

FRIDAY, MAY 22

SESSION 7

Beyond Jeopardy: Promoting Critical Literacy in the Classroom

Presenter: Kevin Arno, SUNY Potsdam

Co-Presenter(s): Ashleigh Williams, SUNY Potsdam

8:30 - 9:00 am Lanigan 107

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

In his seminal work, *Pedagogy of the Oppressed* (1970/2000), Freire explained that exploited people do not necessarily recognize their own oppression. He wrote, “as long as the oppressed remain unaware of the causes of their condition, they fatalistically accept their exploitation. The oppressed prefer the security of conformity with their state of unfreedom to the creative communion produced by freedom”(p.64). The presenter discusses the design of a CD utilizing the popular television game show, *Jeopardy*, as the impetus to debunk my graduate students’ use of the contestants on the show as an example of a good working definition of the concept, “smart,” and illustrate what Freire intimated; that these young scholars and teachers to be, may neither recognize nor understand the descriptive and operational definition of the concept of “smart.” In order to illustrate how knowing something at the literal level is a relatively low cognitive process in Bloom’s *Taxonomy of Educational Objectives* (1969), a lesson plan was designed by programming a *Jeopardy* game on a CD to illustrate how contestants, both on the game show and in our classroom, demonstrate few of the critical literacy skills that we teach teachers how to promote in their classrooms.

Critical literacy extends beyond knowing and reproducing (Shannon, 1995) and requires one to make connections and act on new knowledge. Preparing teachers who believe that the best and brightest students are those who know only cultural literacy and the canons of our society without being able to transcend conventional thinking and essentially interpret, translate, extrapolate, analyze, synthesize, and evaluate in order to transform oneself and one’s world, is a danger too great to ignore; therefore, I am using their pop culture as an example to illustrate as Jerome Bruner (1970) once noted, how to go “beyond the information given.”

This paper illustrates how the software was used to promote critical literacy skills in the classroom; how graduate students’ working definition of “smart” radically changed; and how teachers can extend their students’ thinking skills beyond the traditional contestant response that begins with, “What is . . .”. In addition, recommendations are included for teachers at all levels who wish to incorporate this strategy in their own classrooms.

Balancing Reality, Virtual Reality And Simulation Technology: An ANGEL Hybrid 2x2x2 Dual Case Study

Presenter: Joseph Gerard, SUNY Institute of Technology at Utica/Rome

Co-Presenter(s): Maureen Casile, SUNY Institute of Technology at Utica/Rome; Reena Lederman, SUNY Institute of Technology at Utica/Rome

8:30 - 9:00 am Lanigan 105

Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

Designing and instructing a more traditional in-person course and then serving up that same course on-line can be difficult at best. When asked to teach an online version last-minute or to over somebody else's course, we often have to go through the arduous task of creating materials that can be readily adapted to the online environment as well. The result is that all our core courses will exist with at least some supporting materials online. Once this happens, adopting a hybrid model of instruction, where 25 to 75% of content is provided online may be the best choice. We look at two such cases that depict the challenges of providing on- and off-line content and instruction for advanced courses. What we call the 2x2x2 case model looks at two instructors who use 1) two different instructional styles, 2) two different simulation packages, and who possess 3) two different levels of comfort with hybrid instruction on the ANGEL system. The unique value of this dual case is the simultaneous comparison of two similar but different hybrid experiences at the same institution using relatively similar advanced technologies. We discuss each case along a similar framework using our own narrative perspectives.

Using a Smartboard to Teach Mathematics Methods- Bringing the Mathematics Alive

Presenter: Jean Hallagan, SUNY Oswego

8:30 - 9:00 am Lanigan 104

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

This is a demonstration by a mathematics methods course instructor of the techniques learned about using a smartboard for the first time (semester). The focus is primarily elementary and middle school mathematics methods topics with some high school material. Included are (a) some of the techniques of using a smartboard for mathematics instruction and mathematics methods instruction, (b) a description (and demonstration) of student projects used during a childhood mathematics methods course, and (c) a reflective summary about how the presenter integrated the use of the smartboard into educational methods that may be of benefit to other instructors (ex: social studies, science methods) in preservice education or supervision of preservice instruction. During the reflective summary, both successes and challenges will be discussed, underscoring how to increase student engagement in both the content and use of the smartboard.

Yes, It's Multiple-Choice...But It's Also A Game!: Using A Game To Facilitate The Review Of Concepts And Engage Students In The Classroom

Presenter: Richard Marcoux, SUNY College of Agriculture and Technology at Morrisville

8:30 - 9:00 am Lanigan 102

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Games have been a part of the educational environment for quite some time. They are used to introduce basic concepts as well as to reinforce them. They range from simple card games that require a few minutes to play to complex simulations that require vast computing resources and weeks, if not months, of interaction.

In our digital culture, with youth increasingly interested in any and all things digital, many younger learners are very comfortable with video games. They seem to grasp intuitively the rules and understand the play of a game. Along with this interest in playing video games, is a growing expectation that they will be engaged in the classroom. In response to this interest and these expectations, a multiple-choice game prototype was developed and used in an introductory course at Morrisville State College. The game prototype allowed up to four different teams to compete with each other in a multiple-choice game. The goal was to be the first individual/team to answer correctly a multiple-choice question. Both audio and visual feedback was provided, enhancing the experience.

The author will present his experience with engaging students in the classroom through the use of games. Additionally, participants will be encouraged to discuss their use of games in an educational environment.

MOODLE, an Open-source Alternative to Blackboard That's Focused on Student Learning

Presenter: Keith Landa, SUNY Purchase

8:30 - 9:45 am Mahar 211

Hands-On Demo (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

This session will be of interest to: faculty looking for a robust learning management system to support face-to-face, hybrid or fully online courses; academic technologists who want to provide a flexible and extensible platform to support online learning environments for their faculty to use; and technology planners looking for an escape from the escalating costs of commercial learning management systems.

Moodle is an open-source learning management system rapidly gaining in use and popularity among colleges and universities. While many commercial course management systems have a very compartmentalized organization, Moodle has an explicit focus on assembling a variety of learning activities and resources into an integrated sequence to support student learning objectives for a course. There is an extensive worldwide open-source community of academic institutions and developers contributing to Moodle, and new functions continue to be added.

An overview of Moodle and how it compares to commercial learning management systems will be presented. Participants will receive hands-on experience in organizing a course in a Moodle learning management system and configure some of the more common learning activities and resources. The session will also discuss the pros and cons of open-source vs. commercial applications, and options for implementing Moodle on your campus. Based on my experience

migrating campuses from other learning management systems to Moodle, we will also discuss the factors that influence faculty adoption of a new learning management system.

How the Internet is Transforming Chemical Information

Presenter: Martin Walker, SUNY Potsdam

Co-Presenter(s): Harry Pence, SUNY Oneonta

8:30 - 9:45 am Lanigan 103

Panel (Intermediate); New Media Publishing Paradigms

In the 1990s, many chemistry organizations developed Web 1.0 websites, but the content available remained similar, and it used traditional subscription-based or pay-per-view models. In the last three years, Open Access and Open Science have driven the formation of free sites such as PubChem, Wikipedia Chemistry and Useful Chemistry. ChemSpider has demonstrated the power of mashups, offering a one-stop shop for structure-based information. Chemical Abstracts Publishers have experimented with new methods such as semantic publishing (Project Prospect, RSC), virtual reality worlds (Nature Island in Second Life), and experiments with social networks (ACS). Some of these will turn out to be little more than gimmicks, but others will transform the way chemists find information. This presentation will focus on recent developments, and where they are likely to lead.

The scholarly world is currently attempting to assimilate a number of different movements that class themselves as open, including open content, open content, open science, open content, open access journals, open reviews and so on. These might be generally classed as representations of the Open Knowledge Movement, which defines itself (<http://www.opendefinition.org/>) as, “A piece of knowledge is open if you are free to use, reuse, and redistribute it.” In theory, this appears to be simply a restatement of ideas about intellectual freedom that are at least as old as higher education itself, but in practice they represent challenge to not just the current economic model for the distribution of knowledge but also to the accepted organizational structure of which higher education is a major component. In part, these ideas are supported and encouraged by open access of the Internet. To put it in the form of one of the common Internet slogans, “Information wants to be free.” This trend leads to a number of crucial questions. What are the economic and intellectual forces that oppose this movement? Can and should it survive? And finally, how will it impact higher education? These questions and related issues will be explored.

A tale of two SIMs: Student response and engagement during the Business Strategy Game (BSG) and Mike's Bikes simulations

Presenter: Maureen Casile, SUNY Institute of Technology at Utica/Rome

Co-Presenter(s): Joseph Gerard, SUNY Institute of Technology at Utica/Rome; Reena Lederman, SUNY Institute of Technology at Utica/Rome

9:15 - 9:45 am Lanigan 102

Paper (Introductory); Discipline-specific Technologies

Simulations are some of the most engaging and complex tools for active learning currently on the market. Simulations are highly effective when they are designed correctly and are combined with other instruction. Yet providing a good simulation and good instruction together are, by no means, guaranteed. We look at two successful simulations, Mike's Bikes and the BSG (Business Strategy Game), that are well-designed, have an acceptable interface, work as intended, and provide necessary student and instructor support materials. These simulations, because they are successful, make instruction and learning as uncomplicated as they can be when using such advanced technology. During our presentation we spend half of our time comparing and contrasting both simulation games, then use the other half to examine student learning and the active learning experience as it relates to both technologies.

Improving Instructor Made Tests Using a Spreadsheet

Presenter: Mark Springston, SUNY Oswego

9:15 - 9:45 am Lanigan 107

Paper (Intermediate); Translating Teaching, Learning and Assessment Research into Practice

The presenter will show how to use a spreadsheet to conduct an item analysis of instructor made tests. A spreadsheet can be used to score and analyze an objective test, which includes question (AKA an item) types such as multiple choice, true false, and matching. The spreadsheet template designed by the presenter gives an instructor feedback on test data, including: item difficulty, item discrimination, internal consistency (KR-20), student response patterns, learning target achievement, and descriptive statistics. Advantages of using the spreadsheet instead of traditional test scoring services will be highlighted. Items in need of revision can also be identified by viewing response patterns using conditional formatting. The template and user instructions will be made available to attendees.

The Virtual Classroom: Alternative Ways of Teaching in Lake Effect Country and Across the World

Presenter: Cara Thompson, SUNY Oswego

9:15 - 9:45 am Lanigan 105

Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

The presenter will focus on inventive ways to use technology to connect to students outside of the traditional classrooms. AppleRemote, video conferencing and Instant Messages are a few of the tools to be discussed.

The traditional classroom can be greatly enhanced by the use of digital technology. Applications such as Adobe Remote Desktop, Skype and AOL Instant Messenger make student/teacher one-on-one interaction a real and effective alternative to the traditional class. Cara Brewer Thompson (SUNY Oswego Assistant Professor of Graphic Design) and Julieve Jubin (SUNY Oswego

Associate Professor of Photography) will share examples of successful strategies and technologies used in their undergraduate classes.

Professor Thompson has used blogs, forums, and wikis to promote discussion and discovered that quiet students were transformed into students eager to communicate and share ideas with each other. She will explain her ideas for creative interaction via unconventional forums and will discuss how to create a remote learning interaction that really works in a hybrid classroom.

Professor Jubin uses innovative technology to connect her students on the physical campus of SUNY Oswego as well as in her Travel Photography classes (such as the one offered in Amsterdam in the Spring of 2009). Her use of web technology includes blogs and websites to foster meaningful class discussion.

Are They Ready? Pre- and In-Service Teachers Perceptions and Beliefs of Web 2.0 Technologies

Presenter: Kangnian Weng, SUNY Oswego

Co-Presenter(s): Jin Feng Jiang, SUNY Oswego; Harrison Yang

9:15 - 9:45 am Lanigan 104

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

The web is shifting from being a medium, in which information is transmitted and consumed, into being a platform, in which content is created, shared, remixed, repurposed, and exchanged. The unique feature of many Web 2.0 applications is that they harness the collective intelligence of users. Learners can interact with other learners, gain from their experiences, and then construct their own knowledge. As a result, learners become part of a global human network -- the collective intelligence of people in the world that they could never have experienced previously. In spite of the promise of Web 2.0 technologies to allow teachers and trainers to empower learners and create exciting new learning opportunities, few courses exist in current teacher preparation programs for pre- and in-service teachers to explore the potential of Web 2.0 applications. Consequently, little is done to integrate such emergent technologies for real world teaching and learning activities. Meanwhile, there is little sound evidence about pre- and in-service teachers' awareness, beliefs, and openness to web2.0 applications for their classroom learning and teaching.

It is important to realize that pre- and in-service teachers' opinions and beliefs shape their actions. The pre- and in-service teachers' attitudes indicate their willingness to adopt a new teaching behavior such as teaching with Web 2.0 technologies. This project offers a glimpse into the mind sets of pre- and in-service teachers who are pursuing graduate level education programs at SUNY Oswego. The objectives are: (1) to examine their current status on utilizing internet technologies; (2) to assess their awareness of widely held Web 2.0 applications (blogs, wikis, social bookmarks, social networks, etc.); and (3) to investigate their beliefs and willingness to adopt Web 2.0 applications for teaching and learning. The findings will provide useful information to enable administrators and faculty members engaged in teacher preparation to understand better their students' perceptions and beliefs about Web 2.0 technologies.

Consequently, a well-focused course or training program for pre- and in-service teachers integrating Web 2.0 technologies in education can be designed, developed, and implemented.

SESSION 8

Active Learning, Social Media, and Serious Games: Case Studies

Presenter: Ulises Mejias, SUNY Oswego

10:15 - 10:45 am Lanigan 103

Paper (Intermediate); Active/Student Centered Learning - Engaging Students in the Classroom

Two classes at SUNY Oswego (Videogame Theory and Analysis; Social Networks and the Web) undertook a project in Spring of 2009 that involved the design and implementation of a two week Alternate Reality Game (ARG). The presenter discusses how the experience constituted a form of active learning and research in which students sought to involve their community in addressing a common problem. ARGs are open-ended interactive narratives collectively played by participants in real-time, using a variety of communication technologies such as email, blogs, wikis, SMS, digital video, podcasts, etc. Although they are mostly used by commercial interests as tools for viral marketing, they can also be employed to take a real-life situation or social problem and imagine/simulate solutions or approaches to it (see for example the ARG World Without Oil). The objective in this case is not only to raise awareness about the issue within the affected community, but to articulate collectively a multitude of realistic and possible responses to it. This form of computer gaming can thus be framed as a form of Participatory Action Research (PAR), concerned with promoting social change through iterative research activities involving the members of a community. PAR is a form of collective action through purposeful investigation by and for the affected community. The presenter will address how an Alternate Reality Game can be used as a form of Participatory Action Research to analyze a problem collectively, to suggest solutions, and ultimately to reflect on the ethical question of who has the responsibility to act. While the primary learning objective of this exercise was to apply concepts from game design and social networks in a group project, the larger goal was to promote active and student-centered learning through the purposeful application of Web 2.0 technologies. Consequently, students were able to realize that their theoretical knowledge and technical skills can be agents of change in their community.

Distance Learning in the Visual Arts

Presenter: Susan Miiller, SUNY College at New Paltz

Co-Presenter(s): Linda Smith, SUNY College at New Paltz

10:15 - 10:45 am Lanigan 105

Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

The successful online version of a seated studio course using digital photographs of actual student drawings is presented. Projects submitted in both online and in face-to-face versions of Introduction to Drawing and Design are explored. Students developed skills consistently,

reached artistic potential, and explored processes, materials, and approaches to the creative experience with no loss of quality in either version of the course. In many instances, the students in the online version of the course excelled, especially in discussion board “critiques,” where online students experienced freedom from face-to-face stress and were far more enthusiastic and forthcoming with their comments and constructive criticism than the traditional students. Critiques and final drawings, exercises, and ability to use the digital camera and Blackboard technology for class presentations demonstrate student progress to educators considering developing an online studio course at their institution. Keywords are: Color Theory, Critique, Discussion Board, Impatica, Mandala, Negative/Positive, Perspective, PowerPoint, Turnitin, Value.

Implementation Of A Student Online Submission Of Laboratory Data And Results Using LON-CAPA

Presenter: Alexsandra Silva, Binghamton University

Co-Presenter(s): Daniel Brennan, Binghamton University; Robert Gonzales, Binghamton University

10:15 - 10:45 am Lanigan 102

Paper (Introductory); Discipline-specific Technologies

In the past, there were frequent complaints about the grading of laboratory reports in our chemistry courses. The instructors or teaching assistants complained about the long hours required to grade the lab reports, while the students complained about the inconsistency of the grades among laboratory sections and instructors.

In order to address these issues, the Department of Chemistry at Binghamton University implemented a student online submission of laboratory acquired data using LON-CAPA (The Learning Online Network with Computer Assisted Personalized Approach), an open source management and assessment system. Before the end of the laboratory period the students are required to submit their data and results on a secure website, LON-CAPA. They have until the next lab period to complete the lab report (paper version) and to submit their results of their calculations on LON-CAPA; it can be done at any time using the internet. The students input their calculation results, the program compares their answer with the calculated answers, and if the answer is incorrect, they will have a chance to resubmit their results.

The Post-Lab LON-CAPA showed several advantages: For students, it offers immediate feedback and, eventually, improvement of their lab techniques since they are also graded on the quality of their data. For instructors and teaching assistants, it reduces the time spent grading, allows more attention to be given to the other parts of the lab report as discussion and conclusion, and provides more accurate and consistent grading.

Using Emerging Technologies for Enhanced Instruction

Presenter: Robert Piorkowski, SUNY System Administration
Co-Presenter(s): Phylise Banner, SUNY System Administration; Judy Teng, SUNY System Administration

10:15 - 11:30 am Lanigan 104

Birds of a Feather (Advanced); Active/Student Centered Learning - Engaging Students in the Classroom

The presenter will demonstrate how to embed third party Web 2.0 technologies into the ANGEL learning environment. He will also explore the instructional uses of these new tools. Mind/concept mapping, audio sharing and social networking will be explored at length to show how these new types of interaction can have an impact on instruction.

The Value Of Free And Open Source Software In Creating Positive & Interactive Learning Environment: Using Moodle: A Case Study

Presenter: Amal Rowezak, SUNY College of Technology at Alfred

10:15 - 11:30 am Campus Ctr 202

Hands-On Demo (Intermediate); Active/Student Centered Learning - Engaging Students in the Classroom

Internationalization and global education have become important priorities in many areas. Personal learning environments and course management systems are also strongly emerging. The use of open source software combines the two worlds. Using Moodle, an open source course management system, allows students to create their own learning environments, including blogs, published research, recent articles, professional forums and web sites. Open source software, particularly open source course management systems, opens the door for a new and personalized learning environment and reduces or eliminates our dependency on textbooks. The presenter will share samples of four courses where students created their own learning environments.

Calling All Avatars: The Second Life Quest for Professor TBA

Presenter: Marsha Spiegelman, Nassau Community College
Co-Presenter(s): Richard Glass, Nassau Community College

10:15 - 11:30 am Campus Ctr 206

Hands-On Demo (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

Games and virtual spaces captivate students and intrigue educators. In this evolving collaboration, a reference / instruction librarian and a mathematics / computer science professor have infused information literacy into mathematics and computer science courses for the past three years. They have used games as the framework for instruction of research skills and course content. Now, using Second Life as the next step, they have constructed a game in which students solve a puzzle while completing tasks that reinforce research skills and course content.

With no budget, the presenters created the SLIL (Second Life Information Literacy) quest, “The Search for Professor TBA” on a small plot of land obtained from the SUNY Learning Network. Using custom and pre-existing scripts and graphics, they generated a scenario that required players to win seven game pieces and solve the puzzle to complete the quest. The tasks included evaluation of SLURLS, recognition of plagiarism, use of databases and the verbal, symbolic and graphical representations of Boolean logic. Borrowing from traditional videogame features, they incorporated recognized learning-through-gaming techniques.

The authors will share the many opportunities and challenges unique to Second Life. Among the most critical challenges was the learning curve for the faculty developers and student players as well as the ephemeral nature of the environment. Opportunities included the free exchange of knowledge and willingness of known colleagues and other inhabitants in world to share their expertise and objects, the enrichment of the authors’ understanding both inside and outside their disciplines, and the ability to enhance students’ awareness of social and historical contexts not available through traditional forms of presentation.

Participants will login to Second Life and explore the game with the help of the presenters' avatars. Discussion and feedback will occur in-world and in the workshop room.

ePortfolios for Teacher Candidate Assessment: Preparing for Institutional Assessment

Presenter: Judy Teng, SUNY System Administration

Co-Presenter(s): Carol Rasowsky, Dana Abbott

10:15 - 11:30 am Lanigan 107

Birds of a Feather (Introductory); Translating Teaching, Learning and Assessment Research into Practice

Guided by the National Educational Technology Standards (NETS), technology implementation in teaching and learning has undergone a tremendous increase. In order to prepare teacher candidates to meet the requirements and to succeed in today’s digital age, many teacher education programs adopt various technologies. We piloted electronic portfolios for teacher candidate assessment. Among other benefits, electronic portfolios allow for interactive, innovative, and dynamic presentations including multi-media artifacts such as photo stories, audio and/or video clips, and digital photographs, as well as text. They are easy to store and inexpensive for students to reproduce and distribute. In addition, they are more flexible in structure than print versions, and allow for easy and efficient navigation through the artifacts. This process has prepared the department and institution for the NCATE evaluation. We will present the development and implementation of a pilot e-portfolio project, including steps taken in the selection of an electronic portfolio system, creation of the template and rubric, and utilization of this format to assess early childhood teacher candidates’ mastery of professional standards.

The project evolved from a hard copy portfolio assessment for our early childhood and early childhood special education pre-service teachers’ mastery of professional standards. This shared

portfolio is based on the Council for Exceptional Children's professional preparation standards for special educators and the National Association for the Education of Young Children professional licensure standards for early childhood.

Candidates engage in a process of self-reflection and decision-making about their work as professionals and select appropriate artifacts to represent their competencies. They then prepare written reflections describing how selected artifacts demonstrate their mastery of the professional standards. Upon graduation from either program, candidates should be able to demonstrate the use of varied communication methods while working with diverse families including those who may be facing challenges such as poverty, learning English or having a child with a disability.

An early childhood faculty member, an early childhood special education faculty member, and an instructional designer are the presenters. They will utilize slides, the results of survey data, and visual and audio excerpts from teacher candidate e-portfolios to share their experience, and that of early childhood and early childhood special education candidates and e-portfolio reviewers, in using ePortfolio as a final assessment tool.

Using the Tablet PC to Enhance Teaching

Presenter: Mona de Vestel, SUNY Institute of Technology at Utica/Rome

Co-Presenter(s): Teresa Washburn, Joseph Gerard, Reena L. Gerard, SUNY Institute of Technology at Utica/Rome

10:15 - 11:30 am Lanigan 106

Panel (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Tablet PCs have come to the forefront as one of the most effective tools to use in classroom engagement. This panel will consist of Tablet PC users who will demonstrate how the Tablet PC can be used to engage students in a variety of ways and how the Tablet PC can translate into more dynamic course material.

Engaging students both in the classroom and in online courses can be challenging for most instructors. Keeping students connected with the course material and enabling them to get to know each other and the instructor can be difficult tasks. Using a Tablet PC highly enhances teaching and solves many of these problems. The use of the stylus and the ability to write on student assignments facilitates a more detailed grading and feedback process. This tool also allows instructors to create more dynamic content for their courses both online and in the classroom.

Additionally, students can play a more active role in their learning to manipulate course and/or lecture content with the Tablet PC.

This panel will demonstrate key tasks that can be accomplished using the Tablet PC to enhance both traditional classroom and online teaching and learning.

Some of the topics included are:

- ‡” Grading assignments in Word using a stylus
- ‡” Providing clear visual feedback to design/visual projects
- ‡” Creating dynamic lecture material
- ‡” Crafting engaging classroom activities

The following panelists will share their experience with Tablet PCs in the classroom:

Panelist:	Topic:
Mona de Vestel	Tablet PCs in hybrid and online courses
Joseph Gerard	Tablet PCs in Classroom Engagement
Reena Lederman Gerard	Tablet PCs Used as an Assessment Tool
Teresa Washburn	Tablet PCs as Part of a Technology Grant Process

Each panelist will provide her/his perspective on Tablet PCs and then the audience will have the opportunity to try a few hands-on activities.

Art Criticism: Online and Face-to-Face

Presenter: Susan Miiller, SUNY New Paltz
 Co-Presenter(s): Valerie Mittenberg, Linda Smith, SUNY College at New Paltz

11:00 - 11:30 am Lanigan 105
 Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

The successful online version of the General Education course Art Criticism is demonstrated. Using Blackboard technology for class projects, students completed required readings, presentations and research Paper. Projects submitted in both versions of the course are compared. An online version of Art Criticism satisfies the needs of distance learners wishing to advance their learning and fulfill their degree requirements.

Many students taking this course are enrolled in the dual diploma, International Program, where reading and writing in English as a second language is critical to their student success. The Information Literacy objective of the course ensures that students are informed about scholarly resources instead of relying on websites. Students complete library research exercises designed to promote scholarly research skills. Online Art Criticism demonstrates student progress to educators considering developing a similar course at their institution. Key components are: Blackboard, Camtasia, Discussion Board, Information Literacy, Online Handout, PDF's, PowerPoint, Impatica, Streamed Media, Turnitin.

Undergraduate Research on Virtual Worlds in a Virtual World

Presenter: Ellen Marie Murphy, The Sage Colleges

11:00 - 11:30 am Lanigan 103

Paper (Intermediate); Active/Student Centered Learning - Engaging Students in the Classroom

The outcomes of an intensive three-week undergraduate research seminar, which met in the virtual world of Second Life, will be shared. This was an interdisciplinary class consisting of mainly non-traditional students from a variety of backgrounds and majors. None of the students had experience in virtual worlds prior to the first day of class.

Students were immersed in the virtual world, where they explored current uses of the technology in their field of study. Second Life was both the classroom and laboratory. Students participated in the course via bi-weekly in-world classes and discussion forums in Flickr where they also shared images of their experiences. In addition to required class meetings, students were expected to spend a significant amount of time in-world conducting their research. They were asked to answer the following questions: What are the current uses of SecondLife in your field of interest? What are the proposed uses? What are your own predictions in regards to future uses of virtual worlds? The final meeting was face-to-face with a formal presentation of the students' research and conclusions.

Even for these non-traditional students, the motivation and interest propelled them to learn rapidly how to navigate in-world, record their experiences using a photo-sharing site (Flickr), and conduct and record in-world interviews--technical skills that most associate only with the younger "tech-savvy" generation.

The class sessions, held in the virtual world, took students on short field trips. It was also a time to bring everyone together to talk about experiences, and to ask questions. Once I (the teacher) left the space, and class officially ended, students chose to remain in-world and continued to explore spaces together. They shared navigation tips, objects from their inventories, and tips and strategies.

Comments made by the students as they reflected on their experiences clearly demonstrate that students became immersed in the world, that they were highly engaged, and that they developed a virtual community among themselves.

I will share my own observations, as well as the students' experiences as they are documented on Flickr, their various presentations, and results of the course evaluation form. I will attempt to show that empirical evidence gathered from these show that use of the virtual world as a classroom encouraged divergent reasoning and the use of critical thinking skills. I will also discuss some of the difficulties we encountered and student recommendations for future classes.

Going Green: Electronic Submission of Student Assignments

Presenter: Chuck Spector, SUNY Oswego
Co-Presenter(s): Robert Pagano, Richard Skolnik, SUNY Oswego

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

Assignments provide students an opportunity to master material covered in class. Assignments also provide students feedback from faculty regarding their understanding of concepts or mastery of skills. Because of the time required for grading, some faculty will assign homework without collecting and grading it. Although such assignments provide students with an opportunity to practice skills, it does not provide them with personal feedback. Also, students are less likely to complete assignments if they are not part of the grade determination. Traditionally, students submit assignments in hard copy, even when they have been completed electronically. Even faculty familiar with electronic media can prefer paper copies of assignments because of the ease of providing feedback. Electronic submission can require a faculty member to print assignments or open individual files.

The presenter discusses two techniques for collecting and grading student assignments electronically. The first, Homework Manager, is an online product offered by McGraw-Hill Irwin. Homework Manager grades the assignments, multiple choice questions from the textbook or test-bank, upon receipt. The second technique, emailing of spreadsheet assignments into a designated email account, requires faculty to grade the assignment but allows for more complex assignments. The session involves demonstration of both techniques and a discussion of their implementation in the classroom.

SESSION 9

Approaches to Course Design

Presenter: Ken Charuk, Empire State College
Co-Presenter(s): Claire Ouderkirk, Lisa Rapple, Empire State College

11:45 am - 1:00 pm Lanigan 106
Panel (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

The Center for Distance Learning at Empire State College has a catalog of over 400 courses and enrollments of over 11,500 students per term. CDL is a mature online program and develops dozens of new courses and completes major revisions of as many as 50 courses annually. The approach used by CDL includes a template course structure designed to support adult pedagogy.

The basic template is a linear design having two main development areas: the course information documents and the learning modules. The course information documents provide information similar to a detailed course syllabus and are required in each course. In some documents, the text is generic to all CDL courses and includes information on topics such as college policies and

navigation while other documents are course or instructor specific. An instructor welcome and contact information as well as the course text, other reading materials, and schedule are included.

The learning modules provide an approach to 'chunking' course content and include goals and objectives, instructor commentaries designed to frame course content, learning activities, and discussion forums. The format of the modules is flexible and accommodates group collaboration as well as individual student activities.

Developers are free to depart from the standard template and to work with their instructional design partners to develop models which best serve their particular courses and needs. Two models are being examined: an 'Advanced Organizer' which is being used in a business course, and a more visual model being used in the Nursing program.

Advance Organizers are an instructional approach to curriculum that provide a thematic, visual presentation of information. This method derives inspiration and structure from hierarchical concept mapping and is conceptually based on the principles of David Ausubel's Subsumption Theory. Advance Organizers progressively integrate new information with pre-existing knowledge or concepts to assist with the learning and retention of new information and can help strengthen and sustain cognitive processes and active reception learning.

The goal of our alternate course design in the Nursing Program was two-fold. While approaching course design to enhance visual engagement with the student, we have also attempted to model web-based navigation. By tapping into the students' intuitive navigational skills, and using visually stimulating enhancements, we hoped to increase engagement with the course content.

Writing in the Cloud: Using Zoho Office and Google Docs

Presenter: Mary Jane Heider, Genesee Community College

11:45 am - 1:00 pm Campus Ctr 202

Hands-On Demo (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

Web 2.0 has become a buzzword that for some reason you feel you should know more about. On the other hand, you neither care nor have the time to get involved in social networking sites like Second Life or Facebook.

Here's your ticket into the Web 2.0 world. Just about everyone has to create documents -- anything from a short memo, syllabus, documentation, Paper to general handouts require word processing tools. Writing things down on paper is getting to be somewhat of a lost art.

We're going to explore two of the online options for word processing: Google Docs (docs.google.com) and Zoho Office (www.zoho.com). These two options have positioned themselves as the 800-pound gorillas in the room and have become robust options for your word processing needs.

What we will do in this hands on session is to create accounts (yes, another username and password, sorry!) if you don't have one, actually create a short document in each site and look at the tools each provides. While both sites have the same basic toolsets, they have look-and-feel and features that we will explore. One of the best features of online word processing is the document sharing and we will work within the group to show how that works.

If you want, feel free to bring a document to play with but do make sure it's something you can share with others.

Discussion will be open but will include security, other online word processing options, and how these tools differ from MS Word.

Using Instructional Technologies: The Prospective Teachers' Perspective

Presenter: Barbara Scantlebury, Mohawk Valley Community College
Co-Presenter(s): Tiffany Chevrette, Jennifer Elsenbeck, Mohawk Valley Community College

11:45 am - 1:00 pm Lanigan 104

Panel (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

Often educators view the use of Instructional Technologies as a 'fad' – a thing of the moment, and the true effect/relevance of the use of these technologies eludes them.

This panel of students in the MVCC/Oneonta teacher education program will share their perspective on their experience of the use of the various technologies in an effort to motivate students to become active learners.

They desire that the knowledge they have gained from using these technologies will prepare them to perform their classroom activities with ease when they embark on their teaching careers.

The Classroom is A HAPPENING PLACE at Stony Brook University: An Across-the-Disciplines Showcase of Active Learning in the Classrooms

Presenter: Nancy Wozniak, Stony Brook University
Co-Presenter(s): David Ametrano, Ying Xiong, Cynthia Davidson, Stony Brook University

11:45 am - 1:00 pm Lanigan 102

Panel (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

The Classroom is A HAPPENING PLACE at Stony Brook – A showcase of proactive approaches to classroom management that creates an across-the-disciplines sense of community features a panel presentation and discussion on student-centered approaches to classroom management and active learning in the classroom. The panel consists of members from The Faculty Center, large lecture faculty and graduate assistants, and faculty and graduate assistants from general education courses.

The Classroom is A HAPPENING PLACE at Stony Brook project, initiated by The Faculty Center staff, is designed to bring faculty together and promote an across-the disciplines sense of community through the documentation, promotion and peer-to-peer sharing of active learning approaches in the Stony Brook classroom in order to provide

1. a center for exploring and sharing student-centered learning approaches and active learning activities for faculty and departments
2. faculty and graduate assistants with learning communities and round table sessions for discussing and sharing approaches to proactive classroom management through active learning activities
3. printed and electronic examples of active learning and student-centered activities, faculty contacts, and compelling resources for igniting student learning in the classrooms
4. an across-the-disciplines means of showcasing and sharing creative classroom teaching methods among Stony Brook faculty and SUNY
5. a means of creating an across-the-disciplines sense of community among the faculty at Stony Brook

Methods for showcasing and promoting the across-the-disciplines, peer-to-peer recognition and sharing of student-centered methods of learning in the Stony Brook classroom include

1. a printed yearbook featuring faculty and their creative, active learning approaches of engaging student-centered learning in the large lectures, labs, recitations, groups, studios and classrooms
2. printed and electronic information and tips sheets that highlight Stony Brook faculty and their active learning approaches, faculty from other universities and their methods of student-centered learning activities, compelling active learning resources, professional development opportunities, faculty FAQs, and tips on incorporating new student-centered learning activities in the classroom
3. a website featuring Stony Brook faculty and effective active learning approaches to teaching in the Stony Brook classroom
4. a proactive faculty learning community centered around peer-to-peer information exchanges, presentations and support with proactive classroom management, and active learning approaches in the Stony Brook classrooms
5. an electronic resource database on active learning approaches and proactive classroom management

Panel members will present the project goals and demonstrate active learning approaches in the classroom. Members of the audience are encouraged to participate and contribute with hopes of expanding our sense of community SUNY-wide.

Learning Tolkien in a Virtual World

Presenter: Larry Dugan, Finger Lakes Community College

Co-Presenter(s): Trista Merrill, Finger Lakes Community College

11:45 am - 12:15 pm Lanigan 105

Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

Virtual worlds have made their initial impact on campuses during the past four years. Based on the book, Lord of the Rings ONLINE is an immersive Massively Multi-player Online Role-Playing Game. We are using this environment not only to study the book, but also to compare/contrast how two different media (movie and online game) can differ so much in their interpretations and implementations. The students meet face to face, in LOTR Online, and in the Angel LMS. This course truly uses every possible mode of learning to keep the students engaged. Our results will be presented.

Designing, Implementing and Supporting a Facility that Supports Student Group Project Work

Presenter: Graham Glynn, Stony Brook University
Co-Presenter(s): Matthew Froehlich, Stony Brook University

11:45 am - 12:15 pm Lanigan 107

Paper (Introductory); Teaching and Learning in Innovative Spaces (Real & Virtual)

As teaching methods continue to focus on active learning, faculty expect students to participate in more and more group projects. While there are many facilities on campus, such as study carrels, to support the individual student's work, there are few formal areas designed to support groups. These areas require computer access to develop shared documents and AV technology to brainstorm and practice presentations. Video conferencing technology is included to support distant student participation.

To address these needs Stony Brook's Teaching, Learning and Technology Department in partnership with the University Library developed a dedicated space to support group activities. This space includes:

- Wireless access
- Nine restaurant style booths with hard wired network access and seating for up to six students
- Booths, each having a computer, a large screen display with an embedded video camera, speakers, and a pen input device to support video conferencing.
- An interactive white board with digital projector surrounded by couches and soft seating
- A standard wall-mounted white board with a mounted digital camera surrounded by couches and soft seating
- Six 60" diameter tables with moveable chairs hard wired for power to support laptop use
- Multiple 42" diameter movable tables and chairs
- Moveable white boards
- Moveable privacy screens
- A printer
- A support staff area

The space is open during library hours. The facilities are restricted to group use by the staff member. Groups can book the presentation and white board space using a web-based scheduling system or directly on a local panel next to the facility. Booths and tables are used on an ad-hoc

basis. Students can rearrange the small tables, portable white boards and privacy screens to meet their needs. Data will be presented on student use of the facility.

Student Perceptions of Online Discussions: Is There Agreement Between Students and Faculty?

Presenter: Paula Maurino, Farmingdale State

Co-Presenter(s): Sheryl Schoenacher, Farmingdale State

11:45 am - 12:15 pm Lanigan 103

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

There has been an abundance of research focused on both students and faculty perceptions of online threaded discussions. The purpose of this research study was to compare the two. Are student perceptions the same as faculty perceptions? During the spring 2009 semester, students at Farmingdale State College were asked to complete a structured survey and participate in a semi-structured interview to ascertain their perceptions of online discussions.

The following research questions were answered:

- How do students describe their online threaded discussion experiences in terms of the successful attainment of social, cognitive and professional skills?
- How do students' experiences compare with faculty perceptions of the attainment of social, cognitive and professional skills developed through online threaded discussions?

The findings of this study serve to assist faculty in their development of the goals and objectives for online threaded discussions.

The Agile Manifesto and the Concept of Openness as the New Paradigm for Education

Presenter: Robert Clougherty, SUNY Empire State College

Co-Presenter(s): Eileen O'Connor, Hope Adams, SUNY Empire State College

12:30 - 1:00 pm Lanigan 107

Paper (Intermediate); Translating Teaching, Learning and Assessment Research into Practice

Despite the fusion of technology and education, the relationship between the two has been protomorphic rather than homologous — in other words, the relationship of cause and effect has been unidirectional and monocausal. Our position is that two of software's most significant developments — namely, the agile manifesto and the concept of openness (as developed out of open source software)-- should be adapted for use in higher education. We believe that agility and openness allow us to align policy and practice with technology to enable learning excellence.

The presenter will consider how today's communication and networking technologies are reducing the barriers among the different stakeholders providing tools for the customization of learning for collaboration and for shared decision making. Instructors and learners can now

become communities of practice, instead of hierarchical organizations. Mutual problem solving and discovery can occur within a learning environment; instructional products can be shared in document repositories. Creative commons licenses provide the openness needed to rapidly share ideas and practices. Furthermore, borrowing from the principles of customer responsive software development (<http://www.agilemanifesto.org>), learning environments, either online or classroom, can respond to the need for change, rather than follow a plan, and learners can be permitted the freedom to work within their own learning styles. Institutions of higher learning can develop so that they can have fluid organizational structures to allow for adaptation to fast changing economic, scientific and social needs.

The essay in which we develop these ideas will be published online at <http://homepage.mac.com/bobclougherty/index.html> at the time at which the conference program is published and the session will be a discussion of the ideas developed in the essay.

The Experiences of Pre-Service Teachers with Technology in Methods Courses

Presenter: Robert Dahlgren, Fredonia State

Co-Presenter(s): Robert Dahlgren, Jill Marshall, Fredonia State

12:30 - 1:00 pm Lanigan 103

Paper (Introductory); Active/Student Centered Learning - Engaging Students in the Classroom

With the explosive development of educational technologies in the past two decades, teacher educators have become attuned to the need to provide their students with instruction in the use of technology in the K-6 classroom. The contemporary student population, while increasingly adept at the use of technologies for entertainment, requires more teacher scaffolding in order to employ them for educational purposes. Without such instruction, Gitlin (2001) warned that students risk being overwhelmed by a torrent of media and technology at their disposal. Heeding this clarion call, educators have responded with a variety of initiatives aimed at integrating instruction in media and technologies in the teacher training setting.

Yet for all the increased attention, the influence on actual practice in teacher training institutions has been erratic and inconsistent, Swan and Hofer (2007). The most common explanation for this gap between intent and practice is that the inclusion of technology has not fundamentally altered traditional pedagogy (Doppen 2004). While compelling, this explanation fails to consider a more fundamental discontinuity facing teacher educators, pre-service teachers and their future students. In a study of the effect of technology instruction in methods courses, Diem (2002) found that the pre-service teachers' confidence in their ability to integrate technology in their field experiences was connected to the confidence of their instructors in using technology in innovative ways.

We will present the findings of a qualitative study of the experiences of twelve pre-service teachers enrolled in an undergraduate childhood education program at a small, state college in western New York. Through a series of focus group sessions and individual interviews, we collected data on the ways in which this digital divide affected instruction on the use of

technology in methods classes. The results of this study suggest that additional training in technologies is necessary to bridge this gap.

Diem, R. A. (2002, April). An examination of the effects of technology instruction in social studies methods courses. (ERIC Document Service No. ED346082).

Doppen, F.H. (2004). Beginning social studies teachers' integration of technology in the history classroom. *Theory and Research in Social Education*, 32(2), 248-279.

Gitlin, T. (2001). *Media unlimited: How the torrent of images and sounds overwhelm our lives*. New York: Henry Holt and Company.

Swan, K.O. & Hofer, M. (2007). Technology and social studies. In L.S. Levstik and C.A. Tyson (Eds). *Handbook of research in social studies education*. New York: Routledge.

Use Elluminate to Enhance Online Teaching & Learning

Presenter: Patricia Franks, San Jose University

12:30 - 1:00 pm Lanigan 105

Paper (Intermediate); Teaching and Learning in Innovative Spaces (Real & Virtual)

Elluminate Live! is a world-class real-time training, demonstration, and collaboration environment to enhance teaching and learning at your institution. And San Jose's School of Library and Information Science was one of eleven institutions to be recognized as a 2008 Elluminate Center of Excellence - Best in Class. Attend this session to learn how Elluminate Live! is used in the School of Library and Information Science to provide students with synchronous experiences including instructor-led courses, virtual office hours, remote guest speakers, vendor demonstrations, student advising, and virtual spaces for students to collaborate on group projects. View a demonstration of many of the features of Elluminate Live! including a PPT presentation, use of white board, instant polls, and online chat. Find out how easy it is to tour the web from within this environment. Learn how a camera can be used to add that extra personal element, and discuss the challenges posed by the use of this technology. Since you may be wondering about training and technical support, the web tour will include a visit to the SJSU's Faculty Handbook complete with links to Elluminate resources, such as a student guide, guest speaker guide, and best practices for creating recordings of your Elluminate sessions for future reference.