weebly (Bring your laptop and you can do it while you’re there to create your own web site!) and see the work of my Social Studies Methods students. The School of Social Work utilizes Chalk and Wire, an online assignment submission and electronic portfolio system that students purchase and utilize throughout their time in the Social Work Program. This program will be discussed.

SWS FACULTY ORIENTATION

Kay Losey, Writing

Designed for new SWS faculty, this session provides a basic overview of the goals of the SWS program and the requirements of SWS-designated courses. In addition, it offers examples of how the SWS requirements might be fulfilled, including assignment ideas, ways to incorporate writing instruction into classes, and suggestions for dealing with the “paper load.” An informal question and answer session will conclude the workshop. Participants will leave with a wealth of resources, including numerous handouts, a book, and a list of useful websites.

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Grand Valley State University 616 - 331 - 3498 ftlc@gvsu.edu