

sessions

TRACK LEGEND



E Squared: Effectiveness and Efficiencies



Reinventing the Learning Environment: Walking the Walk



STEM2: Science, Technology, Engineering, Mathematics and Medicine



Who Are the Learners? — Serving New Audiences



WMP: Wireless, Mobile and Personal



What's The Buzz? — Vendor Presentations



wireless laptop required for full participation

Monday, March 5, 8:30 – 9:30 a.m.

Regent 1



Around the World Byte by Byte

Sheryl Hansen, Director, Professional Development Programs / Ohio Learning Network and
Janice Kraus, Statewide Initiatives Coordinator / Franklin County Education Services Center

Not enough time (or resources) to explore the world's riches and resources by plane, train, ship, auto, or hot air balloon? Don't fret! This session will provide you with a virtual vacation that will stimulate and educate. With your tour guides and fellow travelers, we will explore rich digital resources created and used by educators around the world. We'll visit a variety of countries, cultures and disciplines, as well as an array of digital techniques for learning. Bring your passports!

Regent 3



What Do the Digital Natives Want? Issues and Priorities of Online Students

Deborah W. Proctor, eCurriculum Director for Academic Innovations/Minnesota Online /
Minnesota State Colleges and Universities

Minnesota Online and 17 of its institutions, offering online degrees and courses, measured the satisfaction levels of online learners with a Priorities Survey for Online Learners (PSOL) in March of 2006. Designed for online students, the PSOL survey lets institutions gauge how satisfied its students are and what issues are important to them. This session will describe the collaborative work of Minnesota Online and 17 bold Minnesota State Colleges and Universities working together to respond to the issues and priorities of online students.

Lilac



Pondering Podcasting: eLearning for the Future

Carol Buser, Assistant Professor, Computer Programming; **Rose Kuceyeski**, Professor, Office Administration;
Ann Marie Jablonowski, Assistant Professor, Communications/Humanities; and **Thomas Passero**, Instructor,
Marketing & Sales / Owens Community College

Have you noticed those telltale earbud wires dangling around students' necks? Students are tuned in, but how can faculty tap this technology for educational purposes? Join us for an informative and interactive session regarding the incorporation of podcasting in eLearning courses. Learn of our team's progress with this emerging technology across a variety of disciplines. Experience for yourself how faculty can record and distribute podcasts and how students can listen, view and download course related materials for learning anytime, anywhere! Attendees will have the opportunity for hands-on practice via Edirol recorder, Internet and iPod.

Magnolia



Getting off the Ground: Piloting WAC ePortfolios

Amiee Wagner, Instructor, Natural Sciences / Central Ohio Technical College and
Catherine M. Gynn, CIO / The Ohio State University-Newark

ePortfolios hold promise as mechanism to gather authentic data in Writing Across the Curriculum (WAC) programs. This presentation explores how Central Ohio Technical College has piloted the use of eportfolios using OLN's Open Source Portfolio project to create stronger working relationships between faculties and to gather assessment data in a centralized, program-wide manner. The presentation highlights the important project management phases of identifying the problem statement, defining scope and goals, building faculty and campus involvement, and planning assessment criteria for accountability.

sessions

Monday, March 5, 8:30 – 9:30 a.m. (cont.)

Juniper A/B



Exploring Student and Faculty Perceptions of Technology in Education

Robyn Parker, Assistant Professor, Communication Studies; **Alison Bianchi**, Assistant Professor, Sociology / Kent State University; and **Tsui Cheah**, Graduate Student / Ohio State University

This session capitalizes on results from a large scale technology survey of both students and faculty at a large, public university. Over 3,000 student responses and nearly 500 faculty responses, plus focus group interviews, frame a data driven discussion about student and faculty perceptions of the influence of technology on student learning, classroom dynamics, and mutual expectations of students and faculty. Data provides some provocative findings about the influence of demographics on perceptions of technology. Discussion will be followed with an exploration of instructional design considerations, best practices and indicated lines of future research.

Juniper C



Getting More from Course Evaluations (and Avoiding Problems)

Peter Gold, Representative / Academic Management Systems

Get ahead of the course evaluation curve! Academic Management Systems offers CoursEval™, an online assessment system for community colleges, universities and health profession schools. The software provides an efficient, cost-effective means to create, deploy, and analyze surveys of courses or instructors, as well as other mission-critical services provided on campus.

Monday, March 5, 11:00 – 12:00 p.m.

Regent 1



Harnessing the Power of Collaborative Student Learning Through an Innovative Web-Based Peer Critiquing Tool

Terry Herman, Assistant Professor / Bowling Green State University

Face-to-face peer critiquing, while an important part of the learning process, may not be as effective as it could be. Not all students participate for a variety of reasons. Student discussion tends to involve several students who are more vocal about their ideas while the rest of the class remains silent. This session will feature a hands-on exploration of our Web-based, collaborative critiquing tool, Photocritic (designed and developed using several open source tools). Photocritic is used for evaluating content and compliments face-to-face lectures with a unique, reciprocal learning experience among and between students fostering reinforcement of skills and knowledge.

Regent 3



iTunes U: Podcasting Made Easy

Mary Jane Pasky, Coordinator of Distributed Learning; **Mike Substelny**, Faculty, Distributed Learning; and **Joe Querin**, Computer Resource Specialist / Lorain County Community College

iTunes U provides a cost-effective and innovative strategy that enables LCCC to accommodate the digital lifestyle of the millennial student and expand delivery beyond the text-based Web and classroom-bound models. Presenters will explain why LCCC partnered with Apple to publish and host its podcasts. They will also describe how iTunes U was integrated with its student information system. You will have an opportunity to view the LCCC iTunes Store and observe a demonstration of recording and delivering a podcast via iTunes U. The lessons learned, best practices developed and student satisfaction survey results will also be shared.

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Lilac



New Intersections for Student Engagement: Leveraging Learning Cultures with Multimedia Technologies

Katharine Webb, Librarian and **Tingting Lu**, Multi-media Specialist, Graduate Student / The Ohio State University Libraries

Learning as process is played out in dramatically rich ways when students take ownership of learning in libraries. This session advances a grassroots approach to expand and strengthen student relationships with libraries through student-to-student learning cultures. Presently, libraries can harness their immeasurable assets: scholarly resources, information and multimedia technologies, and student curiosity, to advance learning beyond the classroom assignment. Session participants will leave with a deeper awareness of the potentials of their own library spaces and resources for fostering a student-to-student learning culture. See examples of students' multimedia stories and brainstorm through reflective activities and handouts designed to foster conceptualization and planning for a student-to-student learning culture in your library.

Magnolia



eTextbooks: Do They Have a Future in Ohio? A Statewide Pilot Project to Find Out

Tom Sanville, Executive Director / OhioLINK; **Fred Roecker**, Head of User Education / The Ohio State University; and **Steve Acker**, Research Director and Convener, Collective Action / Ohio Board of Regents

The three panelists will describe proposed research that evaluates student, faculty and institutional experiences toward the use of electronic instructional resources, either as supplements or replacements, for print-based texts. We will discuss models for digital distribution of textbooks and instructional materials that can reduce the costs of texts and conditions under which their use may improve, or inhibit, learning.

Juniper A/B



Meeting the Learning Needs of Today's Digital Natives

John J. Hirschbuhl, Professor, Senior Multimedia Producer / The University of Akron

The purpose of this presentation is to describe what interactive, group-driven distance learning looks like and what it can produce. It provides a solution to one of the primary concerns facing distance learning today, which is to find ways to increase the amount of student involvement and thus maintain student interest in what is being learned. The learning needs of today's students will be described. A significant technological part of the solution will be seen in the description of three online, learner-centered delivery systems and their communication needs. The vision, goals, objectives, methodology and results will be discussed along with feedback from the participants in this study.

Juniper C



Software Design for Flexible Learning Spaces

Larry Snider, VP Sales Development and **John Cooper**, Sales Consultant / Continental Office Environments

This session will provide overviews of both the Ice Software System and the Dirtt Modular Wall System. Ice is a patented software system developed by Dirtt Environmental Solutions. Ice software is a graphically-based, intelligent system for specifying modular interiors. It enables the user to instantaneously specify and modify modular interior layouts, while at the same time creating elevations, 3D renderings and pricing for the entire modular interior. Ice is an excellent tool for illustrating modular design concepts. It provides architects and designers with freedom to create unique commercial environments graphically, more accurately and faster than ever before. The Dirtt Environmental Solutions was created by Mogens Smed. Doing It Right This Time refers to creating sustainable, successful workplaces by vastly improving the speed, precision, agility and custom abilities of modular interior construction. Dirtt Modular Walls were named the Architectural Product of the Year for 2006 by Interior Design Magazine.

Monday, March 5, 1:00 – 2:00 p.m.

Regent 1



Nothing Endures but Change: Selecting and Implementing a New Course Management System

Sherry McAndrew, Manager, Web Course Development Team / Sinclair Community College and **Wendy Lampner**, Director of e-Learning / Stark State College

Imagine that the fictional Midville Community College is faced with selecting and implementing a new Course Management System (CMS). Imagine that Midville faces time, money and resource constraints, as well as the challenge of meeting the needs of students, faculty and administration. In this session, participants will be placed on a fictional committee to oversee Midville's CMS implementation, divided into four groups and guided through decision-making in four major areas: selection, course conversion, student orientation and faculty training. In addition to the simulated case study, session leaders will share successful strategies and lessons learned in their recent WebCT-to-ANGEL implementations.



sessions (cont)

Monday, March 5, 1:00 – 2:00 p.m. (cont.)

Regent 3



Wireless Tablet PCs: The Student Side of Knowledge Management

Larry C. Hurtubise, Team Lead Instructional Services, The Center for Knowledge Management; **Pamela S. Bradigan**, Associate Director, Prior Health Sciences Library; and **Greg Rickabaugh**, Senior Systems Consultant, The Center for Knowledge Management / The Ohio State University

Medical students at OSU have a history of using mobile devices to take advantage of Web-based learning objects including recorded (podcast) lectures and library eReserves. In 2006, incoming medical students received tablet PCs. Now students can annotate materials enabling active memory processes and reflection, while applying keywords to make their personal notes much more searchable. A team from the College of Medicine, the Prior Health Sciences Library, and the Center for Knowledge Management is studying the effect tablet PCs are having on student learning and the support needed to effectively implement educational technology.

Lilac



From Textbook to iBook: Designing Mathematics Problems to Engage Students

Laura Plante, Research Associate and **Janet Mannheimer Zydney**, Assistant Professor of Education and Knowledge Technologies / University of Cincinnati

This presentation will describe the design and creation of mathematics problems imbedded in real-world videos for Math Pursuits, a U.S. Department of Education funded software prototype. This multimedia program is designed to help students with learning difficulties in mathematics classes. We will demonstrate how we took standard textbook problems and turned them into authentic, video-based scenarios that will engage students in the learning process. We will also show how the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Points were used in the problem design.

Magnolia



Museum, University, Community: A Collaborative Project for Change

Liv Gjestvang, Coordinator, Digital Union and Youth Video OUTreach Director; **Mindi Rhoades**, Doctoral Candidate, Art Education and Youth Video OUTreach Educator / The Ohio State University; **Denise Hutchison**, Youth Video OUTreach Producer and Senior / Hilliard-Davidson High School; **Aris Kaleps-Clark**, Youth Video OUTreach Producer and Senior / Westerville North High School; and **Sarah Taylor**, Youth Video OUTreach Producer and Junior / Hilliard-Davidson High School

This presentation discusses the elements necessary to create and carry out a successful technology-based project for community change, by creating collaborations among University, museum and community resources. It traces the successes of Youth Video OUTreach, a film produced by gay and lesbian high school students in conjunction with The Ohio State University, the Wexner Center for the Arts and Kaleidoscope Youth Center. Participants will learn about models for collaborative multimedia projects, discuss ways to pursue partnership opportunities, and learn about recruitment, funding and presentation of the final project.

Juniper A/B



Student Success Plans

Milt Hakel, Professor and Ohio Board of Regents Eminent Scholar / Bowling Green State University and **Jon Tafel**, Vice Chancellor For Educational Linkages & Access / Ohio Board of Regents

A Student Success Plan is a clear, public statement of the measurable learning outcomes expected of students attending an institution and the processes institutions use to assure continuous improvement in teaching and learning, published on the institution's own Web site. It is a practical alternative to "one-size-fits-all" standardized testing of college students as a means of demonstrating accountability. It honors the distinctiveness of each individual institution by focusing on its specific mission, unique programs, and appropriate student learning outcomes, while maintaining a clear focus on what really counts, student learning.

Juniper C



Science Experimentations for Distance Education Students

Ron Krempasky, Vice President / At Home Science

The knowledge gained from science courses with a strong laboratory component enables students to understand in practical and concrete ways their own physical makeup, the functioning of the natural world around them, and contemporary scientific and environmental issues. It is only by maintaining hands-on lab experiences in our curricula that the brightest and most promising students will be stimulated to learn scientific concepts as opposed to being turned-off by lecture and textbook-only approaches to science. Participants will utilize this information to help their online students to fully engage in science courses without the need for them to come to campus for their labs.

Monday, March 5, 2:15 – 3:15 p.m.

Regent 1



Blank Easel: What Is a Canned Course? Faculty Perceptions of Courses Created by Others

Deborah Proctor, eCurriculum Director for Academic Innovations/Minnesota Online / Minnesota State Colleges and Universities and **Ruth Rominger**, Director of Learning Design / Monterey Institute for Technology and Education

“If the best faculty in your discipline were brought together with the best instructional designers and media developers, and if they then created the best online course in your area, would you use it?” (Threlkheld, 2006). Join us in a discussion of faculty views on using online courses through a national repository of high quality, media-rich courses developed for a worldwide audience. This blank easel will frame the discussion with a quote from the white paper titled, *How Community College Faculty View Online Learning: Conversations with the Field* (Threlkheld, 2006).

Regent 3



A New Model of Education for a New Student

Joshua T. Fischer, Regional Dean/Indiana Wesleyan University Cleveland; **Cheryl Fleming**, Director of Faculty Development, College of Adult and Professional Studies and **Bradford Sample**, Director of Liberal Arts & Electives, College of Adult and Professional Studies/ Indiana Wesleyan University

This session presents an overview of how Indiana Wesleyan University has implemented a commitment to adult education, resulting in tripling enrollment in 10 years. The program has been through numerous revisions and reconstructions to meet the continuing needs of adult learners. The adult model has been tested and tried at multiple sites. As the student population transitions to the millennial as its core student, our existing structures and processes must change to meet the students where they are, and adjust to the changing needs of our students. The critical components of this model, including challenges and solutions, will be discussed.

Lilac



What’s Your Game Plan? What Librarians Have to Learn from Video Games

Chad F. Boeninger, Reference & Instruction Librarian and **Christopher S. Guder**, Reference & Instruction Librarian / Ohio University Libraries

The video game industry is a \$7 billion a year business, and its success depends on producing products that are entertaining and engaging. These games are often quite lengthy, complex, and at times, frustrating, and require players to spend large amounts of time exploring, learning and mastering the games. This presentation will use actual scenarios from popular games to demonstrate how video games attract players, retain their attention and make them learn. The presenters will engage participants in an interactive discussion about how librarians can incorporate many gaming learning principles into existing library services, resources and instruction, while also discussing the future of incorporating gaming in libraries.

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sessions (cont)

Monday, March 5, 2:15 – 3:15 p.m. (cont.)

Magnolia



Completing the Circle: A Three-Stage Review Process of Online Instructors

Ann Palazzo, Assistant Professor and Lead Instructor of Distance Learning; and **Kip Knott**, Assistant Professor, Communications / Columbus State Community College

With the release of the Ohio Learning Network Principles of Good Practice Report (2002), which defines criteria for effective online teaching, many colleges developed standardized methods for online course quality review. Administrators have found the evaluation of online faculty to be a challenge; therefore many rely on student evaluations and informal “lurking” to assess the performance of online instructors. This presentation will demonstrate a three-stage quality review process that assesses online course design and faculty instruction within the online environment. By mirroring methods of traditional faculty observations and formalizing the review process, our model encourages self-reflection, mentorship and ongoing professional development.

Juniper A/B



Our Journey to Implementation of an Outcomes-Based ePortfolio Assessment System

Kim Hunter, Director of Instructional Technology and **Yaping Gao**, Instructional Designer / College of Mount St. Joseph

The presenters from the College of Mount St. Joseph will share their multiple-year journey on selecting and implementing an ePortfolio system. All phases of the process will be discussed including: defining the system objectives and constraints, researching potential vendors, developing a Request For Proposal, evaluating alternative systems, securing a contract, installing the hardware and software, testing and training, and developing policies and procedures. We will also share our experience on establishing our campus-wide implementation team, training students and faculty, conducting Baccalaureate Outcomes assessment, and piloting the system with the Athletic Training and Doctor of Physical Therapy programs.

Juniper C



How Horizon Wimba's Pronto is Revolutionizing Communication Within Online Courses

Matt Wasowski, Director, Marketing / Horizon Wimba

Pronto, Horizon Wimba's new school-centric instant messenger and voice chat tool that is automatically populated by Blackboard and WebCT, has been the toast of the academic community. It has already made several 'Best Of' lists by education journals such as University Business Daily and Campus Technology Magazine despite only being available for several weeks. Come see for yourself what everyone is already raving about.

Monday, March 5, 3:30 – 4:30 p.m.

Regent 1



Blank Easel: The Ohio Horizon

Rebecca Andre, eLearning Manager and Adjunct Assistant Professor; **Victoria Getis**, Interim Director, Digital Union; and **Joanne Dehoney**, Director, eLearning / The Ohio State University

This session will begin with a quick participant survey regarding emerging technology trends and build discussion around their use in enhancing teaching and learning in Ohio. What technologies are Ohio educators using now? What intriguing possibilities are on near and far horizons? How do we assess the various options? What do you think is worth pursuing? How is technology “churn” influencing debate and decisions? How might state leadership, including the Ohio Learning Network and larger higher education institutions, foster further exploration and assist decision-making processes to promote successful educational technologies in Ohio?

Regent 3



→ **Murder on Grimm Isle: The Design of a Game-Based Learning Environment**

Michele Dickey, Associate Professor / Miami University

The purpose of this presentation is to present an overview of “Murder on Grimm Isle,” a game-based learning environment for fostering argumentation writing. Specifically, this presentation will (a) discuss research from diverse sources, such as game design, literature, behavioral psychology, animation studies and architecture, informed design, (b) discuss cognitive research that supports the integration of game design elements, (c) highlight issues that arose during the production while working with limited resources, and (d) provide various low-cost and free resources to support educators in developing game-based and interactive learning environments. Participants with laptops may participate, though all participants are welcome.

Lilac



→ **Creating an Innovative, Engaging, Collaborative Learning Environment with Adaptive Educational Hypermedia**

Terry Herman, Assistant Professor / Bowling Green State University

The demand for richer, more interactive and higher quality online learning experiences have led to innovative instructional models, technologies and strategies. In addition, the main delivery models currently used may not address the needs of individuals who have different learning styles, goals and preferences or prior knowledge and experience with a given subject. Integrating a collaborative, interactive approach into e-learning through an adaptive educational hypermedia model represents a landmark opportunity and relief from the one-size-fits-all approach widely employed today. Integration of metaverses like Second Life, wikis, blogs and podcasting to foster student-to-student interaction adds to the effectiveness of this new model.

Magnolia



→ **Blooming a Hybrid**

J. Keith Fowlkes, Academic Director, New Program Development / Central Ohio Technical College

How can instructors foster high interactivity in learning? Interactivity usually occurs when we build application or analysis into our teaching. It is in these middle two tiers of Bloom’s Taxonomy, that students begin to participate at the highest level of interactive learning. So much time in the traditional classroom is spend in the lower two tiers of knowledge and comprehension that we have little time to interact with our students in these middle tiers, which may serve as the gateway into higher learning. A hybrid course can serve as our catalyst to this much desired interactivity.

Juniper A/B



→ **iTeach: Using iPods to Encourage Learning-Centered Teaching**

Sheri Stover, Instructional Designer; **Terri Klaus**, Associate Director Center for Teaching and Learning; and **Chris Roberts**, Instructional Designer / Wright State University

The teacher-centered classroom dominates higher education with many instructors using this approach. Even though research shows distance education should use learning-centered principles, many instructors carry their teacher-centered approach from their traditional classrooms. Wright State University conducted a study on faculty development classes designed to encourage faculty to adopt learning-centered principles. These classes were designed with innovative strategies to give busy faculty maximum flexibility. All content for the course was delivered through an Apple iPod to enable faculty to learn-on-the-go. This session provides tools, tips, and technologies to implement faculty development courses designed to encourage faculty to adopt more learning-centered principles.

Juniper C










→ **Publishers’ Panel—Digital Textbooks—an Ohio-Based Pilot**

Representatives from Bedford, Freeman & Worth Publishing, McGraw-Hill Publishing, Pearson Publishing, and Thomson Publishing will share their individual perspectives on the future of digital texts and their instructional uses in higher education. This is a follow-up panel to the 11am Monday panel, *eTextbooks: Do They Have a Future In Ohio? A Statewide Pilot Project to Find Out*, presented by Tom Sanville, Fred Roecker and Steve Acker. Among members of these two panels, and with audience members in attendance, we will describe our proposed process for answering this important question in the context of our state.

sessions (cont)

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-  Who Are the Learners? — Serving New Audiences
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Regent 1



Accelerating Change in Scholarly Communication

Bonnie Fink, Interim Director, Center for Teaching, Learning, and Technology; **Kelly Broughton**, Co-Interim Dean, University Libraries; and **Linda Brown**, Coordinator of Collections, University Libraries / Bowling Green State University

“Shouldn’t the way we share research be as advanced as the Internet?” Open access, digital repositories and authors’ rights are key terms for scholarly communication. Join a BGSU team that just returned from the Association of College and Research Libraries Institute on Scholarly Communication and share information, resources, and multiple viewpoints about the beneficial and/or controversial changes in store for everyone involved in preserving, filtering and accessing information. This discussion is timely because the OhioLINK Digital Resource Commons will be available soon and will help you rapidly publish and comprehensively access the wealth of research, historic and creative materials produced by Ohio’s scholarly communities.

Regent 3



Integrating Instructional Technology in the English Studies Curriculum

Heidi McKee, Assistant Professor, English; **Carolyn Gard**, Senior Director, Academic Technology Services; **Kerrie Carsey**, Doctoral Student, English; and **Denise Landrun**, Doctoral Student, English / Miami University

This year at Miami University, 15% of all required first-year composition courses (>400 students) are being taught in a new laptop classroom. In the first half of the session, we four (from English and IT) will first describe the planning, development, and assessment of these new spaces, curricula, and programs. We will focus on developing English/IT collaborations and the impact on graduate and undergraduate teaching and learning. Video interview clips with undergraduate students will be shown. In the second half of the session, presenters and attendees will discuss and reflect upon the issues raised.

Lilac



Where Are the Arts in the New Funding Plan for the Support of the STEM2 Disciplines?

Patti Gregg, Coordinator, Technology Support, School of Fine Arts / Miami University

The need to restructure our educational system in order to regain our place of excellence in the world of science and technology is a primary goal, however, we cannot forget that our scientific excellence has always been accompanied by the excellence of our arts programs. When we forget the importance of the arts in favor of the sciences, we are making a choice which is both wrong and assists in the decline of our best science and technology possibilities. The arts provides students with skills, which can give a scientist or technician more abilities in finding creative solutions.

Magnolia



Batching It—Getting Student Enrollment Data into Blackboard on the Cheap by Using a “Poor Man’s Snapshot”

Corrie Bergeron, Instructional Designer / Lakeland College

Integrating data between a student information system (SIS) such as Banner and a course management system (CMS) such as Blackboard does not have to be difficult and expensive. In this surprisingly fun and engaging (and PowerPoint-free!) session, participants will imaginatively create a low-cost system that “semi-automagically” enrolls students into an online course system. A working system will then be demonstrated. It has been in use at Lakeland for over two years, greatly reducing enrollment errors and facilitating faculty adoption of Blackboard. Although developed for Banner and Blackboard, the architecture is easily adaptable to any combination of SIS and CMS.

Juniper A/B



Transforming Learning: STEM2 Learning Communities of Practice

Carrie Rathsack, Assistant Director of the Center for Teaching, Learning, and Technology and
Jodi Haney, Director of COSMOS / Bowling Green State University

We will discuss the collaborative efforts involved in facilitating a learning community for faculty interested in improving K-16 STEM2 teaching and learning at BGSU. Members present education research, receive peer feedback of their work and discuss readings focusing on how people learn. During this session, participants will examine the benefits and limitations of learning communities, discuss potential implications of a STEM2 learning community within the context of their institution and propose new opportunities for growth and collaboration external to their home institution.

Juniper C



Engaging Students with Clickers: Using a Classroom Response System for Real-Time Assessment and Data-Driven Instruction

Neil Lybarger, CEO / TurningPoint/Easy Graphics

Professors pose PowerPoint questions; students respond via a keypad; results are automatically saved into a Response Slide. TurningPoint is equipped to track attendance, deliver customized quizzes, track results by group and create individual detailed reports. TurningPoint interfaces with: the Microsoft Suite of PowerPoint, Excel and Word; Blackboard and most Grade Book Software.

Tuesday, March 6, 9:45 – 10:45 a.m.

Regent 1



Building an Open Source Course: Start to Finish

Steve Acker, Research Director and Convener Collective Action / Ohio Board of Regents; **Cable Green**, Director of Technology / Ohio Learning Network; **Peter Murray**, Assistant Director, New Service Development / OhioLINK; and **Scott Siddall**, CEO / The Longsight Group

A panel representing faculty (learning objectives), library (eResources), Learning Management System (course delivery), and Portfolio (assessment) functions will create an open source (Sakai/OSP portfolio) course from start to finish during this presentation.

Regent 3



MATRIXlearning: Getting Serious About Game

Tim Best, MATRIXlearning Project Director, **Edward Hill, Jr.**, Program Manager, Star Schools / Ohio Board of Regents; and **Andrew Hughes**, President / Designing Digitally Inc.

MATRIXlearning is a federally funded five-year research project studying the results of using mobile technologies and games and simulations to improve middle school students' learning in mathematics. The presentation will provide an overview of the project's rationale, work to date and insights gained during its first two years. Participants will be invited to conjecture about ways these approaches might be applied to their own work.

Lilac



Assessing the Study Skills for Students of Color: OhioLINK Contains Useful Interventions

Manny Pomaes, Jr., NCP Senior Associate Director, Center for Multicultural and Academic Initiatives / Bowling Green State University

This presentation will cover the *Problematic Learning-Behavior Type Indicator* (PLBTI) and OhioLINK resources. Participants will learn how students of color have used OhioLINK for enhancing their research-related study skills; secondly, participants will learn how the PLBTI has been used to determine students' perceived motivation and/or comprehension types; and thirdly, participants will learn how the PLBTI and OhioLINK have been used within the office and our "UNIV 120: Learning-Behavior Assessments" course.

Magnolia



Using Computational Science to Engage Students in STEM Curriculum

Steven I. Gordon, Acting Director / Ralph Regula School of Computational Science

Computational science, the use of modeling and simulation, is increasingly being applied by scientists and engineers as a part of the scientific discovery project. Modeling and simulation can also be an effective way to engage students in project-based learning, interesting them in the solution of both the applied mathematics and the science problems they address. This session will demonstrate how modeling and simulation can be applied toward this end using materials developed for an introductory course on simulation and modeling that will be part of an emerging undergraduate minor.

sessions (cont)

Tuesday, March 6, 9:45 – 10:45 a.m. (cont.)

Juniper A/B



Designing Online Courses That Promote Student Retention

Beth Deitz-Uhler, Professor, Psychology and **Amy Fisher**, Associate Professor, Math/Statistics / Miami University

The objective of this presentation is to explore online course-development strategies that improve student retention rates. In this interactive presentation, we will brainstorm best practices for developing online courses that retain students. We will then highlight two different models of online course development and discuss how each model contains elements that promote student retention. We will end with a discussion of how we have designed our courses using Quality Matters and how doing so makes the course more engaging for students and instructors, thereby discouraging students to drop out of the course.

Juniper C



Learn How SMARTHINKING Has Helped Students Throughout the Ohio Learning Network

Danny Clark, Implementation Specialist and Mathematics Instructor / SMARTHINKING / St. Petersburg College

Institutions are finding SMARTHINKING a valuable resource because it helps improve student success and retention, lowers costs and provides a general tutoring base so that campuses can use their own tutoring resources more efficiently. SMARTHINKING is a Web-based tutoring service that allows students and instructors to connect to a tutor 24 hours a day and 7 days a week in a virtual learning environment. St. Petersburg College and Broward Community College in Florida have released studies that show increased student persistence and student success for those that engage with the SMARTHINKING services.

Tuesday, March 6, 11:00 – 12:00 p.m.

Regent 1



Sakai: An Emerging Technology or a Chinese Wine?

Matt Hudas, Applications Specialist; **Kathleen Buttermore**, Director of the Writing Center; **Marietta Daulton**, Professor; **Michelle Lenarz**, Assistant Professor; and **Ron Scott**, Assistant Professor / Walsh University

The use of Sakai in undergraduate and graduate English and education courses will be shared. The presenters will present the different features of Sakai: announcements, assignments, blogger, chat room, discussion, e-mail archive, gradebook, message center, resources, roster, site information, schedules, syllabus, and tests and quizzes from Information Systems, faculty training, and teaching points of view. Each presenter will focus on one or two of these features in Sakai and will discuss the impact of Sakai experiences on undergraduate and graduate students' and faculty confidence and competence in the use of this electronic delivery system.

Regent 3



From Proprietary to Open Source: An Overview of OhioLINK Technical Developments

Thomas Dowling, Assistant Director of Library Systems, Client/Server Applications; and **Peter Murray**, Assistant Director, New Service Development / OhioLINK

OhioLINK has embarked on a large-scale project to establish a common, open source repository architecture for several of its major digital library services. The Digital Resource Commons and the Electronic Journal Center are both moving off of proprietary software, and along with the statewide Electronic Thesis and Dissertation Center, will move to an open source repository architecture. OhioLINK staff will take over the responsibilities for maintaining, developing and enhancing these services in line with user needs. This presentation will briefly describe the decision-making process involved in this change and will cover what the changes mean for Ohio scholars and researchers.

Lilac



Outreach to K-16 Teachers: Engaging Digital Natives with Technologies

Rebecca Andre, eLearning Manager and Adjunct Assistant Professor / The Ohio State University

Proficient use of multimedia has become an expected way to communicate, learn and build community. Students seem to adopt new technologies very quickly when given the chance. But many teachers feel overwhelmed by rapidly changing technologies and opt out of the race to keep up. The resulting lack of exposure to technologies will increasingly bring negative results for students and Ohio. This session provides an opportunity to exchange ideas and explore options when reaching out to teachers of any grade level. Learning theories and practical examples from a recent dissertation and a graduate course will be shared to spark discussion.

Magnolia



How to Implement Learning Communities

Wendy Lampner, Director of E-Learning and **Linda Kamienski**, Instructor, Information Technology / Stark State College

The presenters have participated in a large scale cross-divisional learning community project in the fall 2006 semester. The team explored and implemented a variety of learning communities in order to increase student engagement and overall retention of students. Participants will discover, through hands on practice, how learning communities can be used to increase engagement of students, develop cohesion among student cohort groups, enhance the development of explicit connections across disciplines, and connect classroom learning with co-curricular learning activities. Participants will leave with a plan for implementing at least one learning community at their institution or in their discipline.

Juniper A/B



Podcasts and Webpush: Teaching an Online Course in Geology

Warren D. Huff, Professor of Geology / University of Cincinnati

An online section of introduction to geology is offered in parallel with a conventional face-to-face section, and the students in both sections have the same syllabus, textbook and homework assignments. Blackboard is the course management tool for both sections. For the online section all lectures are recorded on an iRiver device and posted as mp3 files for RSS feed to iTunes. Weekly quizzes on Blackboard are timed to avoid the use of reference notes and texts. Evening live chat sessions make use of WebPush, a Webcam-based program that incorporates lecture notes and other course materials. Student performance is excellent.

Juniper C



Assessment and Learning Outcomes Management

Cathy Fowler, Sr. Account Manager / ANGEL Learning

ANGEL Learning would like to take the opportunity to share the buzz about its latest version of ANGEL. This presentation will focus on the benefits and possibilities that one can achieve when using the Assessment and Learning Outcome Tools. The session will include details on the following features: Assessment: Question Banks, Item Analysis and Assessment at a Glance and Learning Outcomes Management: Standards & Objectives, Intervention reporting and Keyword Manager.

Tuesday, March 6, 1:45 – 2:45 p.m.

Regent 1



Using an Online Site to Reach a Younger Audience: A Case Study

Jeff Fruit, Director, School of Journalism and Mass Communication; and **Joseph Harper**, Professor/Graduate Coordinator / Kent State University

This session will focus on a practical problem, based on a case developed for a university media management class. The audience, divided into teams of three or four members, will study the case, suggest solutions to the problems presented with the case and discuss each team's proposed solution.

Regent 3



Learning Environmental Science Through Game Development in Second Life

En Ye, School of Electrical Engineering and Computer Science / Ohio University

Topics in environmental science such as acid mine drainage are sometimes hard to learn for high school students. To introduce excitement and fun to the teaching and learning of such environmental concepts, we guided high school students in Athens High School and Meigs High School to develop environmental education games in Second Life as part of a project funded by the Ohio Environmental Protection Agency. Students learned about these environmental concepts unconsciously in the game development process. Our experience shows that carefully planned game development could make hard-learning feel painless.

Lilac



Functional Accessibility of Web Pages

Joe Wheaton, Associate Professor, Special Education; **Ken Petri**, Director, Web Accessibility Center; and **Scott Lissner**, ADA Coordinator / The Ohio State University

Many people check their Web pages for accessibility and many think they are done once they eliminate the obvious errors that can be identified by the automated verification tools ("Bobby" was formerly the most popular example). Unfortunately, accessibility is more than simply passing a test; Web pages must be functionally accessible to be truly utilized by persons using assistive technology. This presentation will present the basics of accessibility, then explore functionality in detail. Free tools and simple techniques will be demonstrated.

Tuesday, March 6, 1:45 – 2:45 p.m. (cont.)

Magnolia



What's in a Lab? Online Science Laboratories

Janet Hurn, Senior Instructor / Miami University

This presentation will look at how we define a science laboratory experience and the options for putting that experience at a distance. We will then examine a pilot online physics lab from Miami University Middletown and the positives and negatives from that experience. Participants will get some useful ideas about online learning and links to valuable freeware that helped in this project. Participants need not be science-oriented to find this presentation useful.

Juniper A/B



Building Quality: Using QM Standards in Online Course Development

Brenda Boyd, Instructional Technologist Specialist / Miami University and Andrea Han, Educational Technology Coordinator, Coordinator of Center of Online Learning / Miami University Middletown

Building quality assurance into the online course development process assists in the efficient creation of high quality courses. Quality Matters (QM) was originally developed by MarylandOnline as a standards-based rubric to review online courses. In this session, we'll discuss how we have adapted the research-based QM standards to build quality into new online courses at Miami University. Using a team approach to course development, the QM standards are integrated throughout the course development process. Session participants will receive both tools for course self-checks and resources for becoming involved with Quality Matters.

Juniper C



Understanding the Dynamic Integration of Technology in Learning

Raymond T. Heipp, Executive Director of Educational Services / SmartEd Services

This session will focus on how technology can be formally integrated into all styles of learning including e-learning and distance learning. Current research on various technologies and learning styles will be presented along with experiencing some of the more innovative and dynamic uses of technology. The creation of a 24-7 learning environment is real and possible using the correct pedagogical methodologies. Achievement of academic standards and mastery learning are the ultimate goals when using technology. Pragmatic applications and budgetary considerations will also be addressed by Dr. Heipp who is a former instructor and administrator in our Ohio schools.

Conference Blog & Wiki

Visit our blog (<http://blog.conference.olin.org>) and wiki (<http://wiki.conference.olin.org>) for recaps of missed sessions, additional materials and to continue discussions with colleagues. Your contributions are welcome.

Cyber Café (Regent 2)

Need to get online or check your e-mail? Visit the Cyber Café, in Regent 2, to use one of the computers generously donated by GLOBAL Government & Education Solutions, Inc., or to connect to our wired network connection. *Hours: Monday, 8:30a.m. - 4:30p.m. and Tuesday, 8:30a.m. - 2:45 p.m.*

Passport to Prizes

Step aboard the ODCE fun ship for a chance at adventure and fantastic prizes. Simply visit as many of our fabulous conference exhibitors as possible before 5:30 p.m. on Monday and have your passport validated. Passports with the highest number of visits will be entered in the prize drawing. You must be present at the drawing at 5:30 p.m. on Monday in the Easton Grand Ballroom Lobby to win. Passports are available in your conference bag, or at the registration desk.

Vendor Reception (Hallways & Easton Grand Ballroom Lobby)

You are cordially invited to attend the vendor reception on **Monday, from 4:30 – 5:30 p.m.** Light hors d'oeuvres will be served, a cash bar will be available, and the passport prize drawing will be held at 5:30 p.m.

Free Wireless Access

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