Ohio Digital Commons for Education 2008 Conference sessions

Monday, March 3, 8:30 – 9:30 a.m.

Regent 1
Moving Ohio Forward
e-Read Ohio: Highly-Qualified, Online Professional Development Utilizing Reusable Learning Objects
***Jeremy Brueck**, eLearning Specialist / e-Read Ohio - The University of Akron; **Kathleen Roskos**, Professor of Education / John Carroll University; and **Lisa A. Lenhart**,* Associate Professor, Education */ The University of Akron*
e-Read Ohio has developed an e-learning pedagogical model that improves instructional experiences and differentiates instruction for learners utilizing reusable learning objects. Learn about their learning object granularity and reusability model and e-learning production cycle. Identify ways to connect learning theory with the latest innovations in content and knowledge management. Develop an understanding of how to build a customized collection of interoperable reusable learning objects. Interact with some of the learning objects that e-Read Ohio has developed and see how the e-Read Ohio learning object repository is being used to deliver high-quality professional development to K-12 teachers statewide.

Lilac
Student Success
Science from the Ground Up: Kenston High School Students Using Innovative Learning Techniques and Implementing Web-Based Curriculum at Their School
***Christian Barrus**, Science Teacher; **Kathryn Thomas**, Student; **Anton Blatnik**, Student; **Julia Ganz**, Student; **Larrin Stewart**, Student; and **Sean Doran**, Student / Kenston High School*
Kenston High School students will present their student-designed, Web-based curriculum unit based on the Board of Regents sponsored Igniting Streams of Learning Institute. The presentation includes an overview of the learning methods used and the integration of their project into their science program. The brief presentation is followed by four stations where conference attendees are invited to explore field work concepts first-hand from the student project designers. Stations demonstrate the use of technology in laser leveling stream morphology and headwater pebble count classification. Participants will experience learning and teaching using a unique and proven method demonstrated at the summer institute.

Magnolia
Teaching and Learning in the 21st Century
Digital Connections: Online English 106 and the Writing Center at The University of Findlay
***Judith Lanzendorfer**, Assistant Professor of English; **Jackie Stephenson**, Coordinator of Tutoring and Testing Services, Academic Support Center; and **Nicole Diederich**,* Associate Professor of English, Writing Center Director */ The University of Findlay*
This session focuses on English 106: College Writing, a pilot online course taught at The University of Findlay. This course has been presented at previous ODCE Conferences in

its initial stages; the present session focuses on the problems and successes of having the theoretical course go live. After the session, participants should be able to: describe the course objectives and their connections to the writing center, discuss the opportunities and challenges encountered with this course, analyze the design of the course, evaluate the structure of the course, and evaluate the structure of the writing center's connection to the course.

Juniper A/B
Teaching and Learning in the 21st Century
Interactivity with Teaching Complex Concepts
***Betty Rogge**, Curriculum Design Specialist; **Thomas Janini**, Assistant Professor; and **Carrie Gerber**, Assistant Professor / The Ohio State University-ATI*
Two new technologies, tablet PCs and SmartBoards, touted for their potential for interactive classroom use, will be used for brief interactive lessons, followed by discussion about their use. Faculty currently implementing these technologies will discuss how these tools have recently helped increase student understanding in chemistry through allowing for interactivity while also helping use class time efficiently. Both the tablet PC and the Smartboard allow the instructor to capture the information on the computer for later dissemination. Participants will see this new technology as the uses and applications are in development.

Regent 3
Transforming Technologies
Today's Digital Tools for Enhancing Future Learning
***Carrie Rathsack**, Assistant Director, CTLT / Bowling Green State University*
As educators, technology continues to change our lives at an ever-increasing rate. Trying to keep up with the latest technologies can be mind-boggling, but sometimes it's important to explore what's new or different that may fit you your teaching style and your students' learning needs. In this session, participants will be introduced to several emerging technologies including blogs, wikis, podcasts, concept mapping software, and online visual tools, as well as the how and whys of incorporating digital tools into various classroom settings. Many of these tools are readily available and/or free. Handouts and online resources will be provided.

Juniper C
What's the Buzz
Enhancing Online Courses: A Next Generation Digital Video Repository for Higher Education
***Gabe Zaldivar**, Account Manager, Western Region, INTELECOM Intelligent Telecommunications*
Advances in learning management systems, digital content delivery, and broadband technology continue to open up new possibilities for learning and collaboration, fueling rapid growth in online course development and enrollments. But have these advances outpaced the ability of many institutions to keep up without sacrificing instructional quality? The INTELECOM Online Resources Network—a next generation digital content repository—addresses these issues in a single, intuitive, and affordable content delivery solution.

Monday, March 3, 11:00 a.m. – 12:00 p.m.

Juniper A/B
Moving Ohio Forward
Ohio Has Too Many (Fill in the Blank) Programs; Let's Get Rid of a Few
***Eugene Rutz**, Academic Director / University of Cincinnati; and **Kate Carey**, Executive Director / Ohio Learning Network*
While Governor Rhode's idea of a college within 50 miles of every Ohioan might have made sense at one time, it no longer fits current reality. Funding and student interest indicate that colleges, universities and the State cannot support every program. Will educational organizations make the hard decisions or will the State force changes? In this presentation we will explore participants' ideas and concerns for programmatic changes in Ohio's colleges and universities. Come prepared to share your ideas and concerns in a lively exchange with educators and administrators from around the state.

Regent 3
Student Success
Integrating, Assessing and Documenting Life and Career Skills for Improved Student Learning
***Bonnie Allen Smith**, Assessment Coordinator; and **Joni Tornwall**, Online Learning Coordinator / Hocking College*
This interactive workshop describes an institutional initiative to enhance student learning through the integration, assessment and documentation of important life and career skills (Success Skills). Acquisition of these general education outcomes is necessary for students to succeed in the workplace, in transfer education and in today's society. Information shared includes integration of the Success Skills into curriculum, a visit of our E-Portfolio Work Center for skill documentation; and use of a Professional E-Portfolio demonstrating students' achievements to employers. Become a member of our institutional assessment team and score documents using a rubric that helps demonstrate accountability for improved student learning.

Regent 1
Teaching and Learning in the 21st Century
You Want Me to Take My Course Where? Re-Conceptualizing Your Course for Online Teaching and Learning
***Robyn E. Parker**, Assistant Professor, School of Communication Studies / Kent State University*
This session is designed to unfreeze your thinking about online teaching and learning. Come with a specific course in mind or just come to explore the process. Together we'll look at strategies for moving your content into a blended or fully online environment. Our goal is to maximize the advantages of online environments while keeping the course manageable for both students and faculty. Come and see examples of design concepts that are working. This session is not about the tools; it's about instructional design. Come with questions you'd like answered or practices you'd like to share.

Lilac
Teaching and Learning in the 21st Century
Virtual/Visual Stream Study Expedition
***Carey Maske**, Chemistry Teacher, Berkshire Biology Club Advisor / Berkshire High School; **Ethan Teare**; **David Young**; **Sara Koth**; **Sarah Mayer**; and **Brenden Curtin** / Berkshire High School - Igniting Streams of Learning (Hiram)*

The Berkshire Biology Club learning community will take participants on a visual field trip of primary headwater habitats demonstrating student-created learning modules based on the pedagogy of VARK learning theory. Following an auditory and reading-based tutorial lecture on headwater habitats in a typical classroom setting, participants will have a kinesthetic learning experience in a visual outdoor fieldtrip area to study the same information on a ¼ scale stream. Both learning experiences will take place in the same room to demonstrate the different pedagogical approaches which will be compared in a short discussion between participants.

Magnolia
Transforming Technologies
Video Interactive Learning Objects – Moving Beyond Learning Objects
***Tova Wiegand-Green**, Department Chair; **A. Andaz Ahmad**, Director of Instructional Technology; **Patricia Ley**, Medical Assisting Faculty; School of Health Sciences; and **William Brown**, Multimedia Specialist / Ivy Tech Community College*
Learning objects are small teaching units that contain discreet objectives. Video Interactive Learning Objects (VILOs) have combined the traditional learning objects with a video interactive format. This format is used to demonstrate specific lab skills and includes question and answer challenges for students to utilize as they view they prepare for class. VILOs take students, who are seeking a richer and more engaging learning experience to the next level of learning. VILOs encourage instructors to explore ways to use technology to foster interaction, collaboration and excitement for learning.

Juniper C
What's the Buzz
Integrating TurningPoint into the Classroom
***Neil Lybarger**, President, Easy Graphics*
Teachers 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: Microsoft Suite of PowerPoint, Excel and Word; Blackboard, and most grade book software.

Monday, March 3, 1:00 – 2:00 p.m.

Juniper A/B
Moving Ohio Forward
Streams of Learning from the Troubled Waters of Experience – Ohio's Unique Position in Leading National Reform in Assessments
***Mary Lou Holly**, Professor / Kent State University; **Sajit Zachariah**, Administration, College of Education / University of Akron; and **Dennis J. Taylor**, Professor of Biology, Director Ohio Board of Regents STEM Academy / Hiram College*
The No Child Left Behind Act legislated national requirements for assessing student academic performance, implementing uniform standardized testing that: 1) penalizes teachers and districts that don't teach to the test; 2) actively undermines state science standards; and 3) discourages student participation in designing and carrying out real science that improves their own communities. The Ohio Learning Network's Sakai-based e-portfolio and learning community initiatives, combined with the Ohio Environmental Protection Agency protocols for citizen assessment of landscapes, positions Ohio as the state to force national assessment reform by adopting alternative assessments that promote real classroom science and student interest in science.

Regent 3
Student Success
Faculty Development and Support in a Redesigned Student Success Course
***Laurene Grimes**, Assistant Professor; **Tamara Macek**, Technical Applications Specialist, Distance Learning Team; and **Christine Sheetz**, Associate Professor, Library/Learning Resources / Lorain County Community College*
Following models put forth by the National Center for Academic Transformation, the project team redesigned a required student success course to increase student learning and retention and lower costs. We accomplished this by: 1) employing technology for enhanced student learning and for faculty development and support, and 2) developing course modules incorporating active learning activities, assessment tools and accompanying resources for instructors. We are now delivering the redesigned course in a consistent pedagogical manner across 60 sections, taught by 30 instructors using four different course formats. Experience the redesign through the technology and learning activities.

Regent 1
Teaching and Learning in the 21st Century
The Learning Collaboration Studio, a Radically Flexible Space
***Victoria Getis**, Director, Digital Union; and **Megan Troyer**, Manager, Learning Collaboration Studio / The Ohio State University*
Is radical flexibility a realistic goal in higher education? Starting with the conviction that environment and technology can have a high impact on instructor effectiveness and student learning, the OSU CIO's office and the University Libraries worked together to build the Learning Collaboration Studio, a highly reconfigurable learning space equipped with multiple collaborative tools. This session will review the philosophy guiding its creation, the lessons learned as the space is first put to use, and give an overview of the startup budget. We will discuss the instructors' and students' evaluation to-date of the space and its effect on their interaction.

Magnolia
Teaching and Learning in the 21st Century
A Piece of the PIE: Planning for the Implementation and Evaluation of Instructional Technology
***Jillian Hinegardner**, Instructional Technology Support Specialist / Ursuline College*
One model for the effective use of instructional technology is a systematic process of Planning, Implementation and Evaluation (PIE). Participants in this session will be guided through the completion of a planning document while engaging in a dialogue with the facilitator and each other. Participants will identify a technology of interest, articulate a pedagogical rationale for its use, list information and resources needed to implement the technology, and propose a plan to evaluate the effectiveness of the implementation.

Lilac
Transforming Technologies
Making the Web Accessible: How We Do It
***Joe Wheaton**, Associate Professor; and **Ken Petri**, Director of the Web Accessibility Center / The Ohio State University*
Using real world examples, we will demonstrate how to analyze a page for accessibility that goes beyond mere compliance to standards (e.g., 508 and WCAG) but addresses the functionality of Web pages. Although standards, such as Section 508, are useful as a starting point and provide a baseline for accessibility, Web sites can be functionally

inaccessible even if they appear to comply with every standard. This presentation will show how functionality affects usability by persons with and without disabilities and will demonstrate tools, techniques, and strategies for identifying and analyzing accessibility problems.

Juniper C
What's the Buzz
Planning for a Successful Online Tutoring Implementation
***Lisa Philpott**, CEO, AskOnline*
Today schools across the U.S. are beginning to provide online tutoring to their students. By introducing online tutoring, schools are helping to support their students' success. It's not just the commuting student served through online tutoring, the on-campus students are finding this an easy way to reach out and get the help they need, when they need it.

Monday, March 3, 2:15 – 3:15 p.m.

Regent 3
Moving Ohio Forward
Engineering Your Future – Affordable, Adaptable, Scalable STEM Education
***Michelle Shaffer**, Science Teacher / Mount Notre Dame High School; **Brian Lien**, Technology Teacher / Princeton High School; **Eugene Rutz**, Academic Director / University of Cincinnati; and **Rachael Meyer**, student / Mount Notre Dame High School*
This session describes how four Cincinnati-area high schools and the University of Cincinnati developed and delivered an engineering and technology course for high school students through a collaborative process in just over one year. With not much more than a common desire to improve students' access to engineering and technology content (certainly no budget) the collaborators developed content and pedagogy that fit the varying needs of all-girls schools and large public schools with diverse student populations. Through this session, high school instructors, high school students and the UC project leader will describe the process and outcomes of their effort. Anyone interested in a model for improving STEM education is likely to benefit from this session.

Juniper A/B
Student Success
College Board Scavenger Hunt
***Beverley Holsted**, Gear Up Advisor, West Union Jr/Sr High School / Gear Up Program*
Discover an innovative way to promote higher education in a low income community, as well as increase student interest, develop an understanding of available educational resources and recognize the importance of the GPA. Facilitators will help students evaluate and identify a school or service of higher education that will assist in fulfilling the individual's needs. This teaching tool is both interactive and engaging. Participants will take part in a College Scavenger Hunt. Attendees can network together as a team of two or set out to complete the worksheet on their own. Members will compare educational resources by tuition, location and majors that are available.

Magnolia
Teaching and Learning in the 21st Century
Educating World Citizens: What Does It Mean?
***Olga Hart**, Coordinator of Instruction; **Barbara Macke**; and **Pamela Bach** / University of Cincinnati*

This interactive panel presentation for faculty and librarians will focus on engaging students in understanding what it means to be global citizens in the context of a changing, complex and interconnected information landscape that presents multiple challenges. Through discussion and activity, participants will define the elements of global education, identify skills essential in a globalized world, get an overview of library resources that can be used for developing global viewpoints, and get ideas for teaching techniques and activities that will help students develop the skills needed by global citizens.

Regent 1
Teaching and Learning in the 21st Century
Formative Assessment of Student Learning Using an Electronic Portfolio
***Mary Kay Jordan-Fleming**, Assessment Coordinator and Associate Professor of Psychology; **Malissa Martin**, Chair of Assessment Committee and Professor, Program Director of Athletic Training; and **Kim Hunter**, Director of Instructional Technology and E-Portfolio Coordinator / College of Mount St. Joseph*
Our faculty learning community is using the TrueOutcomes e-portfolio to improve student learning and demonstrate achievement of baccalaureate learning outcomes. This is proving a time- and cost-effective way to meet the key institutional goals of using technology to improve student learning, broadening faculty participation in the accountability process, and closing the loop between assessment and faculty development. We will share lessons learned from our experiences with course-embedded essay prompts and rubrics, and brainstorm with participants about how they can apply this to their courses and institutions.

Lilac
Transforming Technologies
D.A.M! Digital Asset Management
***Greg Deye**, Manager, Learning Technology Support; and **William Dean**, Systems Engineer / Sinclair Community College*
Do you struggle with how to manage your digital assets, learning objects, or streaming media? Is resource sharing important to your institution? In order to manage these issues and others, Sinclair Community College utilizes a digital asset management system to support storage, sharing, security and management of digital assets. Participants will learn how Sinclair chose its system, how it fits as part of the Sinclair network, discover lessons learned in its implementation, and see how the system works.
Juniper

Juniper C
What's the Buzz
The ANGEL Difference
***Chris Babbitt**, Senior Account Manager, ANGEL Learning*
ANGEL is a communication bridge that connects faculty and students. The system becomes an everyday tool faculty and students expect to use in their courses that adds value to teaching and learning. Join us to learn about the ANGEL difference: Active ANGEL Community; Interactive, Collaborative Learning Environments; Automated Agent Technoloy, Tokens and Environment Variables, and ANGEL Course Conversion benefits

Monday, March 3, 3:30 – 4:30 p.m.

Magnolia
Moving Ohio Forward
The New Business Legal Clinic – We Mean Business!
***Stephen R. Cook**, Attorney at Law, Director, New Business Legal Clinic / The University of Akron School of Law*
Find out how Akron University law students have worked with small and emerging businesses to help create over 150 jobs in the local community. Learn about the New Business Legal Clinic (NBLC) community outreach and how the NBLC encourages community economic development through small business education and legal assistance. Share success stories of NBLC businesses that are now providing employment, products, services and tax revenue to the local economy. Attendees will learn the basics of small business formation, sources of business information and local, state and federal resources for help.

Regent 3
Student Success
Hi Tech, High Touch, Low Cost: Library Instructional Tools Across a First Year Experience Program
***Colleen Boff**, First Year Experience Librarian; and **Gwen Evans**, Assistant Professor/Coordinator of Library Information Technology Services / Bowling Green State University*
Explore low-to-no cost online tools used to integrate library instruction into student learning and programs in a variety of first year initiatives, from classroom instruction to the Common Reading Experience. These are applicable across the curriculum, at any level, and are easy for instructors to learn and use, as well as foster greater opportunities for active learning and assessment. Innovative uses of blogs and wikis will be highlighted, as well as an open source, simple-to-use software we developed that enables instructors to quickly and easily design online tutorials and pre/post assessments.

Juniper A/B
Teaching and Learning in the 21st Century
Standards-Based Education Meets Exponential Learning!
***Cheryl Ward**, Assistant Professor / University of Akron*
Exponential change is evident in our world, but what about in education? Do our learners have the opportunity for exponential growth? Do strict standards and competency-based measures interfere or support exponential learning? Participants will analyze current information on exponential change and discuss how this relates to learning in their particular situations. A look at standards in certain disciplines and how this supports exponential learning will be shared and participants will analyze their own standards and competencies. Current structures of instructional technology and shared digital content will be explored to determine how these could impact differentiated and exponential learning experiences.

Lilac
Teaching and Learning in the 21st Century
Virtual Wetland Identification
***Andrew Brown**, Science Teacher; **Rebecca Wakefield**, Student; **Kristen D. Egan**, Student; **Hannah Orr**, Student; and **Evan Jarvi**, Student / Crestwood High School*

Field trips are expensive, time consuming and threatening to many students. We presented three artificial student-designed wetlands, each with samples of plants that may or may not be found in wetlands, examples of possible soil types, and site photos obtained digitally. Participants will complete the procedure as it would be done in a high school classroom. Virtual wetlands can be used by schools with no wetlands nearby or provide a pre-field trip training tool for protocols to identify whether land is indeed a wetland, increasing student interest and learning of science content while decreasing the threat to today's cyber students.

Regent 1
Transforming Technologies
Virtual Learning Environments: A Look into the Future
***Terry L. Herman**, Professor; **Melanie Alt**, Graduate Student; **Daniel Lemmerbrock**, Graduate Student; **Christopher Pappas**, Graduate Student; **Todd Pavlack**, Graduate Student; **Christopher Pittman**, Graduate Student; and **Mark Stevens**, Graduate Student / Bowling Green State University*
Graduate students were presented with a quest to explore Second Life as an emerging learning environment. Two teams of students were charged with researching and developing a new style of virtual learning space for the future. The teams explored what makes a good virtual learning space, and why, through literature reviews, interviews of Second Life learning space designers, and research of other available virtual learning spaces. The results were two innovative presentations delivered through the medium they were researching. Participants in this session will receive two presentation handouts and engage in a lively discussion of virtual learning environments.

Juniper C
What's the Buzz?
Supporting Your Students 24/7...Now That's SMARTHINKING!
***Portia Kabler**, Sales Manager, SMARTHINKING*
As the leading provider of online tutoring for higher education, SMARTHINKING provides academic support to students in over 1,000 institutions in the U.S. and abroad. Our goal is to help schools improve student learning and success through 24/7 learner assistance. Our services are available on-demand and online so that any student can get help at the 'teachable moment' with a computer and Internet connection. This could also be viewed as an online 'teaching assistant' for instructors. SMARTHINKING is a perfect complement to a face-to-face tutoring center and a perfect resource for online, working, and commuter students.

Tuesday, March 4, 8:30 – 9:30 a.m.

Lilac
Moving Ohio Forward
Teaching with Digital Texts: Comparative Experiences from the Field
***Peter Murray**, Assistant Director, New Service Development / OhioLINK; **Renée Altier**, Director, Product and New Business Development / Bedford, Freeman & Worth Publishing; **Brother Daniel Klco**, Lecturer / University of Dayton; **Leonard S. Mark**, Professor of Psychology / Miami University; **Debra Volzer**, Director of Institutional Solutions / Pearson Publishing; and **David J. Wright**, Director of Curriculum Innovation and E-Learning / University of Dayton*
The eText Ohio project piloted the use of digital learning materials in two large

undergraduate courses in 2007: Introduction to Psychology at Miami University and Introductory Biology for non-majors at the University of Dayton. This panel, made up of the faculty, learning technologists, researchers, and publishers involved in the pilots, will share data and experiences regarding teaching strategies, student learning, and opportunities and issues associated with using non-print resources as the fundamental texts of instruction.

Juniper A/B
Student Success & laptop required icon
Supporting Distance Learners Through the Use of Virtual Orientations
***Danielle Karpus**, Distance Learning Support Specialist; and **Nancy Connor**, Web Services Librarian and Associate Professor / Cuyahoga Community College*
This presentation will demonstrate how Adobe Connect has been used to create and conduct Virtual Orientations at Cuyahoga Community College. The presenters will showcase the use of virtual orientations as a mechanism for introducing students to Blackboard as well as using Adobe Connect to conduct virtual library instruction sessions. Tips on effective training and techniques to increase Web-based student success will be offered, recent theory on the use of virtual software in education will be identified, and discussion on suggested applications of the software will be promoted. **Attendees are encouraged to bring laptops for participation in this interactive session.**

Magnolia
Teaching and Learning in the 21st Century
Creating a Culture of Clickers: Student and Faculty Reaction to Use of a Classroom Response System
***Evangeline Varonis**, Interim Manager, Learning Technology Support; and **Jamie Newhall,** Technology Support Analyst / The University of Akron*
The University of Akron is in its third year of standardized use of a classroom response system. This presentation will involve participants with clicker technology while summarizing the evolution of a clicker culture on campus, including growing departmental purchase of clickers and use with special events and community outreach programs. Participants will be introduced to the theory behind the use of classroom response systems as well as practical considerations in training and implementation. Results of a 2007 anonymous survey of faculty and student users will point out both successes and problematic contexts of use.

Regent 3
Teaching and Learning in the 21st Century
How Do You Teach the Teachers? Supporting Faculty Use of Instructional Technology
***Valerie S. Rake**, eLearning Consultant; **Robyn Ness**, eLearning Consultant; and **Robert P. Griffiths**, eLearning Consultant, Technology Enhanced Learning & Research (TELR) / The Ohio State University*
Is it more effective to start with why to use the tool or how to use it? Are help files helpful? Do workshops work? If I build it, will you use it? This session explores methods being used to help faculty learn the eLearning tools at their disposal – help docs, sample sites, workshops, one-on-one meetings, showcases, peer modeling. What are you using? Is it working? How do you know? Participants will identify ways to support adoption of technologies, brainstorm new approaches, explore relationships between

skill levels and pedagogy, and discuss ways to measure the impact of instructional technology interventions.

Regent 1
Transforming Technologies
Second Life in Context
***Christopher Keesey**, Project Manager; and **Muriel Ballou**, Director / Ohio University Without Boundaries / Ohio University*
Second Life is the most visible example of large communities of users adopting a virtual world as a social platform. For educators, Second Life and similar virtual world platforms are the beginning of a larger movement in learning from the "Information Age" to the "Contextual Age." Participants will leave this session with the ability to describe Second Life and identify the differences of learning in the "Contextual Age" vs. the "Information Age." Participants will also be able to identify applicability of virtual worlds to education and to their own organization.

Tuesday, March 4, 9:45 – 10:45 a.m.

Juniper A/B
Moving Ohio Forward
Creative Commons: Share Your Work, Keep Your Rights and Learn from Others
***Michael Kudela**, Instructional Designer / Bowling Green State University; and **Garrick L Ducat**, Instructional Designer / Mercy College of Northwest Ohio*
Information drives the Internet. With the onset of Web 2.0 and the semantic Web, we are starting to see the rise of user-created content in the form of blogs, wikis, music, video and other digital forms. Creative Commons licensing offers a way to both protect and share an individual's content in a clear and easy-to-understand manner. Creative Commons provides tools to promote the ideas of sharing and collaboration. General questions and points of interest will be provided by the facilitator to each participant to help encourage active and meaningful discussion.

Lilac
Student Success
Beyond Anecdotal: How Sinclair Used the Literature to Build an Online Student Success Course
***Sherry McAndrew**, Manager, Web Course Development Team / Sinclair Community College*
Many of us THINK we know what factors influence student success in an online course – and we may be right about many of them. But what does the literature say are the factors that truly matter? Learn how Sinclair Community College used the research in online student success to build an orientation for online learners. See the content developed for the course. Discover the TOOLS (Test of Online Learning Success) survey, a valid and reliable readiness assessment instrument. Hear what students told us about—and what we learned from—the orientation we called "How to Succeed in an Online Course!"
Moving Ohio Forward

Magnolia
Teaching and Learning in the 21st Century
Creating the BEST Online Course Ever

***Andrea Han**, Educational Technology Coordinator; **Janet Hurn**, Senior Instructor, Physics and Director,*
*Center of Online Learning; and **Suzanne Gord**, Instructional Design & Technology Specialist / Miami University Middletown*
In this session we will present an overview of several tools used by Miami University's Center of Online Learning to create interactive online learning experiences. Tools will range from freeware and shareware products like LectureScribe and Wink to more expensive tools such as StudyMate and Articulate. See examples of learning objects created with these tools, hear about their advantages and disadvantages and decide which tools are for you!

Regent 3
Teaching and Learning in the 21st Century
Should Digital Learning Materials (eTextbooks) Replace Print Textbooks? A Policy Discussion Among Stakeholders
***Stephen Acker**, Associate Professor / The Ohio State University; **Nicole Allen** / The Student Public Interest Research Group Textbook Advocate; **Christopher McKenzie** / John Wiley & Sons; **Mark Nelson** / National Association of College Stores; **Fred Roecker** / The Ohio State University Libraries; and **Tom Sanville**, Executive Director / OhioLINK*
eText Ohio is an OhioLINK-led project that explores whether the use of digital learning materials (eTexts) can improve student learning outcomes and simultaneously reduce the cost of textbooks. Attendees will learn: What issues associated with the use of digital texts are of most importance to faculty, students, book stores, publishers, libraries, and institutions of higher education? What are the economic considerations of a paradigm shift in the delivery of textbooks? What are the learning implications of a shift to digital delivery of learning materials? Is the culture of higher education prepared to function in a totally digital environment?

Regent 1
Transforming Technologies
Using Digital Simulations to Engage Students, Enhance Learning and Save Money
***Terrence Green**; and **Michael Substelny**, Professor / Lorain County Community College*
Chemistry 161 is a laboratory-based General, Organic, and Biochemistry course for non-science majors. Historically, the lab has been expensive and the course material difficult to grasp. Using custom digital simulations and scenario-based learning objects, LCCC has been able to drastically reduce the cost of the lab, engage students with animated tools for math remediation, and improve student learning and retention. This exciting session will demonstrate the simulations, discuss the process of their development, and share the impact on student grades.

Tuesday, March 4, 11:00 a.m. – 12:00 p.m.

Regent 3
Moving Ohio Forward
A Dual Credit Recipe for Success
***Janet Hurn**, Senior Instructor; and **Amy Fisher** / Miami University Middletown*
This presentation describes the Dual Credit Partnership between Miami Valley Career Technology Center and Miami University Middletown. We will describe our model for

dual credit, our assessment practices and outcomes of our first year. This model can be applied to other dual credit partnerships in the state. Our project was funded out of a grant resulting from the SB 311 / Ohio CORE passed last year. This program is allowing high school students from rural areas to take college classes for both high school and college credit and possibly starting them on a path towards an Ohio college degree. This has had enormous positive outcomes for both MVCTC and Miami. Included will be a description of our online tutoring program that resulted from this partnership.

Juniper A/B
Student Success
A Sense of Community in a Distance Learning Environment
***Daniel Milz**, Assistant Professor, Distance Learning Program; and **Ann M. Millacci**, Assistant Professor, Director Educational Leadership Distance Learning Program / University of Cincinnati*
The purpose of this session is to facilitate open dialog on the topic of developing, sustaining and nurturing a sense of community within a distance learning environment. The Educational Leadership Distance Learning Program at the University of Cincinnati will present strategies used to maintain community. The audience will participate in open discourse on the topic, creating a best practices strategy list for the benefit of all. Participants will learn about strategies and new technologies while networking with others interested in developing and maintaining a positive human connection in a distance learning environment.

Regent 1
Teaching and Learning in the 21st Century
Industry + Education = Collaboration for Student Success
***Gail Smith**, Program Director, Health Information Management / University of Cincinnati; and **Susan Schehr** / VA Medical Center*
Cincinnati's Veterans Administration Medical Center and University of Cincinnati's online bachelor of science in Health Information Management program worked together to include interactive tutorials and case studies for student use of electronic health records. This model for incorporating real world case studies and hands-on applications breaks down barriers leading to successful student learning. This session will provide participants with examples and illustrations for incorporating simulations to enhance critical thinking skills.

Lilac
Teaching and Learning in the 21st Century
Team Experience of Developing Online Astronomy Labs
***Shan Huang**, Assistant Professor of Physics and Astronomy; **Vandana Rola**, Instructional Design, Web Course Development Team; and **Krissy Mayes**, Graphic Designer / Sinclair Community College*
What does it take to convert a science lab online? A team of faculty, Web course designer, graphic designer, Flash developer, video producer, and lab technician made an attempt. In this session you will learn how we made the major components of our Astronomy labs, such as hands-on activities, field activities, classroom discussions, lab data measurement and management and more, work for online students. Participants will walk away with an overall understanding of the challenges of developing online science labs. You will also learn how and what types of technology, such as ANGEL and Flash, can be used to assist.

Magnolia
Transforming Technologies
Have You Played "Head Hunt: The Library Orientation Game?" Enhancing First Year Experience through Online Games
***Tingting Lu**, Multimedia Specialist, Graduate Administrative Associate; and **Jim Muir**,* Systems Developer/Engineer / *The Ohio State University Libraries*
The Ohio State University Libraries' Instruction Office, in collaboration with the Office of First Year Experience and Office of Undergraduate Studies, has developed an online game to orient all first-quarter freshmen and their families to the University Libraries. Through interactive games, short videos and a scavenger hunt storyline, new students and families can become familiar with library locations, collections, services, tools, and people in the library system. Practical issues in design and development are discussed. Student feedback regarding the games and other multimedia content is being analyzed and preliminary results are presented. Find out more and play the game at *http://library.osu.edu/sites/fye*.

Tuesday, March 4, 1:45 – 2:45 p.m.

Juniper A/B
Moving Ohio Forward
SinclairOnline: A Scalable Model for Implementing Online Programs
***Nancy Thibeault**, Dean, Distance Learning & Instructional Support / Sinclair Community College*
Online enrollments at Sinclair Community College are growing at a rapid pace. In fact, the College has not been able to meet the demand for online courses. As a result, online learning was identified as a growth strategy for the College, and the Distance Learning Division was charged by the Provost to begin delivery of five fully online programs effective fall 2007. A scalable model that encompasses course development, faculty support, course scheduling, staffing, quality assurance, and student support was developed. The model and implementation plan will be presented. The challenges encountered and strategies for overcoming the challenges will be discussed.

Lilac
Student Success Track
Visualizing Assessment: Success Path
***Michelle Buchberger**, Faculty; and **Tom Dewey**, Multimedia Designer / Franklin University*
Success Path is an interactive tool that facilitates the storage and display of assessment data for General Education outcomes across all majors at Franklin University. The tool also stores assessment reports, assignments used to measure student learning, and outcomes and criteria definitions. The tool serves as an historical archive, allowing faculty to annotate the rationale behind curriculum change decisions, thus creating a link between assessment results and changes to program curricula. The speakers will share how this project was created, and how it is being implemented at the university.

Regent 3
Teaching and Learning in the 21st Century
Enabling Diverse Learning Styles in an Online Environment
***Suguna Chundur**, Assistant Professor, Computer Information Systems / University of Cincinnati, Clermont College*

Technology has made it possible for educational institutions to offer alternate methods of instruction such as distance learning, online learning and hybrid learning. It is more challenging in such modes of instruction to cater to a range of learners such as visual, auditory and tactile/kinesthetic learners. Different technologies such as podcasting, virtual meetings with audio/video capabilities and screen capture video software can be used. One type of technology alone cannot do the job of reaching all students in an online environment. This presentation covers the instructor's experience with using a combination of the above mentioned technologies in an online class to motivate students and give them a positive virtual learning experience.

Magnolia
Teaching and Learning in the 21st Century
Stranger in the Library: Creating Digital Fluency in a Most Unexpected Place
***William Davis**, Student Technology Assistance Center Coordinator; and **Beth A. Anderson**, Reference Specialist / Wright State University, Dunbar Library*
In late 2001, the Wright State University Dunbar Library launched a peer-to-peer media kitchen for students, called the Student Technology Assistance Center (STAC). In the STAC, students are given just-in-time assistance with multimedia projects in a cross-platform, technology-rich environment. By creating the STAC in the library, teaching innovative credit courses, and providing support for multimedia projects, the Wright State University Dunbar Library has created a catalyst for digital fluency. This session will describe the environment, the courses, and the peer-to-peer technical support offered to students.

Regent 1
Transforming Technologies
Challenges and Opportunities: Three Perspectives on Implementing a College-Wide E-Portfolio
***Jason Tetzloff**, Director of Student Success Initiatives; **Melinda J. Gray**, Assistant Professor; and **Renay Scott**, Dean of the School of Arts and Sciences / Owens Community College*
With the increased focus that we all face on assessment of student learning outcomes, e-portfolios initiatives have sprouted up across our campuses and the country. Owens Community College has become a national leader in the Sakai-based, open source portfolio, but to do so, it has had to develop a portfolio system to measure the general education core competencies and the program or major standards and outcomes. This required navigating technical and political obstacles, but the result has refocused and revitalized the College's efforts to measure student learning.