

May 1, 2019

1pm – 3:30pm

030 Multipurpose Room Mary Idema Pew Library

In partnership with the Pew Faculty Teaching and Learning Center, and University Libraries, we are excited to bring you the 18th Annual Teaching and Learning with Technology Symposium!



Technology Symposium Keynote

Provost Maria Cimitile will discuss the state of eLearning at GVSU

1:00 – 1:55pm
2:40 – 3:30pm

ePoster Sessions

030 Multipurpose Room
Mary Idema Pew Library

2:00 – 2:35

Recognition of FTLC Award
Winners & Keynote

030 Multipurpose Room
Mary Idema Pew Library

1:00 – 1:55pm
2:40 – 3:35pm

Technology Test Kitchen
Demonstrations

040 Exhibition Space
Mary Idema Pew Library



Technology Test Kitchen Demonstrations
***040 Exhibition Space**

Summer Salad with Lightboard Dressing
(1:00 – 1:15)
Chef Kristen Vu

Pear Deck Cobbler Fresh Out of the Oven!
(1:20 – 1:35)
Chef Lissa Brunan

Journal Jam
(1:40 – 1:55)
Chef Rosemary Cleveland

A Zippy Side Dish of Google Sites
(2:40 – 2:55)
Chef Julia Vandermolen

Slack Soup
(3:00 – 3:15)
Chef Krista Benson

2019 ePoster Session Floorplan

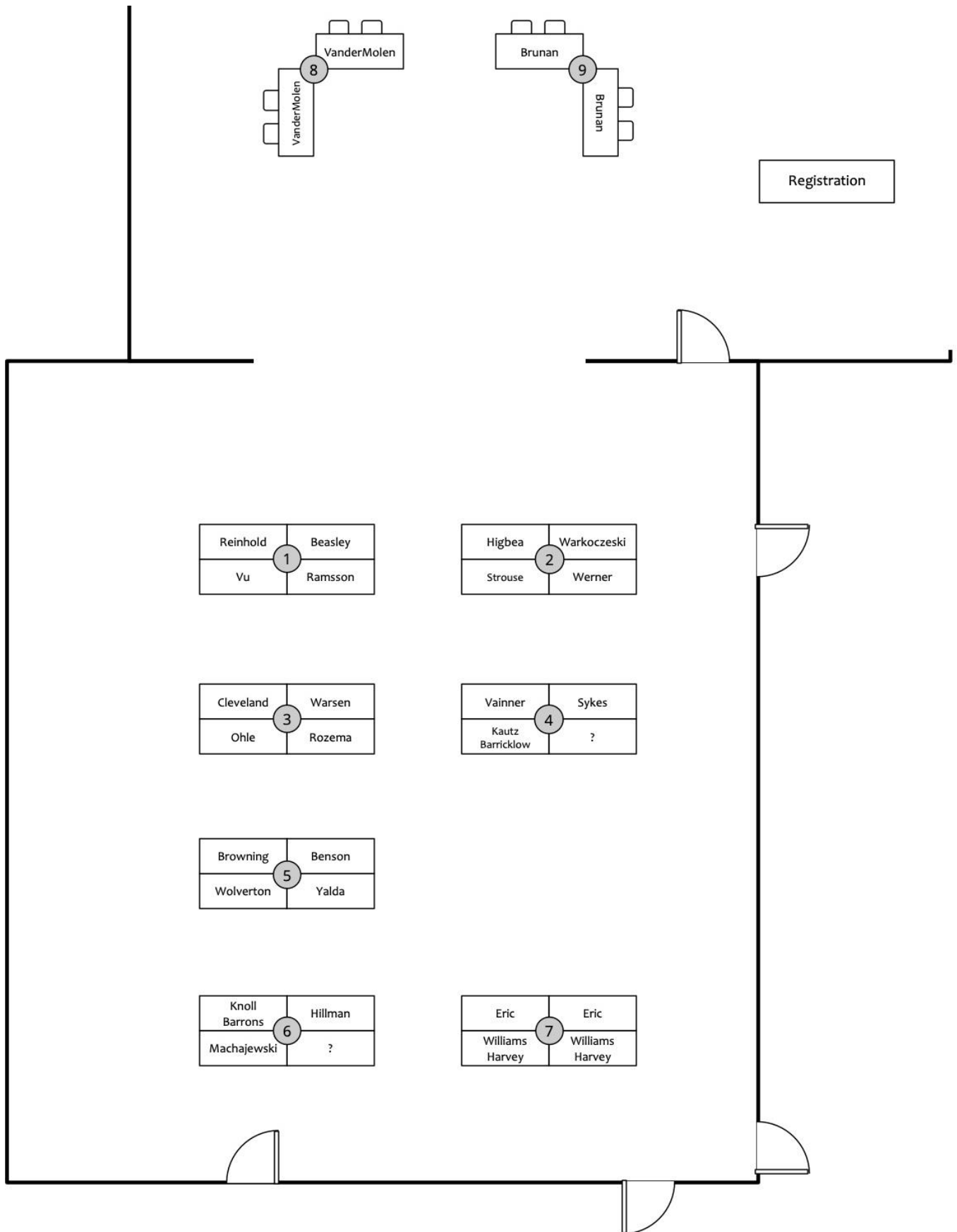


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Ramsson – Using a podcast to get students interested in healthcare

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Warkoczeski - Do you give a “Kahoot!”?
Strouse - Panopto Quizzing Results in Student and Teacher Understanding
Werner - Use of Light Board Videos to Reduce Cognitive Loading

Table 3

Cleveland - Using Online Reflective Journals to Support the 7 Principles of Good Practice in Education
Warsen - Panopto for teaching and research
Ohle - Creating Room for Vulnerability in an Online Asynchronous Course
Rozema - Why Google Classroom is Better Than Blackboard for Writing-based Instruction

Table 4

Vainner - Automating Confidentiality Training for Students
Sykes - Assistive Technology for Students With and Without Disabilities
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Benson - Bored-Free Discussions and Group Facilitation with Slack
Wolverton - How Online Teaching Strengthens Seated Pedagogy
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Table 6

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Harvey & Williams - Zip Through Citations with Zotero!

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VanderMolen - Evaluation of Health Literacy Competencies through Web Development

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Brunnan - Pear Deck: There Is Life After Death (by PowerPoint)

Table 10

Registration Table & Raffle Prizes

Successful Inclusion of Students at a Distant Site using Technology

TABLE 1

Martina Reinhold, Physician Assistant Program, reinholm@gvsu.edu

Objectives: The guests will learn about the positive impact of using response technology and Blackboard collaborate when teaching to cohorts at separate locations

Abstract: The recent expansion of the GVSU PA program to Traverse City provides educational opportunities to areas in Michigan in need of primary care providers. The program utilizes Telepresence technology to facilitate the delivery of the didactic course content between the Grand Rapids and Traverse City campuses. Presentation of lectures provides new challenges to the instructors, including consistent and effective engagement of students at the distant site. In this presentation, the use of response technology, such as Socrative, and Blackboard (including Blackboard Collaborate) to facilitate student engagement at both locations is discussed.

Student Moderation of Panopto Discussion Boards

TABLE 1

Jeanine Beasley, Occupational Science and Therapy, beasleyj@gvsu.edu

Objectives:

1. Participants will report how to set up a Panopto discussion board.
2. Participants will explain the value of student lead discussion boards at the graduate level.

Abstract: Panopto videos, when used for student presentations, can be enhanced when a discussion board is embedded within Panopto. This allows students to give feedback and ask questions of the student presenter. This promotes class viewing of the the presentation and allows the presenter to respond to questions through moderation of the discussion board. Grading the presenter on this discussion board moderation and also student participation, facilitates the quality of this discussion and enhances student learning.

Tips for Effective Online Synchronous Class Meetings

Table 1

Kristen Vu, Medical Dosimetry Diagnostic & Treatment Sciences, vukr@gvsu.edu

Objectives: Participants will gain knowledge in best practices for making synchronous online class meetings effective and meaningful for online and hybrid courses.

Abstract: Participants will gain knowledge in best practices for making synchronous online class meetings effective and meaningful for online and hybrid courses.

Martin, F., & Parker, M. A. (2014). Use of Synchronous Virtual Classrooms: Why, Who, and How? *Journal of Online Learning and Teaching*, 10(2).

Johnston, J. (2016). Best Practices for Synchronous Online Discussions. *Higher E-Learning*. <http://higherelearning.com/best-practices-for-synchronous-online-discussions>

Using a podcast to get students interested in healthcare

TABLE 1

Eric S. Ramsson, Biomedical Sciences Department, ramssone@gvsu.edu

Objectives: Guests will learn that it may be feasible to combine interests to engage students more effectively. My love of and interest in podcasting can now be combined with my teaching topics to further engage students in the material.

Abstract: Teaching in a "human health" department, every semester various students approach me after class and state "This topic is so interesting. It directly relates to this condition that I have." Through these conversations, I realized that these stories were always fascinating. If I could harness even one tenth of the interest I was feeling and impart that to my students, they would be inherently engaged in the material they were learning. In conversations with the eLearning and Emerging Technologies program, I learned that students wanted experience editing audio, which would not only benefit them, but remove one of the more tedious aspects of creating a podcast. Thus, A Body's Tale was born. I meet with and interview students about their medical conditions, and my students, GVSU, and even the wider public learns about fascinating health topics. For students in my department, that engagement will hopefully lead to more invested student learning.

Using videos and quizzes to teach and assess graduate student performance in financial problem solving

TABLE 2

Raymond J. Higbea, School of Public, Nonprofit, & Health Administration, higbeara@gvsu.edu

Objectives:

1. Demonstrate how to integrate videos and quizzes into a hybrid format
2. Demonstrate how to assess individual student through the use of imbedded quizzes

Abstract: This year I was concerned that I was not including enough online content for my hybrid classes and that I needed to increase the amount of individual assessment in a pedagogy that in flipped and team focused. I also found that in the face-to-face portion of the hybrid classes, I was running out of time to review and discuss more complex financial problems and decision making. Thus, I took two techniques I have been using (videos and prepared Excel problem templates) and brought them together using videos with the addition of quizzes to assess individual performance. Early feedback from students is that they are very satisfied with the opportunity of going back to review problem solving techniques. It is too early to collect the information about whether this technique has enhanced learning and affected grades.

Do you give a "Kahoot!"?

TABLE 2

Larry Warkoczski, School of Public, Nonprofit & Health Administration College of Community and Public Service, warkoczl@gvsu.edu
Lucas Zhao, MHA Student in Residence

Objectives: Provide an alternative learning method for students to further master key terms and major concepts and contrast them to other terms and concepts. Engage students in a group learning environment through technology to learn new terms and concepts and explore issues. Assess student retention of key words and concepts and highlight areas for further study by students.

Abstract: During each graduate student learning module, students are challenged to learn new terms and concepts to apply to healthcare issues. The quantity of key terms and major

concepts underscored the need for a faster-paced and engaging method for students to learn and to identify areas for further study. The online tool, Kahoot!, was implemented at the suggestion of students to provide a team-oriented competition which included time limitations for student feedback. Teams used mobile devices to respond to questions and select from multiple choices in a scored team environment. The technology and this teaching approach have been successful according to student feedback and the teacher's observation of active student engagement in word and concept mastery, creative thinking, and teamwork. This gaming approach has led to the further discovery of other gaming simulations or tools to elicit increased student participation and learning opportunities.

Panopto Quizzing Results in Student and Teacher Understanding

TABLE 2

Susan Strouse, Nursing, strouses@gvsu.edu

Objectives: Participants will explore the benefits of using Panopto quizzing as a method of formative student learning assessment

Abstract: Students enjoy the quiz function of Panopto videos as formative assessments. Interacting with videos or voice over power points posted within Blackboard allows students to engage with the content and self-assess their own learning. Settings allow faculty to determine the number of times students can view or repeat quiz questions and require students to complete a question before progressing in the video. Faculty can also link Panopto quizzes to the grade center in Blackboard, providing immediate feedback to both faculty and students. Analytics within Panopto quizzes allow faculty to monitor each student's time with the quiz, and scores on each question. Faculty can then provide reinforcement on content when needed, or proceed to new content and scaffolding of content, based on student understanding. Student feedback on use of Panopto quizzing is that it is fun and facilitates learning, making this tool a win-win for both faculty and students.

Use of Light Board Videos to Reduce Cognitive Loading

TABLE 2

R. Marshall Werner, Chemistry, wernerro@gvsu.edu

Objectives: Guests will be introduced to light board video technology and the use of Panopto to automatically grade video quizzes and upload them to Black Board.

Abstract: This presentation will discuss the use of short light board videos presented to a large science class. The light board technology is a novel method of presenting recorded material that allows the presenter to face the audience while at the same time writing notes on a pane of glass with fluorescent markers. These videos include online quizzing through the Panopto platform that can be automatically uploaded to Black Board. Students are asked to watch these videos before attending lecture to reduce excessive cognitive loading during lecture.

Using Online Reflective Journals to Support the Seven Principles of Good Practice in Education

TABLE 3

*Rosemary Cleveland, College of Education, Graduate Teacher Certification Program
clevelro@gvsu.edu*

Objectives: The audience will review the *Seven Principles for Good Practice in Undergraduate Education* and be able to develop several approaches to using Blackboard's private journal tool to enhance the learning process and support critical thinking.

Abstract: In 1987, Arthur W. Chickering and Zelda F. Gamson defined what good education means at the undergraduate level when they wrote "Seven Principles for Good Practice in Undergraduate Education." The seven principles are based upon research on good teaching and learning in the college setting. My presentation will focus on how using online reflective journals, specifically Blackboard's journal tool, can support the Seven Principles of Good Practice in Education at any level (undergrad or graduate).

Chickering, A. Gamson, Z. (1987). Seven Principles for Good Teaching in Undergraduate Education. AAHE Bulletin 39, 3-7.

Chitpin, S. (2011) Can mentoring and reflection cause change in teaching practice? A professional development journey of a Canadian teacher educator. Professional Development in Education 37:2, pages 225-240.

Minott, M.A. (2011) Reflective teaching, critical literacy and the teacher's tasks in the critical literacy classroom. A confirmatory investigation. Reflective Practice 12:1, pages 73-85.

Moon, J. A. Learning Journals: A Handbook for Reflective Practice and Professional Development. Routledge, New York. 2006.

McGarr, O. and Moody, J. (2010) Scaffolding or stifling? The influence of journal requirements on students' engagement in reflective practice. Reflective Practice 11:5, pages 579-591.

Panopto for Teaching and Research

TABLE 3

Greg Warsen, Educational Leadership, warseng@gvsu.edu

Objectives: Guests will see how Panopto captioning can be used to enhance videos they create for courses, and how Panopto can be used in qualitative research.

Abstract: In this presentation, I'll demonstrate how Panopto is used for video enhancement and/or enrichment of courses, including the captioning feature. In addition, using Panopto to record interviews enables researchers to get a captured transcript of interviews for qualitative analysis.

Creating Room for Vulnerability in an Online Asynchronous Course

TABLE 3

Kathryn Ohle, Education, ohlek@gvsu.edu

Objectives: Guests will hear more about how to create a community of learners in an asynchronous course where students are able to progressively become more vulnerable as the semester moves forward. In particular, I will share some of the tools I have leaned on, with examples of assignments that encourage students to both laugh and empathize with one another.

Abstract: Teachers are often taught that in order for their students to learn the content, they must first have a relationship with the instructor and/or their classmates. They must feel safe, valued, and part of a community. Only then are they able to open up and contribute freely. This can be difficult to do in an online asynchronous course. However, through carefully executed assignments using digital tools like personalized bulletin boards, Padlets, and Google Slideshows, it's possible to create an online community where students share humor and compassion with one another; where they create connections using "windows" and "mirrors"; and where they become increasingly vulnerable with one another. This presentation will share examples of assignments that start small and then progressively ask the students to share

more about themselves, their culture, and their goals as future teachers, resulting in educators that are able to reflect and connect deeply with one another.

Why Google Classroom is Better Than Blackboard for Writing-based Instruction **TABLE 3**

Robert Rozema, English, rozemar@gvsu.edu

Objectives: Attendees will gain practical strategies for using Google Classroom in their writing-based courses. They will examine an example writing course and learn how Google Classroom supports process-based writing pedagogy.

Abstract: For writing-intensive courses, Google Classroom is an ideal content management system. It supports process pedagogy by providing a writing platform (Google Docs) and storage (Google Drive) that allow students easy ways to produce writing, share documents with their classmates, comment on peer writing, and revise their writing. Its comment feature also enables meaningful conversations about writing between students and instructors. Despite these advantages, it is used only rarely by GVSU professors. This e-poster session will offer practical strategies for using Google Classroom in writing-based courses.

Automating Confidentiality Training for Students **TABLE 4**

Dan Vainner, Office of the Registrar, vainneda@gvsu.edu

Objectives: Innovative use of Panopto's quizzing feature and Blackboard's Adaptive Release rules and Notification settings Understanding of FERPA training available to students.

Abstract: We've developed a streamlined training program for Student Graders concerning FERPA. The recent release of Panopto (video host) and its integration with Blackboard that we've built into this process would be applicable across all departments. We have a 3 part, 13 question quiz embedded into a video. With the adaptive release technology, students only gain access to the next assignment when they have correctly answered all questions. The submission of this next assignment automatically emails the administrator a notification. This has removed the need to manually check each quiz. We are very pleased with the effectiveness and convenience of this process on both the user and administrative sides. Now that we have the initial process set up we are looking to expand it to all student employees that handle confidential data. This allows for the training to be done remotely and all results stored conveniently.

Turn the Red light to Green **TABLE 4**

Cheryl Kautz, School of Computing and Information System, kautzc@gvsu.edu

Sherry Barricklow, eLearning and Instructional Technology Specialist, barricks@gvsu.edu

Objectives: Lists at least five ways the Ally accessibility tool can assist faculty to create ADA compliant and UDL digital content in Blackboard.

Abstract: Are you seeing Red? Use Ally to help create accessible Word documents, PowerPoint slides, and PDF files that get the Green dial in Blackboard, which improves accessibility and benefits all learners.

Assistive Technology for Students With and Without Disabilities

TABLE 4

Jeff Sykes, Assistive Technology Coordinator, Disability Support Resources,
sykesje@gvsu.edu

Objectives: Participants will gain knowledge in best practices for making synchronous online class meetings effective and meaningful for online and hybrid courses.

Abstract: This presentation will demonstrate several different types of assistive technology used in Disability Support Resources, and reported to be very useful by students. Screenreading, text reading, dictation, and notetaking tools will be demonstrated, with an emphasis on free and low-cost tools that fit a student budget.

Using Digitally Interactive Lectures to Increase Classroom Creativity

TABLE 5

Celine Browning, Department of Visual and Media Art, browningc@gvsu.edu

Objectives: Guests will use different digital tools that can be brought into the classroom, and will evaluate the benefits and limitations of these tools. Ultimately, guests will judge the merits of adding digital interactive components to larger classes in effort to increase student learning and support creative thinking.

Abstract: Over the past year, I have incorporated several kinds of digital interaction into all five of my Art 101 sections- a course for non-majors, many of them freshmen. The size of the class (35 students) and the newness of the material makes for a very quiet, passive classroom environment. My goal this year was to use technology to increase student understanding of the material and provide students with a low-stakes way to interact with the ideas being discussed in class. I decided to encourage the use of smartphones in class, as they are a powerful tool that can be harnessed to enrich the classroom environment. I have incorporated the use of smartphones in several ways: online research, Augmented Reality, and interactive lectures (via Top Hat). Since these changes have been implemented, I have seen an increase in student understanding and engagement.

Bored-Free Discussions and Group Facilitation with Slack

TABLE 5

Krista Benson, Liberal Studies, bensokri@gvsu.edu

Abstract:

In this presentation, I will model ways that instructors can use Slack as a way to meet community of inquiry framework with student-to-student interaction in online, hybrid, and face-to-face classes. This presentation will both quickly teach instructors how to interact within Slack, model some options for ways to use public, private, and direct messaging communication for both student-to-student and student-to-instructor communication. Using Slack as a communication platform also allows instructors to teach students a transferrable communication skill, as Slack is increasingly being used in companies and non-profits for internal communication and project planning.

How Online Teaching Strengthens Seated Pedagogy

TABLE 5

Maureen Wolverton, Liberal Studies, wolvertm@gvsu.edu

Objectives: Guests will gain strategies for employing tactics utilized in online/hybrid teaching in seated classes. Guests will reflect on how their own online/hybrid teaching experiences reframed their understanding of seated classes.

Abstract: This presentation explores the ways that online teaching experiences can strengthen in-class instruction. Primarily, guests will reflect on ways to utilize Bb technologies like Panopto, Bb Learning Modules, and Bb Collaborate Ultra to enhance learning in seated sections. The presentation will also address how online teaching impacts email communications strategies in seated sections. Participants will also learn how online strategies impact time management expectations and workload distribution. Finally, this presentation will ask guests to reflect on their own experiences with online/hybrid teaching to assess how these shaped their own in-class pedagogy.

Workload Assessment Table https://mybb.gvsu.edu/bbcswebdav/pid-3904850-dt-content-rid-36005820_1/courses/accelerated.aadc/student%20workload%20assessment%20guide.pdf

Going Far Together: Assessing Best Practices for Online Team Work

TABLE 5

Christine (Tina) Yalda, School of Criminal Justice, yaldac@gvsu.edu

Objectives: At the completion of the presentation, participants will be able to 1) describe best processes/practices for online collaboration, 2) identify obstacles to successful team work, and 3) understand how to generate tool(s) for assessing effectiveness of online team efforts.

Abstract: This presentation examines three online tools – team agreement, individual participation survey, and team assessment survey – used to assess successful collaboration in an online issues course (CJ & Human Rights). I developed the tools using Lencioni's (2002) Five Dysfunctions of a Team, GVSU's collaboration rubric, and additional research on online collaboration best practices. The tools are deployed through Google docs and forms. I use the tools to 1) facilitate data collection for Gen Ed assessment and 2) provide feedback to individual students and their teams. Findings allow me to track individual participation trends and team successes/challenges during the semester and across semesters. This data-driven approach, combined with more subjective team feedback, enables me to better mentor underperforming students and teams, as well as make curricular changes to help individuals and teams overcome common obstacles.

Inclement Weather: Campus Is Closed | Class Is Open

TABLE 6

Meagan (Luttenton) Knoll, Seidman College of Business Management Information Systems, luttentme@gvsu.edu

Kevin Barrons, Seidman College of Business Management Information Systems, barronke@gvsu.edu

Objectives: Viewers will learn how to maximize features embedded in Blackboard, so that time away from the classroom, doesn't mean lost learning time.

Abstract: Students find inclement weather days exalting, while faculty can find them

daunting. Learn about some embedded tools in Blackboard that can make an inclement weather day a productive and learning filled day.

Improving Student Oral Presentations using PitchVantage

Table 6

Paul Hillman, Seidman College of Business Management, HillmanP@gvsu.edu

Objectives: Exposure to new software for recording and assessing video journals
Understanding the components of a good oral presentation
Creating an environment where students are required to practice before giving a final presentation.

Abstract: Making an oral presentation is an important business skill to have and to improve upon. People who are good at presentations are consistently perceived to be better employees and move up through their organizations more quickly than those who struggle with public speaking. As important as these skills are, we often don't do much to help students improve their oral presentations skills. PitchVantage is a tool instructors can use, not only for any student assignment but for any oral presentation students want to prepare for. Students use this tool for this class and then go on to prepare for any job or internship interviews that require a live or recorded presentation.

Blackboard Goals feature: curriculum alignment & evidence of learning

TABLE 6

Szymon Machajewski, Computer Information Systems, machajes@gvsu.edu

Objectives: Align course content and assessments (eg. discussion forums and threads, blogs, journals, tests and individual questions, assignments, and Grade Center columns) to one or multiple goals in Blackboard Run reports to discover how students are performing in alignment with the associated course or department goals.

Abstract: The Blackboard Goals feature allows instructors to mark assessments or content in Blackboard Learn courses as performance criteria to reach a curriculum goal. While the curriculum goal does not have to be the same as a course learning objective, they often overlap. In turn, Blackboard Learn collects student scores and compares them to set target performance level and average range. This helps in identifying students who meet expectations or are outside of them. The resulting Blackboard course performance report summarizes how students met the expected performance criteria against one or more set goals. The course itself can be archived or copied to retain assessment artifacts and assignment samples. The report is granular enough to provide a breakdown of academic performance per student on each assessment and curriculum goal.

Exploring the Future of Teaching and Learning through the Technology Showcase

TABLE 7

Eric Kunnan, Director of eLearning and Emerging Technologies, kunnene@gvsu.edu
Sam Krepel, Emerging Technology Specialist and Student Assistant

Objectives: In partnership with students and faculty, investigate, acquire, test, prototype, pilot, research, and evaluate cutting-edge emerging technologies that have the potential to transform education, enhance teaching, and improve student learning. Accelerate the application and evaluation of emerging technologies and dynamic learning environments by assisting, equipping, and empowering faculty and students.

Abstract: Located in room 012 of the Atrium in the Mary Idema Pew Library Learning and Information Commons, the Atomic Object TECHNOLOGY SHOWCASE provides faculty, staff, and students with an interactive and engaging environment to discover, learn, and share how innovative emerging technologies can enhance teaching and improve student learning at GVSU. The showcase has been working with faculty and students to discover the potential of technology as an opportunity to explore in transforming education. Through class visits and special faculty projects, the showcase has elevated and accelerated the conversation around the value of emerging instructional technology at Grand Valley State University.

Zip Through Citations with Zotero!

TABLE 7

Betsy Williams, University Libraries, williab2@gvsu.edu
Barbara Harvey, University Libraries, harveyb@gvsu.edu

Objectives:

- Learn the benefits of Zotero citation management software
- Learn how to download, install, and use Zotero with University Libraries' databases
- Learn how to integrate the program with Word and Google Docs

Abstract:

Do your students struggle to create proper citations in written assignments? Do you struggle with manuscript preparation? The presenters will demonstrate how easy it is to use Zotero citation management software to “capture” citations from databases, insert in-text citations and generate bibliographies in any citation style. Zotero is a completely free, open-source software tool that can speed up the academic writing process.

<http://www.zotero.org>

<https://libguides.gvsu.edu/nursing/Zotero>

Evaluation of Health Literacy Competencies through Web Development

TABLE 8

Julia VanderMolen, Faculty Teaching and Learning Center, Faculty Associate, Assistant Professor, Department of Public Health, vandjull@gvsu.edu
2019 Pew Teaching with Technology Award Recipient

Objectives: Participants will to create a working webpage defining Participants will research and gather evidence to create a clear and coherent message. Participants will discuss potential evaluation methods in assessing student created web resources.

Abstract: Students were required to create a health literacy and health advocacy website using the Web site-building tool Google Sites (Google, Inc, Mountain View, CA). Google Sites is

cloud-based, a URL for each site facilitated distribution and access to projects. While not a formal part of this project, using these strategies within Google Sites was an opportunity for students to improve their plain language skills, health literacy skill and health advocacy skills. The evaluation of this strategy for developing competency in writing was evaluated in a previous publication and from the following Certified Health Education Specialist (CHES) Responsibilities Area IV: Conduct Evaluation and Research Related to Health Education/Promotion, Area VI: Serve as a Health Education/Promotion Resource Person and Area VII. Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession.

Coutinho, C. (2009). Using Blogs, Podcasts and Google Sites as Educational Tools in a Teacher Education Program (pp. 2476–2484). Presented at the E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Association for the Advancement of Computing in Education (AACE). Retrieved from

<https://www.learntechlib.org/primary/p/32834/> Lemley, C. K., & Martin, J. (2015).

Google Sites and Oral History Projects: Connecting School to Community. In R. Papa (Ed.), Media Rich Instruction: Connecting Curriculum To All Learners (pp. 251–269). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-319-00152-4_16https://doi.org/10.1007/978-3-319-00152-4_16

Pear Deck: There is Life After DEATH (BY POWERPOINT)

TABLE 9

Lissa Brunan, Adjunct Professor for College of Education, brunanl@mail.gvsu.edu

MaKenna Kane, Education student

Breanne Dalm, Education student

Objectives: Participants will be able to increase engagement during presentations or lectures by using the Pear Deck Google Slides add-on to incorporate real-time participation from the audience.

Abstract: Keeping students of all ages engaged during a lesson is a struggle. By adding the FREE Pear Deck add-on to Google Slides, you can create interactive slides that inspire students to share their answers and ideas through a number of interactive question types. Even incorporate websites and videos INSIDE your presentation. Stop by and try a LIVE hands-on experience through a student perspective.

<https://help.peardeck.com/article/148-google-slides-add-on;>

<https://drive.google.com/file/d/1ZO7ilgflmTA2vGoXF1QKDcuGsxbtbrrv/view;>

<http://bit.ly/2RkluKB>

Registration TABLE 10

In addition to the Symposium booklet, make sure and pick up a nametag, a raffle slip for our technology prizes, and a Spring Tech EXPO calendar to learn more about the workshops scheduled throughout the month of May.

2019 Pew Teaching with Technology Award Recipient

Julia Vandermolen, Ph.D. Assistant Professor of Public Health



Julia joined Grand Valley State University in 2013. While integrating educational technology into teaching public health, Julia VanderMolen incorporates TED-Ed assignments that require students to research, present, dig deeper, inquire, and discuss. Other tools include Brainshark (for recording lectures), Lightboard technology, and Google Drive. Colleagues and students recognize the thoughtful implementation of technology coupled with sound pedagogical strategies to create excellent learning environments. VanderMolen also has successfully published on the following topics: assistive technology, disabilities as they pertain to public health issues, interprofessional education, and teaching and learning.

2019 Pew Teaching with Technology Award Recipient

Julie White, M.A. Senior Affiliate of Writing



The hallmarks of Julie White's success in integrating technology with her teaching are her openness to innovation and her collaborative spirit. By partnering with Grand Valley librarians, she introduces new ways for students to use technology. Additionally, by using Google Sheets to provide feedback on student writing and Blackboard Collaborate Ultra for office hours, she gives students opportunities not only to learn new tools, but also ways they can use the tools in their professional lives. As a testament to the success of this strategy, one of her student's essays was chosen for publication in WRT 150: A Guide to Student Writing.

ACKNOWLEDGEMENTS

This event is a collaborative affair and the eLearning and Emerging Technologies team would like to thank the Pew Faculty Teaching & Learning Center and University Libraries for making this year's symposium a success. Most importantly, a special thank you to each of our presenters and to each of our guests.

