WEDNESDAY, MAY 20

SESSION 1

A Brief Tour of the Learning Sciences via a Cognitive Tool for Investigating Melodic Phenomena

Presenter: Craig Graci, SUNY Oswego,

11:00 - 11:30 am Lanigan 102
Paper (Intermediate); Discipline-specific Technologies

I will present elements of a computational system called MxM that can be viewed as a research tool for investigating ideas central to the fields of music cognition (music and psychology) and cognitive musicology (music and arti?cial intelligence). Recently this system has been used to study phenomena related to grouping structure (Graci, 2008a, 2008b), as elucidated by Lerdahl and Jackendoff (1983) in their generative theory of tonal music, and reductional structure (Graci, 2009), as articulated by Deutsch and Feroe (1981) in their formalism for the internal representation of pitch sequences. But MxM can also be viewed as an educational microworld (Papert, 1980), as a cognitive artifact (Norman, 1991), or, more generally, as a learning/thinking technology that taps into the potential of the distributed cognition framework (Salomon, 1993). In fact, MxM is a fairly direct descendent of two research programs related to computational learning environments (Graci, Narayan, & Odendahl, 1989, 1992). This presentation of MxM will emphasize the educational implications of the system.

Unfortunately, for reasons well articulated by Kim and Reeves(2007), results achieved by incorporating computers as cognitive tools into classroom activities have been limited, some would say disappointing. Over the past two decades, however, a coalition of powerful ideas has emerged under the heading of the learning sciences (Saywer, 2006) which might well be leveraged into a renewed, more successful effort to enhance educational experiences with cognitive tools. These learning science ideas revolve around such broad themes as distributed cognition, social/technological scaffolding, and mediating artifacts. They have deep roots in sociocultural schools of thought (Daniels, Cole,& Wertsch, 2006) but are being reinterpreted by educational theorists in light of the computer and advances in cognitive science.

I will apply elements of MxM to a selection of ideas from the learning sciences with an eye towards contributing fragments of concrete understanding to the search for meaning in these ideas. The learning sciences are often discussed in relation to the STEM fields: science, technology, engineering, and mathematics. By discussing elements of the learning sciences from the relatively fresh perspective of music, in particular the analysis of melodic structure, I hope to enrich the discussion.

Growing Up in ANGEL

Presenter: Christine Hirsch, SUNY Oswego,

11:00 - 11:30 am Lanigan 106
Paper (Introductory); Personal Knowledge Management & User Created Content

The presenter will trace her evolution and growth as a faculty member from risk-averse paper pusher to excited proponent of on-line classroom enhancement.
While not a total technophobe, this author is not particularly techno-savvy, so the thought of implementing course management programs was daunting. The paper will trace the baby steps and confidence gained in using ANGEL over the past two years.

Originally ANGEL was used merely as a method of dispersing class announcements for a large-lecture format. It has now evolved to its current role as a central component of all the author's classes. Every semester, the author tries new aspects and has now baby-stepped into using ANGEL as a central means of communication for class members, and as a repository for chapter notes, paper descriptions and syllabi. In addition, there is a two part Library Challenge designed to increase information literacy. The challenge involves placing students on randomly generated teams, and different teams have different assignments. The challenge has both on-line and in-library aspects: an on-line quiz and an in-library "scavenger hunt." It rocks!

This past year has seen the author using the attendance and gradebook features of ANGEL – (heck, I even figured out how to award extra credit [Ok with a little help from my ANGEL angel]). In the large lecture class, multiple TAs record grades and keep attendance. Next up: online office hours! OH, maybe online workshopping of Paper. Online exams! A Hybrid course even!!

Computer Based Collaborative Problem Solving for Introductory Courses in Physics

Presenter: Carolina Ilie, SUNY Oswego,
Co-Presenter(s): Kevin Lee

11:00 - 11:30 am Lanigan 104
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

We discuss collaborative problem solving computer-based recitation style which is successfully employed at University of Nebraska at Lincoln. The course is designed by Lee [1], and the idea was proposed before by Christian, Belloni and Titus [2,3]. The students find the problems on a web-page containing simulations (physlets) and they discuss them with a classmate and write the solutions on an accompanying worksheet provided by the instructor. The worksheets are turned in at the end of recitation. Physlets have the advantage of being much more like real-world problems than textbook problems. Students need first to determine what is needed to solve a problem before attempting a solution. Their answers depend on the chosen method and the experimental error.

These activities are designed to emphasize collaborative problem solving. The students work in groups of two or three at one computer and they need to chance partners regularly. Communication with other groups is encouraged as well. It is desired that the students will discuss the physical principles and methods involved in solving problems, not just the final

answer. The idea behind this approach is to make recitation a time of active learning. Experience has shown that the interaction with other students also makes the learning more enjoyable.
We also compare two protocols for web-based instruction using simulations in an introductory physics class [1]. The inquiry protocol allowed students to control input parameters while the worked example protocol did not. The idea of an unknown input consists in the fact that after changing known input parameters and seeing the effects in the simulations, the students are expected to work backwards and use the simulation to determine the value of an unknown input parameter. Students in the worked example group performed significantly higher on a common assessment. The results of this study are discussed in relation to Scientific Discovery Learning and Cognitive Load Theory.

1. Lee, Kevin M., Nicoll, Gayle and Brooks, Dave W. (2004). "A Comparison of Inquiry and Worked Example Web-Based Instruction Using Physlets", Journal of Science Education and Technology 13, No. 1: 81-88.
2. Christian, W., and Belloni, M. (2001). Physlets: Teaching Physics With Interactive Curricular Material, Prentice Hall, Englewood Cliffs, NJ.
3. Christian,W., and Titus,A. (1998). "Developing web-based curricula using Java Physlets." Computers in Physics 12: 227–232.

Real World Classroom Immersion "You can't get this in a book"

Presenter: Sean Nixon, Ulster County Community College,
Co-Presenter(s): Hope Windle, Ulster County Community College

11:00 - 11:30 am Lanigan 103
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Beginning in the fall semester of 2004, The Ulster Design program has gone through a redefinition of design instruction by means of an innovative curriculum and pedagogy under the leadership of Sean Nixon. The result has been a two hundred percent increase in enrollment for 2008. The retention rate has followed the increase in enrollment and students are transferring to prestigious baccalaureate programs as well as gaining employment in the field.

The presenter will follow the transparent use of technology through all aspects of the program. The use of software has become the designer's toolbox, the skill set that will advance active learning into the workplace. To ensure the students are in charge of their own learning, the curriculum has been redesigned to provide the following key instructional activities:

1. Studio based real world client projects
2. Studio courses that include hands-on experiences with real clients.
3. Student control of all aspects of a project that traditionally would take too long and involve too many people in the production.
4. Professor facilitation of the designer – client model/relationship based on a professional design firm structure:
5. The professor locates and vets non-profit clients. The students are prepared through client role-playing and coaching. The student is taken through a series of simulated design projects

of elevated levels of complexity prior to meeting actual clients. InDesign, Photoshop, Illustrator, Dreamweaver, PowerPoint, as well as word processing and internet based research tools are the primary print and web software used to train the students to produce work judged with the actual criteria used when the client is involved, as in the real world.

6. Freelance clients: With newly learned techniques, second year students take on freelance clients. The professor, by request, supervises these relationships and gives technical assistance in a "just in time" teaching approach.
7. Internships: Students are supported through the process of pursuing and attaining internships that provide professional design experience.
8. On-Location classroom: The classroom also goes on location. At the local supermarket and bookstore, students discuss through instructor lead research interior design and product placement as well as packaging.
9. Reflection of work in a public exhibition setting: Students also are required to enter juried design competitions of their peers. Students also exhibit professionally off campus in local galleries. This public exposure provides an opportunity for the students to see themselves in the context of the larger public sphere of expectation.

Podagogical Perspectives

Presenter: Lester Ray, Apple Inc.

11:00 - 11:30 am Lanigan 106A
Vendor Presentation (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Lifelong learning and versatility are replacing lifetime employment and static skill sets. Reflecting on these dramatic changes, schools, too, are evolving, altering their educational goals as well as the strategies and resources they use to achieve these goals. Educators at nearly every level are examining the tools required to produce the 21st century skills today's students need to succeed in their school, work, and civic lives. The pedagogical uses of podcasting will be discussed and a demonstration using iLife will help the attendees to develop an understanding of how these tools can enhance their learning environment.

New Dimensions in Language Acquisition: Interactive Books with Multimedia Support

Presenter: Reneta Barneva, Fredonia State,
Co-Presenter(s): Valentin Brimkov, SUNY College at Buffalo; Kamen Kanev

11:00 am - 12:15 pm Lanigan 105
Panel (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

The work was done in the framework of a cooperative research project of the Research Institute of Electronics, Shizuoka University, SUNY Fredonia, and SUNY Buffalo State College.

Although many technological tools and supporting environments exist, language courses are mostly taught in traditional classroom settings. The reason is that the available textbooks and educational materials already developed for such settings are not so easy to modify and adapt to other environments. Language instructors are also accustomed to the traditional way of teaching, and rapid adaptation to new environments might incur a significant strain.

We consider methods and approaches for complementing the language instruction in traditional classroom settings through interactive printouts with multimedia support. When a student is reading a book, for example, it is convenient to look up unknown words in a dictionary. Traditional dictionaries, however, have several limitations: their volume is restricted, searching an entry requires time, and sometimes it is difficult to understand the pronunciation. We have developed a multilingual multimedia dictionary that supports five languages and potentially overcomes such drawbacks. Since it is electronic, it is very compact. The dictionary consists not only of words and their definitions, their respective pronunciations and translations, but of pictures as well. Therefore, one does not need to know the spelling of the word in order to look it up in the dictionary: it can be searched by its picture. This feature is especially convenient for languages like Japanese, in which words in the dictionaries cannot be ordered alphabetically. With the help of the multimedia dictionary, users can learn various foreign languages as well as improve their own language, the latter being especially useful for young children.

The multimedia dictionary is linked to traditional printed materials through the Cluster Pattern Interface (CLUSPI) technology, co-invented and developed by one of the authors. With CLUSPI position encoding layers enabling direct point-and-click interactions can be attached to printed educational materials while preserving the look and feel of the original documents. This approach allows not only instant access to diverse multimedia content; it can be used to enhance collaborative work and provide student identification for grading purposes.

The features of the approach will be presented and its potential and possible implications for language acquisition in general will be discussed. A brief demonstration may also be provided.

Math and Graphing Skills with Cooperative Learning: A hands-on approach to improve student learning

Presenter: Kathleen Burke, SUNY Cortland,
Co-Presenter(s): Betty Hurley Lawrence, SUNY Empire State College

11:00 am - 12:15 pm Campus Ctr 202
Hands-On Demo (Introductory); Translating Teaching, Learning and Assessment Research into Practice

Our approach will be a blend of experiential learning and research findings. The core of our research agenda lies in Process Education. Process Education is a performance-based philosophy of education which integrates many different educational theories, processes and tools in emphasizing the continuous development of learning skills through the use of assessment principles in order to produce learner self-development. Based on these principles, instructional strategies have been developed to enhance student learning.

The presenters will introduce the computer tutorial, Math and Graphing Skills, as a tool for online assessment and as a means of refreshing students' basic math skills. Participants will gain hands-on experience using this MapleTA-based software and also be shown cooperative learning as a strategy for learning. Research will then be presented to support the effectiveness of this method to improve student learning. Time will be given for participant questions, observations and suggestions.

SUNY and UUP – Partners in Online Education

Presenter: Nicholas Koridis, Stony Brook University
Co-Presenter(s): Virginia Anderson, SUNY Health Science Center at Brooklyn; John Driscoll, SUNY Cortland; Ziya Arnavut, Fredonia State

11:00 am - 12:15 pm Lanigan 107
Birds of a Feather (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

The future of SUNY including both faculty careers and student performance is linked to innovation, organization and incremental skills in the IT world. CIT offers access to courses, creative colleagues and opportunities for cross-fertilization and technology transfer. UUP must monitor the impact of IT on workload, retrenchment, faculty positions, part time employment, intellectual property, and most important the availability of in service education, mentoring, hardware, software and a tolerance for the stages of an individual's transition from, "chalk talks", to virtual classrooms, microscopes, chat rooms, online testing and innovative ways for student interactions both online and face to face. The upside and downside of this process should be addressed and the great strengths a SUNY faculty position provides in an era of change and patent procurement through the SUNY Research Foundation promoted. CIT participants can provide feedback to the UUP Technology Committee to enhance awareness of the strengths and weaknesses of IT in the current, fast changing climate of budget cuts, bulging enrollments and staff shortages.

Several issues on the pros and cons of specialized programs found online education at SUNY Empire State College worth mentioning. The courses are found to be creditable, desirable, and technologically feasible method of education. Some pros are; summer courses that are not offered in traditional classrooms, students find it convenient to supplement face to face classes with online courses. Online courses can be offered concurrently with traditional classes without scheduling issues with limited resources when classes are full. The cost benefit without traveling saves fuel cost and emissions in reducing the carbon footprint on SUNY Campuses. The lack of public transportation whether it is in a rural setting or suburban environment can play a role as well. There is much more work involved for the professor to be on top of everyone's level of expertise. A possible work creep issue for faculty members trickles down to professional and support staff.

We need to keep UUP informed on issues relating to online learning so as to better understand the new academic trends for four year colleges. Contractual benefits can be documented by a

survey for CIT participants and the results reported back to UUP as we work together to support the mission of SUNY.

Teaching Outside the Box

Presenter: Alexandra M. Pickett, SUNY System Administration,

11:00 am - 12:15 pm Campus Ctr 206
Hands-On Demo (Advanced); Active/Student Centered Learning - Engaging Students in the Classroom

Step out of the CMS box with me for a presentation on how freely available web2.0 tools such as twitter are used in my online course and could be used to enhance instruction in general. Tools will be demonstrated, uses will be discussed, and examples shown. Participants will be invited to join and explore selected tools.

Online social networking, social computing, folksonomy/ social/ collaborative tagging, data mashups, ubiquitous broadband, wireless, hand-held and mobile computing, mobile broadband, and the cultural shift from passive consumers of content to engaged user-generators of content, have brought about a grassroots revolution: we have experienced a global democratization of access to tools, information, experts, content, professional development, and education as evinced by the open courseware and open source software initiatives that have changed how education is delivered, conducted, and defined. It is important for those of us in the field of online education, as responsible netizens and educators in this moment, to participate, to evaluate, to document, and to expose our students to and engage them in this process. Effective online pedagogical/andragogical practices require that we use the online medium to achieve specific learning objectives and leverage the options and limitations of the online teaching and learning environment to make teaching and learning better, faster, safer, easier, and cheaper. It is not about immigrants vs. natives; it is about enhancing instruction with appropriate technologies that promote student engagement, interaction, and learning.

I incorporated these various web2.0 tools into the course for various reasons, but primarily to open the course boundaries beyond the CMS box to provide students with authentic social learning experiences. I also wanted student access to content they created and contributed to the class to persist beyond the end of the term. I will share with participants the lessons learned as I experimented with ways to enhance online instruction. Student survey results and comments will be presented.

Relevant links for this presentation are:
http://etap687.edublogs.org - course blogs.
http://www.screencast.com/t/MOLSgi8Y - Course tour (example screencast).
http://voicethread.com/book.swf?b=38310 – icebreaking activity.
http://www.youtube.com/v/MvtxAkPP1xM&hl=en&fs=1&color1=0x402061&color2=0x9461ca&border=1 – Course welcome.
http://twitter.com/ETAP687 - course announcements.
http://groups.diigo.com/groups/ETAP687 - shared references.

http://tinyurl.com/5l83or - exemplar faculty podcasts.

How Does Early Feedback in an Online Programming Course Change the Problem Solving?

Presenter: Alireza Ebrahimi, SUNY College at Old Westbury,

11:45 am - 12:15 pm Lanigan 104
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Several studies of students learning programming online reveal that they tend to solve programming problems in a different way from face-to-face learners. In some instances, solutions to programming problems are vague and troublesome; they may manually compute the intermediate sub problems rather than rely on the computer program. Contact with instructors and classmates on the subject matter, common in a face-to-face class room situation, may be limited in the online situation, causing some of the problems. This study investigates how early feedback by the instructor in an online programming course can influence programming problem-solving to help students reach the correct solutions. The study has been conducted on online programming students learning C++ programming, solving a payroll problem during several college semesters.

Video Furnace- Media Creation and Distribution

Presenter: John Notebaert, Affinity Enterprises

11:45 am - 12:15 pm Lanigan 106A
Vendor Presentation (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

Affinity Enterprises and Video Furnace have collaborated to bring SUNY Campuses innovative ideas for the best use of Digital Video creation and distribution with Video Furnace. Video Furnace makes Staff Development, Curriculum delivery and creation easy and simple.
How can SUNY Campuses can distribute and create the highest quality and cost effective Digital content to their faculty, staff and students? With Video Furnace, of course! Digital content from the web, self created or cable TV is easily broadcast at DVD quality across your network to any data outlet.

Video Furnace is the first true enterprise edition software-controlled solution for converging live and stored video to the desktop or other IP devices.
Video Furnace lets end users view stored lectures, labs, curriculum and live TV or events at the click of their mouse.

Video Furnace is a client/server scaleable solution that offers SUNY the lowest possible total cost of ownership combined with the highest level of quality and availability. The Video Furnace solution handles all the heavy tasks of capturing and encoding live video to standards based

MPEG streams with quality from VHS to full D1 broadcast, while seamlessly managing the distribution of client viewers to your Windows, Mac and Linux users.
Video Furnace addresses the challenges faced in delivering digital IP video content to your students. Your students are expecting high quality and personalized service. Expensive dedicated systems make it very difficult to manage and deliver a low cost yet robust video service. Video Furnace enables these services for you to maximize your resources.

Here are the main benefits of the Video Furnace solution:
It provides highest quality video to the desktop.
It is easy to use.
It is inexpensive.
It allows convergence of network services.
It provides flexible bandwidth delivery.
It allows for legacy equipment integration.

Incorporating Technology into Pedagogy: A Cross-Border Clarinet Exchange Project

Presenter: Janine Scherline, SUNY Plattsburgh,
Co-Presenter(s): Nathalie De Grace

11:45 am - 12:15 pm Lanigan 102
Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

Music is an art-form most often experienced and taught in-person. Although the use of technology in music classroom settings and during live musical performances is becoming more commonplace, student use of technology to enhance traditional forms of pedagogy is innovative. By infusing technology into musical pedagogy in the specific format of an ongoing reciprocal exchange, students not only learn to use technology for research about musical styles/periods, but use existing technologies to communicate in an ongoing fashion with students from another school, experience(and give) live musical performances through video-conferences and VoIP (Skype), and also engage in peer teaching. Students need to exhibit creativity to solve problems when technical issues arise and also learn about the limits of current technological tools – i.e. time delays, tone production inaccuracies etc. In addition to gaining technical proficiencies, students from both sides are learning how to collaborate with others, dealing with cultural differences and possibly language barriers, while hopefully gaining new perspectives on the clarinet and music from peers across the border.

Incorporating Technology into Pedagogy: A Cross-Border Clarinet Exchange Project grew out of a collaborative in-person musical exchange effort piloted in 2007-2008 between Clarinet studios at SUNY Plattsburgh and the Cégep de Sherbrooke, a preparatory college 150 miles north/east of Plattsburgh in Quebec, Canada. Based on the successful outcomes of the exchange and positive commentary from student evaluations, Clarinet Instructors Nathalie De Grâce (Sherbrooke) and Janine Scherline (SUNY Plattsburgh) decided further develop the collaboration between their clarinet students and respective institutions.

The resulting project is a musical and cultural exchange endeavor which relies on the innovative use of technology for its realization. Through Skype chats, shared web-based research and video conferencing inter-cultural communication and exchange about music takes place at several points during each semester between SUNY and Cégep students. The project culminates in two in-person exchanges – one in the U.S. and the other in Canada – consisting of masterclasses, rehearsals, and combined performances with SUNY and Sherbrooke students.

The accompanying PowerPoint presentation is an exciting addition to the project documenting the process as well as assessing student learning and outcomes through the organized compilation of photos, audio clips exhibiting peer teaching, and student writings about the project. It has become a point of reference for past experiences, both positive and less positive, as well as a tool to assist in the next phase(s) of planning and implementing the project.

The Use of an Angel Community Group to Facilitate Faculty Research and Increase Committee Productivity

Presenter: Richard Skolnik, SUNY Oswego,

11:45 am - 12:15 pm Lanigan 106
Paper (Introductory); Personal Knowledge Management & User Created Content

Effective knowledge management is essential for faculty committee efficacy and research collaboration among faculty. Knowledge management is "any structured activity that improves an organization's capacity to acquire, share and use knowledge in ways that improve its success" (McShane & Von Glinow, 2005). The School of Business at SUNY Oswego in part defines its success as being accredited by the Association for the Advancement of College Business Schools (AACSB). AACSB criteria include faculty academic qualification, driven by publication productivity.

Beginning in the Spring 2009 semester, the School of Business will implement an Angel Community Group to facilitate research and committee productivity. The Angel learning management system allows faculty and students to interact online in a number of ways, including posting content, sharing resources and information, and engaging in online dialogue. School of Business Faculty as well as others throughout the University will have access to the community group.

A hands-on demonstration during the CIT conference will illustrate how the School of Business uses the community group to facilitate research and increase committee productivity. Knowledge management tools will be demonstrated and participants will be invited to comment on applications of the community group.

The School of Business Angel Community group contains eight elements: AACSB material, course proposals, personnel procedures, School of Business data (e.g., enrollment), committees, research, meeting minutes, and forms. The research element is the most interactive. The concept grew from ride boards where students with cars post their destination hoping to attract students that need rides (and presumably have gas money). The element has come to be known

as the “research ride board” (RRB). In the RRB, faculty post research ideas, request comments on drafts, communicate call for Paper, identify resources (e.g., online statistical advisors and textbooks), offer services (e.g., help with SPSS and SAS) and request collaboration with others. The School of Business Intellectual Contributions Committee piloted the RRB in the Fall 2008 semester. During that time, four articles, seven calls for Paper, and ten faculty posted their recent publications. A particularly interesting aspect of the RRB is the “research garage sale,' where faculty post research hypotheses available to anyone willing to move the research forward. Faculty can even propose ideas outside their areas of expertise. It is hoped that research across disciplines will result.

The School of Business Angel community group effectiveness will be assessed using AACSB accreditation, research productivity, and committee efficacy as criteria.
McShane, S.L. & Von Glinow, M.A. Organizational Behavior (Boston, MA., McGraw Hill Irwin, 2005).

The Electronic Textbook, at Last? Using a Blog to Deliver Materials, Organize Classwork, and Provide an Entryway to Collaborative Learning Activities

Presenter: Zhanna Yablokova, Borough of Manhattan Community College/CUNY

11:45 am - 12:15 pm Lanigan 103
Paper (Introductory); New Media Publishing Paradigms

For years we have been waiting for an electronic textbook, which can provide convenient and updated access to texts, as well as annotation and research tools. Who knew that it is already here, in the form of a blog? An instructor-led blog can provide students with access to primary readings, supplemental materials and secondary readings, as well as visual aids and other teaching materials. In addition, it offers a streamlined point of entry to various internet sources and tools that facilitate students' development of research and writing skills.

SESSION 2

Intellectual Property Rights: Protect and Share with Creative Commons

Presenter: Lynn Aaron, Rockland Community College,

1:45 - 2:15 pm Lanigan 103
Paper (Introductory); New Media Publishing Paradigms

In this era of electronic publication, opportunities for sharing abound. How do we protect our intellectual property rights while enabling the use of our creative product by others? Creative Commons is a nonprofit organization that provides free, easy-to-use, legal tools that allow you to specify how you would like your original work to be handled. Do you want to share? Can others build upon your work? Can it be used commercially? How do you want to be credited?

These choices are reflected in the six different kinds of Creative Commons licenses. We'll distinguish the features of the licenses and then demonstrate how to apply one.

Course Redesign of College Algebra

Presenter: Terry Tiballi, SUNY Oswego,
Co-Presenter(s): Pat Pacitti, SUNY Oswego; Preety Tripathi, SUNY Oswego

1:45 - 2:15 pm Lanigan 104
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

During the summer of 2007 the State University of New York put out a call to all campuses to participate the redesign of large enrollment, introductory courses by integrating information technology to enhance student learning and reduce cost. As part of this initiative $400,000 was allocated in order to fund ten projects. Proposals were judged on the basis of criteria provided by the National Center of Academic Transformation.

SUNY Oswego was awarded a grant in May 2008 to redesign its College Algebra course. This introductory, skills-based course had been taught to a diverse audience of students by most faculty in a very traditional way: classes of thirty students met three times a week during which an instructor lectured at the board and assigned homework (often not graded) from a textbook. Fall semester 2008 was the last semester for this traditional approach. During the spring semester 2009 we are implementing our redesign, which includes one hour each week of face-to-face time where students meet with their instructor in a classroom and three hours a week in a computer lab where students use Hawkes Learning Systems software to master the content of the course with the assistance of faculty and undergraduate and graduate learning assistants.
In planning this redesign much time and energy have been spent addressing such issues as how to best utilize a small computer lab shared with other faculty teaching other courses, how to recruit and train our learning assistants, how to stucture online assessments of students in such a way that questions of test security and the identity of the test taker are dealt with effectively, and how to structure the course to keep students engaged and progressing toward successful completion of the curriculum.

Faculty considering a course redesign that will make use of software in a significant way may find our experience to date helpful as we attempt to determine whether our efforts during the implementation of our project have increased student motivation and enhanced their learning.

Introduction To Django Admin: Using A Web Framework's Killer App

Presenter: Marc Bayer, SUNY College at Buffalo,

1:45 - 3:00 pm Campus Ctr 202
Hands-On Demo (Advanced); Discipline-specific Technologies

The Python framework Django's built in admin module allows you to quickly create a web application database without having to learn a programming language or database management system.

Often times our reasons for creating a web-based application are simple and do not justify learning the interface and logic of a complex Content Management System.
At the other end of the spectrum, learning to write functions in a programming language and create database tables and sql queries is equally unappealing.
Web application frameworks allow non-programmers to scale properly the systems they create for ad hoc purposes.

The benefit of Django is the included admin module. Once a database has been described in a single text file the admin module does the rest, providing a fully developed interface for entering data.

Once the data is in the database a simple view function and output template is all it takes to make it public.

Back to School: Opportunities and challenges for the adult online learner

Presenter: Anne Canale Stalnecker, SUNY Brockport
Co-Presenter(s): Elizabeth Dobbertin Larzelere, New York Chiropractic College; Jennifer Little, SUNY Brockport; Susan Woerner, Broome Community College

1:45 - 3:00 pm Lanigan 105
Panel (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

As online learning and educational technologies are becoming ubiquitous in higher education, it is helpful to understand the opportunities and challenges. Four graduate students who have significant first-hand experience as online learners will share their experiences. In addition, they are professionals in related fields (instructional design, faculty support, library services and instruction).

Recent trends show that online learning is growing exponentially. According to the Sloan Consortium, “Over 3.9 million students were taking at least one online course during the fall 2007 term,” and “Over twenty percent of all U.S. higher education students were taking at least one online course in the fall of 2007” (Sloan-C, 2008). As online learning is becoming more accepted as a way to deliver knowledge in higher education, educators need to be prepared to think and teach in new ways. Online learning in all of its formats (e.g., asynchronous, hybrid/blended, web-enhanced, course/learning management systems)provides both opportunities and challenges for the teacher and learner. With unique characteristics, the adult learner can benefit greatly from online learning opportunities.

Panelists will present their experiences with online learning from the students’ perspective. Topics include effectively engaging the adult learner, how the course design and teaching methods can help or hinder the learning process, andragogy vs. pedagogy, learning styles and

characteristics of the adult student, online discussions and the learning community, collaboration and group work, and the rigor and demands exclusive to online learning. Based on educational theory and seminal research, trends, best practices, and suggestions for online teaching to the adult learner will be offered. Challenges and opportunities for adults will also be covered, as well as recommendations about the types of support and resources conducive to a successful learning experience. Considering the unique experiences panelists have as learners, professionals, and 'returning' students, they will also address the trials and tribulations of completing an advanced degree in an online format, and share how they have transmitted this newfound knowledge to the workplace. While focusing on the adult learner, topics addressed are relevant to anyone interested in online teaching and learning.

Staying the Course: Online Education in the United States, 2008. (2008). Sloan-C. Retrieved January 14, 2009, from http://www.sloan-c.org/publications/survey/staying_course.

Improving Student Persistence & Retention in Online / Distance Learning

Presenter: Bob Knipe, Genesee Community College,
Co-Presenter(s): Martha Dixon, Erie Community College; Terry Keys, Monroe Community College

1:45 - 3:00 pm Lanigan 107
Panel (Intermediate); Translating Teaching, Learning and Assessment Research into Practice

As distance learning programs mature and support services become increasingly virtual, and online enrollment exceeds 10-15% of FTE at some institutions, student persistence (on-time successful course completion) and retention (program / degree completion) become as important as growth was a few years ago. SUNY directors of online/distance learning (DOODLE) have shared persistence data for several years, and identified student risk factors. Several SUNY colleges have implemented various course-level (instructional design, faculty training) and system-level (advising, business processes, MIS/CMS interface, etc.) tools demonstrated to improve student success. The panel reviews basic research, and provides background and examples.

Better Sources, Better Learning, Better Contributions to Courses: Improving student research, learning and writing

Presenter: Jim Nichols, SUNY Oswego

1:45 - 3:00 pm Lanigan 106
Birds of a Feather (Introductory); Personal Knowledge Management & User Created Content

Are you frustrated with your students' work on research assignments? Are you tired of seeing references to Wikipedia? Do you worry about plagiarism? Do you wonder if your students even know where the library is?

Meet and consult with members of the SUNY Librarians Association Work Group on Information Literacy (SUNYLA WGIL) to explore how you and your students can make the most of the library and information resources available to you.
We plan small group discussions to identify and define the barriers you experience, generate solutions, and improve learning and teaching. The special focus will be on students' participation in exploring and using professional and scholarly communications to produce and share new knowledge. The aim is to raise the quality of student research and presentation through constructive practice of questioning, searching, reading, thinking, learning and writing within the bounds of specific professional and academic disciplines.

Digital Photography, Computer Art & Graphic Design and the Visual Arts
Presenter: Michael Teres, SUNY Geneseo,

1:45 - 3:00 pm Lanigan 102
Birds of a Feather (Intermediate); Discipline-specific Technologies

This Birds-of-a-Feather session is intended for classroom instructors working and teaching in the area of Digital Photography, Computer Art and Graphic Design. Faculty in the fine arts, communications, computer science and the hard sciences, as well as professional staff members who work for the various graphic arts agencies designing in-house publications, assisting instructors in designing syllabi, staff photographers, and campus CIT support personnel.
I will invite art, design and photography faculty to participate at this birds-of-a-feather by presenting class assignments and the solutions that students turned in to solve these problems. I will also invite photography and design professional support staff to talk about design and photography problems that were brought to their office and show how they solved the problem(s).

I also plan to invite representatives from Apple Computer and Adobe Systems so that they might answer questions from the participants and learn about how their products are being used in the graphic arts at SUNY.

Every year the CIT Conference works at developing new connections for creative collaborations. The evolving world of computer graphics design technology can provide an innovative opportunity for teamwork in the collegiate environment by opening the door for creative collaboration in teaching, learning, research, production and academic support. A birds-of-a-feather session in New Media Publishing may help us explore ways in which we may enable and enhance the opportunities for our colleagues to expand their ability to be successful in their computer graphic design production.

The panel will give participants an opportunity to share information about conceptualization, processes, and production to help solve graphic design problems and offer a forum for discussing new possibilities or alternate solutions to the problem(s)in our job. Technology facilitates and encourages new types of alliances that can produce an expanded educational process. New alliances, such as on-campus partnerships, intercampus partnerships, and partnerships between campuses and outside agencies will increase the creative potential inherent in graphic problem

solving. This session will provide an initial springboard for that process. We have started a listserve for bringing people and graphics solutions closer together by creating and supporting a virtual learning community.

Designing an Active and Interactive Multi-Level Tutorial

Presenter: Shannon Pritting, SUNY Oswego
Co-Presenter(s): Karen Shockey, SUNY Oswego; Jim Nichols, SUNY Oswego

2:30 - 3:00 pm Lanigan 104
Paper (Intermediate); Active/Student Centered Learning - Engaging Students in the Classroom

For a redesign of the Information Literacy Tutorial, the Lake Effect Research Challenge, a team of librarians created an interactive online experience that focuses on engaging learners. A variety of formats and activities was used to accommodate individual learning styles and abilities. To address particular learning outcomes, provide flexibility, and to present basic level building blocks leading to higher level learning, we chose a modular format. Because The Lake Effect Challenge offers so many options and levels, students must take responsibility for determining what they need and want to learn. Students must also consistently assess if they need to review more advanced or more basic material.

The Challenge affords students the opportunity to individualize their learning: They can browse and forage through the material, selecting the areas of greatest immediate use. As a result, we provide multiple avenues and not a single linear path. In short, they must search and discover for themselves.

The emphasis is on how the team approached redesigning the Information Literacy Tutorial with the principles of active learning in mind. It is well known that active learning keeps students engaged, encourages participation, and increases responsibility for their own learning. The Lake Effect Research Challenge not only offers interactive technology and learning activities, but is also interactive in its design of the content and structure of the tutorial.

The Relationship Between Student Achievement and the Use of Concept Mapping in an Online Course of Study

Presenter: Matthew Spindler, SUNY Oswego,

2:30 - 3:00 pm Lanigan 103
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

A review of the literature related to student learning reveals the following three broad findings:

1) students connect new concepts to what they already know about the world around them, thus their initial understandings must be engaged; 2) real learning arises from a deep foundation of knowledge constructed within a context organized for retrieval; and 3) students metacognition must be engaged to monitor their progress and take “control” of their own learning. One way to

bring such findings into practice is to use concept mapping software platforms such as CmapTools. Concept mapping is a technique for visualizing relationships among different concepts and ideas. A concept map is a diagram or other graphic that illustrates the relationship among concepts. Concept mapping can assist students in making sense of complex information by providing a means of organizing and representing knowledge, ideas, and ways of thinking. The visual formats inherent in concept maps allow students to gain an overview of the context in which concepts being studied. Students can also employ concept mapping to assess their own learning and compare their knowledge outcomes to their initial understandings.

This study describes the relationship between student achievement and the employment of concept mapping as a learning tool in an online course. The accessible population for this study was composed of 34 students participating in two sections of an online graduate course within a teacher preparation program. The achievements of the students were analyzed and correlated to their creation, sharing, and providing feedback of course content related concept maps. The findings reveal strong positive correlations between achievement and the creation, sharing, and providing feedback regarding course concept maps. This research highlights the potential that concept mapping may hold for assisting online students to attain greater learning outcomes and has implications for the design of online learning courses.

SESSION 3

The Visual Representation of Self in Online Teaching and Learning

Presenter: Phylise Banner, SUNY System Administration

3:30 - 4:00 pm Lanigan 104
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Participants will be shown how to use preference based tag generation and information visualization applications to create graphically rich and expressive text-based self-representations.

Using tools such as social bookmarking applications, tag cloud generators and other information visualization tools, the presenter will demonstrate how to create and manage these graphic identities.

Based on Erving Goffman's work, this approach helps faculty, students and instructional designers get a better understanding of the role of personae and the visual representation of self in the online learning environment.

Implementation of the iClicker Student Response System into the General Chemistry Program at Binghamton University

Presenter: Daniel Brennan, Binghamton University
Co-Presenter(s): Alexsandra Silva, Binghamton University; M. Stanley Whittingham, Binghamton University

3:30 - 4:00 pm Lanigan 107
3 Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Student engagement, although essential for active learning to occur, is often difficult to achieve in a number of educational settings. Their detachment is particularly evident in introductory courses that use a large lecture classroom format, where many students feel that their attendance and participation are neither valued nor evaluated. During the Fall 2007 semester, we attempted to confront such attitudes and increase student engagement in our introductory classes: the Chemistry Department at Binghamton University experimented with the use of clickers in an introductory chemistry course populated largely by engineering majors. Initial considerations and the reasons for deciding on the iClicker model for this trial will be presented. Based on positive student feedback, the department moved to implement this student response system in all three general chemistry classes for Fall 2008. The grading scheme for all classes included some contribution for the iClicker, ranging from points based on participation to points based on the number of questions answered correctly. In addition, student opinions of the clicker technology were collected via anonymous surveys. The initial results from the implementation of the devices in these courses will be shared, with an exploration of the technology's costs and benefits. Lastly, the effectiveness of iClicker in achieving the goal of increased student engagement will be assessed.

Graduate Students in Second Life: The Roller Coaster Ride of a Shifting Paradigm
Presenter: Eileen O'Connor, SUNY Empire State College
Co-Presenter(s): Heather Meyer, SUNY Empire State College

3:30 - 4:00 pm Lanigan 105
Paper (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

Working in immersive virtual environments, such as Second Life (SL), offers great promise to higher education faculty who are willing to brave the wilds of a very new and different way to interact with students. The presenters will give an overview of the complexities, challenges, and victories students have experienced in SL; over several courses, more than 30 science teachers have worked and collaborated in this environment to meet some of the course objectives. The activities in which students engaged, the type of interactions that occurred and the learning curve involved, the results of the students debriefings on their experience, suggestions that student committees made for improving the Second Life experience, and the results of implementing these improvements in later courses will be presented.

In studying the process and outcomes of graduate students in SL (a third class is currently being conducted during the spring 2009 semester), the authors are beginning to understand the implicit conceptual framework that appears to underpin this roller coaster experience. Much is new and different about Second Life; however, the fundamentals of the multi-faceted and diverse interactions that can happen within a virtual environment have much in common with the complexities of real-world classes, often even more so than the controlled and limited interactions available within online classes. The authors will articulate an emerging conceptual

framework that can help them and others consider the complexities of this environment and determine what "affordances" (things you can do with the platform) are most useful to courses: SL is intended as a way to facilitate collaboration and interaction and as a way to simulate experiences that would be difficult to create in reality.

Second Life opens new vistas. With SL, an online course can have many of the aspects of a face-to-face course and more. Virtual explorations offer new platforms for educational discussion – for instance, the class can all experience a tsunami and consider its implications. This paper will both explain students' perspectives and outline a framework to promote more effective and efficient development in this environment.

Tracking the Evolution of Text Using Innovative Internet Resources

Presenter: Laurel Saiz, Onondaga Community College,

3:30 - 4:00 pm Lanigan 103
Paper (Introductory); New Media Publishing Paradigms

All writers revise their work. The organic process of writing, editing and revision is as important, perhaps more important, than the finished product. Changes in published books that incorporate new research or updates necessary to reflect contemporary events are made from one edition to the next.

Having students examine this process is especially fascinating and relevant when focusing on one of the key, iconic texts of the last two centuries: Charles Darwin's On the Origin of Species, first published in 1859. Three internet resources are proving essential in allowing this text to "come to life" for students and enable them to track the very evolution of Darwin's text on evolution.

The Project Gutenberg collection has been produced by thousands of volunteers and includes more than 27,000 works of literature available free to the public. Google Book Search, which recently resolved a class action lawsuit brought by Authors Guild and the Association of American Publishers, includes the full text of six million works. LibriVox, self-described as the "acoustical liberation of books in the public domain," harnesses the initiative of thousands of volunteers who record audiofiles of selected works and post them for free downloading. Among the works available on these sites are multiple editions of On the Origin of the Species, along with most of Darwin's texts and Paper. Students in an honors capstone course, "Darwin in Discourse: The Cultural Impact of the Theory of Evolution," are using these tools to track the "DNA" of core concepts associated with Darwin. For example, few people realize that the noted scientist did not use the word "evolution" even once in the first edition; it was added later. Likewise, the phrase "survival of the fittest"—with its overused "social Darwinian" connotation--was not mentioned at all in the first edition. The expression was coined by philosopher Herbert Spencer, and Darwin's later references to it are a nod to his fellow Englishman. Darwin's use of these terms, with their attendant explanations and rationale, provides insight into Darwin's emergence as the proponent of a culture-changing paradigm as the public accepted, and sometimes challenged, his scientific conclusions.

Since much of Darwin's work is filled with a plethora of botanical and zoological illustrations and written in a dense, Victorian style, LibriVox's audiofiles are helpful in engaging students in a more lively way as they assess the changing wording of significant passages.

Your Biggest Fan: Using Facebook Pages as a Course Management Tool

Presenter: Jeremy Sarachan, St. John Fisher College

3:30 - 4:00 pm Lanigan 106
Paper (Introductory); Personal Knowledge Management & User Created Content

Facebook offers a conundrum for a professor. It is typically considered the students' private space where professors should not intrude, a student-centered social networking site trying to not become a "creepy treehouse." However, Facebook use is widespread and offers many benefits —- easy access, a user-friendly interface, and easily extensible tools.

Additionally, the "Pages" feature allows professors to create a mini-course management system that does not require students and faculty to "friend" each other. A course-centered "Page" allows professors to see pictures of their students (as an aide to learning names), post documents and links, add videos and photos, create a discussion board, and send out updates, among other options. While lacking in features offered by Blackboard or Angel, Facebook offers an easy-to-use, convenient tool for basic course management.

The professor will share his experience using Facebook in three classes and examples of new media projects involving Facebook from his Introduction to Digital Media class. The result of a pilot survey investigating students' reactions to the use of Facebook for class management will be presented.

A Simpler Way of Doing Mathematics Equations Online

Presenter: Calvin Williamson, Fashion Institute of Technology,

3:30 - 4:00 pm Lanigan 102
Paper (Intermediate); Discipline-specific Technologies

The presenter showcases a tool for generating images for equations in online mathematics classes. This tool uses a Javascript based equation editor for the user interface together with a Latex renderer web service on the back end to generate equation images needed for display in html pages. It can be used together with any popular html editor including those in Angel, Blackboard, Google Docs, and Zoho. It also works for any html-based web mail client as well, such as GMail or Yahoo. Since this tool generates images on the fly from Latex code there is never a need to store or upload any image ahead of time.

Current solutions for producing images for mathematical equations in online courses are limited and restrictive. To create equations in online environments such as discussion boards or email

threads, users must either use an equation editor software which generates images and then upload those images or they must use a tool available only in the context of the online environment in which they are working.

A third and more powerful approach is to create images on the fly using an online web service that will automatically generate images from Latex code as needed for display in a browser. Instead of storing and uploading an image for each equation, only the Latex code for the equation is is stored, together with the URL for a web service that can take this Latex code and return an image to use in the browser.

With this tool, one can build very simple but general Javascript equation editors which generate the embed html code for an equation. This embed html code can then be dragged and dropped onto most web-based html editors. The result is that the equation image appears almost magically in the editor without the need of special math equation plug-ins specific to the editor. In much the same way you can embed and play an online video stored elsewhere as part of your web page, you can embed and display an equation image created elsewhere as part of your web page too.

21st c. Skill Sets: "Just Doing It" in Non-tech-focused Courses

Presenter: Kathleen Gradel, Fredonia State
Co-Presenter(s): Alden J. Edson, Western Michigan University

3:30 - 4:45 pm Mahar 211
Hands-On Demo (Intermediate); Personal Knowledge Management & User Created Content

Among others, the Partnership for 21st century Skills (2008) argues that "21st century skills…are the indispensable currency for participation, achievement and competitiveness in the global economy." These skill sets – critical to building students' personal knowledge management – include (a) critical thinking; (b) complex problem-solving; and (c) communication/collaboration.

How can we embed 21st century skills learning opportunities in content area coursework? This workshop will highlight students' use of information literacy skills and collaborative planning/publishing in undergraduate courses that are NOT technology-focused. The presenter's undergraduate educational psychology courses will serve as a pivot for discussion and application.

The workshop will focus on and give participants hands-on experience with:
1. Readily-accessible web-based tools.
2. Practical course-based assignment exemplars.
3. Strategies that mesh technology skills with course-based face-to-face cooperative learning.

Participants will use the hands-on work to initiate answering these questions:
1. How do my courses address 21st c skill sets?
2. What steps might I take to embed 21st c. skills in my courses?

3. What are the challenges that I will likely experience, and what feasible solutions are there?

ANGEL Administrators Collaboration Session

Presenter: Greg Ketcham, SUNY Oswego

3:30 - 4:45 pm Campus Ctr 114
Birds of a Feather (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

With many SUNY campuses adopting the ANGEL Learning System, networking meetings can provide valuable contacts and resources for campuses supporting ANGEL. CIT is a great place for ANGEL Administrators to share network and pool resources on everything related to running and using ANGEL for course management, e-portfolio, and integration with other campus systems. By collaborating, we can learn from each other, share our work and have the power of a group of member institutions to propose changes to the ANGEL system. While this session is aimed at current ANGEL campuses, it is open to anyone who is currently looking into adopting ANGEL.

The session will last 75 minutes and use the following agenda:
1. Introduction of attendees
2. Round-robin to discuss specific ANGEL innovations
3. Break-out groups to generate ideas for ANGEL customizations

An Inquiry-Based Contextual Approach as the Primary Mode of Learning Science with microcomputer-based laboratory technology

Presenter: Fernando Espinoza, SUNY College at Old Westbury
Co-Presenter(s): Duncan Quarless, SUNY College at Old Westbury

4:15 - 4:45 pm Lanigan 107
Paper (Intermediate); Translating Teaching, Learning and Assessment Research into Practice

We report on an investigation of the use of inquiry-based tasks as the primary mode of learning science; we used a thematic approach incorporating mathematics, science, and microcomputer-based laboratory technology that enhanced learning experiences in activities correlated to New York State standards. Activities involved students in two major contexts for their experimental work: forensic science investigations and environmental science issues. The core of our project consisted of an analysis of students' proficiency in dealing with discipline-specific content, and of their development of critical thinking skills. The analysis of the normalized gain in content proficiency is based on assessments of performance using a standardized multiple-choice test with regents-type questions, and administered before and after the experimental tasks were conducted on the same days.

A 'normalized' gain (a measure of the fractional improvement of a given group as a whole) h = (%post - %pre)/ (100 - %pre) was used with the data collected from the pre and post treatment

measures of content knowledge, as a summative type of assessment. Positive gains varied but were sustained, as evidenced by measures of gain observed in 95% of the activities undertaken by the students, and significant improvement in content performance gain was observed in nearly half of all activities undertaken. The assessment of the development of process skills was based on an analysis of two meta-cognitive features of critical thinking -- the students' ability to predict the outcome of an experiment, an essential inquiry skill, and their reflections on the experimental results. A rubric developed in accordance with Bloom's taxonomy to probe for evidence of proficiency development of such skills was used as a formative type of assessment. Results show a statistical significance to the relationship between the consistency in the performance on a given process skill, and the amount by which it is seen to improve. The gains are most noticeable in those skills that involve the student in meta-cognitive processes: inferring, formulating hypotheses, interpreting data, identifying and controlling variables, and predicting.

The results indicate that exploratory and thematic laboratory experiences help students to develop the critical thinking skills needed to succeed in future science courses, and effectively address the need for better preparation to develop scientific literacy.

An Ethnographic Study of Video Data Use in E-Portfolios for Teacher Development

Presenter: Ruth Guo, SUNY College at Buffalo,

4:15 - 4:45 pm Lanigan 104
Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

The aim of this study was to examine how the video data, one of the components in E-portfolios, support teacher candidates' and graduate students' professional growth. A qualitative approach was applied to reveal participants' teaching practices and reflections on their professional development. The data collection included video tape recordings of around 100 pre-service teachers' and graduate students' microteaching sessions and their reflections, which were parts of their E-portfolios at University of Ottawa in Canada and at Buffalo College, State University of New York, USA. Findings from this study showed that video data provide ways for participants to know themselves better. This approach helped develop their teaching strategies and, through practices and reflections, build their confidence in teaching.

Using Light-Weight R Language to Teach Statistical Analysis

Presenter: Ivy Liu, SUNY College of Agriculture and Technology at Morrisville

4:15 - 4:45 pm Lanigan 102
Paper (Advanced); Discipline-specific Technologies

R, derived from S language, is a coherent computing and graphical environment. It provides a large and integrated collection of flexible tools for data analysis. What sets R apart from many other popular, commercial statistical software such as SAS and SPSS is that it not only is an open-source environment (free of cost), but also uses a minimum of computing resources for

installation and implementation. Users can add contributed packages as needed after the initial default installation of the base packages.

R is also available for all the common platforms: Windows, Mac OS, UNIX, and Linux. Once students have learned this program they can take it with them wherever they work. The well-developed and effective language uses an object-oriented structure in line with all the popular programming languages on the market. It effectively uses objects to store intermediate results for subsequent interrogation via various R functions if required. Unlike other commercial statistical software, it does not produce a huge amount of little- used output, containing information such as estimation, diagnostic tests, and so on.

Almost all disciplines can use this cutting-edge software. Whether you want to teach students statistics or any type of data analysis for research, you will find available tools (e.g., stem-and-leaf plots, chi-square test, t-test, F-test, linear and nonlinear regression, factor analysis, nonparametric methods, etc.) from either base or contributed packages. If you so desire, it is easy to teach students to program new methods or make modifications to the existing methods.

Recent Developments at Wikipedia, the World's Encyclopedia

Presenter: Martin Walker, SUNY Potsdam

4:15 - 4:45 pm Lanigan 103
Paper (Introductory); New Media Publishing Paradigms

Now that Wikipedia has established itself as a major information source on the internet, there has been a shift in the community towards quality rather than quantity. The change is reflected in the use of the article assessment scheme, used on around 70% of all articles on the English Wikipedia, and the Flagged Revisions scheme, used on the German Wikipedia. The Good Articles project has been very successful in identifying a good but not perfect level below the top-level Featured Articles. Through the Chemicals project, a new initiative is bringing validated content to the chemicals pages, such as CAS numbers provided by collaboration with CAS. In the English community, this emphasis on quality has been partly driven by the production of offline releases such as Version 0.5, Version 0.7, and the 2008 release for schools. These releases use alternative media formats for Wikipedia articles, such as DVDs and paper, and offer the possibility of new specialized encyclopediae. The presenter will describe the quality control efforts behind the scenes, and explain how these releases can provide safer, more reliable versions of articles for educational use.

Ain't Nothin' Like the First Time: Educators' Initial Experiences in Second Life

Presenter: Teresa Washburn, SUNY Institute of Technology at Utica/Rome
Co-Presenter(s): Kathryn Stam, SUNY Institute of Technology at Utica/Rome

4:15 - 4:45 pm Lanigan 105
Paper (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

The presenters will examine first experiences in Second Life (SL), including the quest to find ways to apply what other educators have done in SL to enhance our academic interests. Increasingly, educators are venturing into SL to enhance their students' educational experiences. We explore the topic and will examine the direction educators are moving in as the Second Life frontier grows in higher education.

The New Media Consortium and the EDUCAUSE Learning Initiative compiled the 2007 Horizon Report, which suggests that the virtual world in higher education is two to three years away from implementation (18).

A higher education presence is growing in SL, as over 150 U.S. colleges and 13 other countries already have a presence (Foster, 2007). Current research on the use of SL in higher education indicates that the early adopters in SL will likely pave the way for later adopters (Jennings and Collins, 2007, 185). Academics have been called the “biggest trailblazers” of virtual worlds by Second Life’s cofounder (CHE, 2008). However, it takes professors some time to adjust to the new culture and capabilities of SL. For example, their first attempts to recreate classrooms tend to be relatively unimaginative because they try to recreate real-world classrooms, but they quickly learn that classrooms without roofs or other conventional boundaries are more engaging (CHE, 2008).

There are still educators who question the educational value of SL, and often a university presence in SL consists of just one representative (Foster, 2007).

In addition to pedagogical considerations, academics face challenges to learn the new technology, the limitations of the technology itself, and their own prejudices about the nature of virtual worlds. Additionally, research suggests that the average age of Second Life users is 33 years old, much older than the traditional age of college students. If students are not in Second Life, what is the value of using Second Life as an engagement tool?

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POSTER SESSIONS

Using Delicious.Com To Keep Students Up-To-Date On Web Site Menu For Course
Presenter: Eileen Gilligan, SUNY Oswego

6:30 - 9:00 pm Campus Ctr
Poster (Introductory); Personal Knowledge Management & User Created Content

Delicious.com is a web site where anyone may start a list of personal web bookmarks. Using delicious.com in the classroom allows students to take web sites reviewed in class with them wherever they go, not just into their notes or their memories. Journalism students are thus provided with links to important sources which they may access again and again -- even after the semester has ended and they've moved on to internships or jobs.

Students may add worthwhile links to web sites they've found helpful to fellow journalists, and the students may then share those links with their classmates and professor. Accessing delicious.com from any computer allows the user to take bookmarks with them--from computer to computer, from location to location--without carrying them on a thumbdrive or a laptop computer. Students who work in various classrooms and computer labs on campus can simply sign into this web site to retrieve their bookmarks.

The professor presents journalism students with at least one new web site that offers important information at each class meeting. The professor may create on delicious.com a user group that consists of the entire class. Each time a new web site is visited, the professor may add that to the list of links that the whole class shares. When students find helpful web sites, they too may contribute that web address to the group's list.

Having learned of delicious.com through a CELT workshop in fall 2008 at SUNY Oswego, the presenter is introducing delicious.com for use in a journalism course. She will share the success, problems and student reaction. During the semester, students will learn the usefulness of the cdc.gov web site (Centers for Disease Control and Prevention), www.census.gov, and numerous New York state web sites (such as those sponsored by the attorney general's office). With delicious.com, they will have a way of keeping these important resources at their fingertips wherever they may go.

The important interactivity does not end when the class does. Instead of having to look in their notes for the web addresses, they will always have them available online in their delicious.com list of bookmarks.

Changing Technophobia to Techno-enjoyment: A Pre-program Technology-oriented Workshop for Mature Incoming Graduate Students

Presenter: Ruth Guo, SUNY College at Buffalo
Co-Presenter(s): Stephen Gareau, SUNY College at Buffalo

6:30 - 9:00 pm Campus Ctr
Poster (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Often, new, incoming graduate students—-particularly mature ones who have been out of school for an extended period of time -- may experience various degrees of school phobia and/or technophobia. This study examined whether pre-program preparation can help to reduce any existing school phobia and technophobia among new graduate students and, therefore, help to prepare them for optimum success in graduate school.
The study involved 20 incoming mature graduate students as study participants. They are full-time employees of Erie County Social Services Department, and are returning to university after a layoff of five years or more, on average.
We designed and delivered a four-hour pre-program workshop -— funded by the Center for Development of Human Services (CDHS. The workshop included a range of useful graduate school orientation topics, such as Understanding and Using the Windows Desktop; Introduction to Microsoft Word 2007; Copyright, Plagiarism, & Fair Use; APA Editorial Style; Sections of an Academic Paper: Technophobia & School Phobia; and Introduction to Microsoft PowerPoint.
Pre-workshop and post-workshop surveys were administered to the participants of the workshop. The pre-workshop survey asked the students to rate themselves on their level of computer skills, their knowledge of academic skills, and their confidence in their ability to succeed in their graduate studies. In addition to the items contained on the pre-workshop survey, the post-workshop survey added six more items asking students to rate their satisfaction with the workshop.
Means and standard deviations of the pre- and post-workshop survey results were calculated, and an ANOVA statistical analysis was used to compare the results. Findings from the analysis revealed that as a result of the workshop, students' perceptions of their computer skills increased, as well as their confidence in their ability to succeed in graduate study.

Animating Whole Number Computation Using PowerPoint

Presenter: Jean Hallagan, SUNY Oswego

6:30 - 9:00 pm Campus Ctr
Poster (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

The presenter will demonstrate techniques used in an assigned group project in a childhood mathematics methods course. This action research project followed a pretest, intervention, post-test design. Pre-service students completed a survey the first day of class indicating in how many ways they might solve a whole number computation problem. Students then began the course, read the text, and received direct instruction on whole number computation. These activities culminated in a group project.

Each group had to create an animated PowerPoint presentation illustrating a given whole number computation problem in at least three different mathematically correct ways. Students then completed a similar post-test.

The intent of the project was to increase content pedagogical knowledge, enhance awareness of the 2005 NYS Standards for mathematics instruction, and incorporate the use of technology. How the technology potentially met the goals of the lesson, how students collaborated, and results of the pretest/post-test will be discussed.

Sharing Our Second Lives: A College Experiment in Learning to Walk Together

Presenter: Mary Jane Heider, Genesee Community College

6:30 - 9:00 pm Campus Ctr
Poster (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

The instructional opportunities inside Second Life are endless, yet faculty don't always have the time to experiment. And, doing cool things like creating buildings or buying land requires having Linden dollars available – dollars that cost real money in a time where faculty development funds never go far enough.

In an effort to share what we've learned about Second Life and to entice faculty into seriously considering its use in their courses, we wrote a small, internal grant proposal to allow us to fund avatar and Linden dollar purchases for a pilot group of faculty and support staff. Our proposal included faculty development, sharing of resources, a credit class in Second Life development and a community event.

This poster session will show what we have built and discuss the ups and downs of the project as it has moved along. We will also be interested in your campus' experience in Second Life and what is being done in the classroom (we use the term liberally) as well as across campus.

Orientation Strategies: Avoiding Rez Day Chaos in Second Life

Presenter: Judie Littlejohn, Genesee Community College

6:30 - 9:00 pm Campus Ctr
Poster (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

The presenter will discuss best practices for successfully introducing groups of newly created avatars to Second Life by combining campus-specific materials with existing Second Life orientation facilities, particularly Caledon Oxbridge University.

You tube videos, the Genesee CC ning, Second Life wikis and blogs in conjunction with existing inworld newbie orientation resources and campus-specific notecards will be incorporated to facilitate the introduction to Second Life for groups of newly created avatars.

Text Message Reference: First Findings
Presenter: Logan Rath, SUNY Brockport

6:30 - 9:00 pm Campus Ctr
Poster (Introductory); Discipline-specific Technologies

With students using text messaging as a form of communication, this poster is exploring the usefulness of providing reference service using a Blackberry device and text messaging to a primarily undergraduate population. The presenter allows students to contact him via phone and text messaging when needed for help with bibliographic instruction and/or reference needs. This poster will show the effectiveness of this pilot program, explain the specifics in setting up the program, and provide sample questions and initial findings.

Ethics and Student Engagement Improve Course Outcomes
Presenter: Mid Semple, Broome Community College
Co-Presenter(s): John Petkash, Jeffrey Hatala, Broome Community College

6:30 - 9:00 pm Campus Ctr
Poster (Intermediate); Active/Student Centered Learning - Engaging Students in the Classroom

The goal of course interactivity and confirming student identity in course work is enhanced with the use of dynamic new technologies designed to improve these outcomes. It is possible for faculty to both measure and improve course integrity, while gaining more student feedback in both on-line and face-to-face courses.

Ideas will be presented for faculty to improve student interactivity and student learning outcomes while addressing the issues of student identity and participation.

SPECIAL SESSIONS

SLN Advisory Council Report – SLN Services
Presenter: Carey Hatch, SUNY System Administration
Co-Presenter(s): Greg Ketcham, SUNY Oswego

4:45 - 5:45 pm Campus Ctr 118
Birds of a Feather (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

With the Lotus Notes platform being shut down in June, The SUNY Learning Network's migration to ANGEL will be completed. SLN's services have matured in the last year and a new services model is being released that will hopefully impact all SUNY campuses providing online

instruction. This service model has been developed with the input of many campus staff through the newly established advisory structure.

SLN staff will present information on the proposed service model for SLN. The service model has been revised to provide potential benefits for all SUNY campuses. SLN Standing Committee members will be available to comment on their input to the process.

Services to be discussed include:

1. SLN Communications and Marketing (portions to be free to all SUNY campuses)
2. SLN Educational Services
3. SLN/ITEC Application Services and Hosting
4. SLN Student and Faculty Helpdesk

Opportunities for questions, answers and dialogue with the SLN staff, SLN Advisory Board members and SLN Standing Committee members will be provided.