



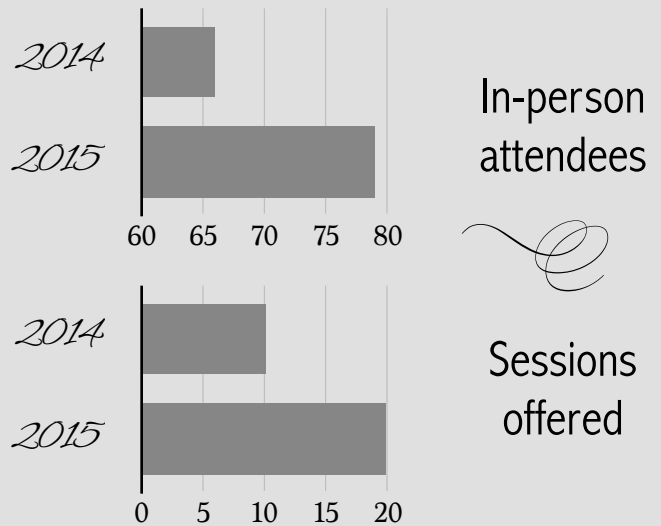
The second annual Rutgers University-Camden Faculty eLearning Conference took place on April 28, 2015. Although the eLearning Conference had multiple goals, the primary goals of the conference included:

- To demystify online and hybrid teaching and learning for Rutgers University-Camden faculty, from all four schools, both full- and part-time.
- To excite interest in different models of education, as supported by experience and research.

Expanding its offerings from its first iteration, two tracks were available for faculty to attend: the Online/Hybrid track and the Classroom Technology track, allowing faculty to attend sessions that were specifically focused on the tools and methods that were most valuable to their experiences. Dr. Anthony Picciano, from City University of New York, delivered the keynote address entitled "The online learning landscape: implications for teaching & learning."

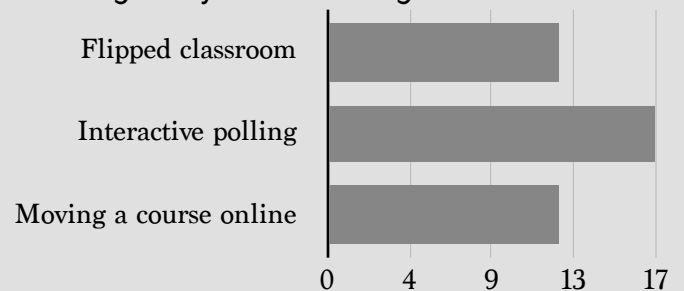
Thirty-nine faculty attendees completed a survey after the conference summarizing their experiences. Survey results revealed the wide range of experience brought by conference attendees; 34% have been teaching fewer than ten years, while the rest had over ten years' experience. Fifty-eight percent surveyed had no prior experience teaching online or hybrid courses. Despite the wide range of experiences, the eLearning Conference managed to appeal to most of its attendees: 91% of faculty surveyed are either likely or very likely to recommend the conference to a colleague in future years. Ninety-five percent expressed interest in applying some of the new ideas presented to their own teaching, and in attending workshops to learn how to do so. As shown in the charts to the right, the majority of faculty surveyed plan on incorporating at least one new technology or pedagogical method into their own teaching as a result of the conference.

BY THE NUMBERS

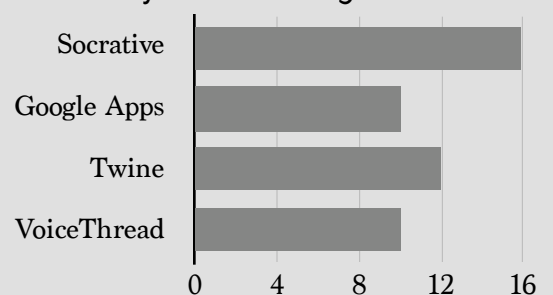


SURVEY RESULTS

Pedagogical methods and strategies I plan on using in my own teaching:



Technologies and strategies I plan to incorporate into my own teaching:



FACULTY COMMENTS

"Overall, I enjoyed the eConference and found it useful. I am rethinking some of the online assignments as a result of tips I learned."

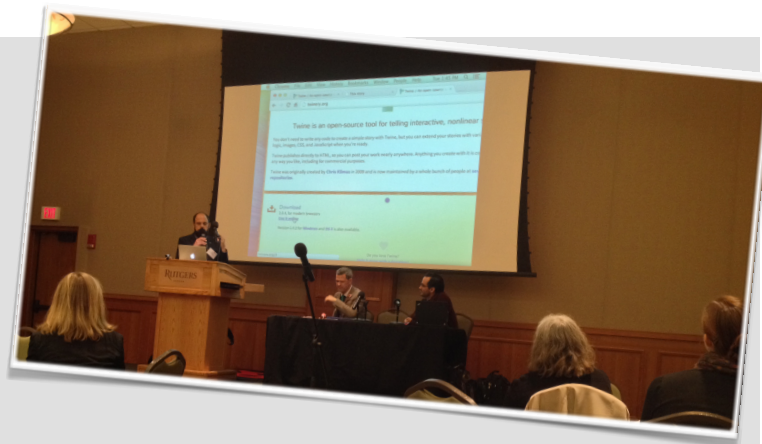
"I look forward to next years conference"

"This conference should be required for all full-time faculty"

"I want to comment that I wished I could have seen everything, as much as I was glad we had dual sessions along with some plenary ones...I also think the conference was very well organized and was impressed with how well it functioned even in the midst of the attack we are weathering at the moment."

"You all did a great job, especially considering the Internet problems. Can't wait to hear about more new ideas next year."

"I enjoyed the eConference and walked away with strategies that I use to enhance my hybrid course."



CONFERENCE AGENDA: APRIL 28, 2015

Time	Online/hybrid track	Classroom technology track
08:00-09:00	Registration/interactive Padlet session	
09:00-09:10	Welcome from Rayman Solomon	
09:15-09:35	Tim Knievel (Political Science) Flipping the classroom	Janice Beitz (Nursing) Engaging students with classroom technology
09:40-10:00	Sarah Allred (Psychology) Empowering students with iPads for team-based learning	Meredith Bak (Childhood Studies) New ways to think about writing with Twine
10:05-10:25	James Genone (Philosophy) Teaching a hybrid class	Georgia Arbuckle (Chemistry) Encouraging the active classroom
10:30-10:50	Lisa Zeidner (English) Constructing meaning in online discussion	Sunil Shende (Computer Science) Enhancing classroom presentation with iPad apps
10:55-11:15	Interactive session: Engage your classroom students with free student polling apps	Steve Pyser (Business) Learning by doing: the "pracademics" model of teaching Millennials
11:20-11:40	Carol Kaufman-Scarborough (Marketing) Things I wish I'd thought of when developing my first online class	Kim Mutcherson (Law) Teaching across the campus divide
11:45-12:05	Panel: Stuart Charmé and MALS grad students (Religion) Faculty & student perspectives on online learning	Próspero Garcia (Spanish) Enhancing learning objectives and critical thinking through ePortfolios and social media
12:10-01:25	Lunch/Keynote Dr. Tony Picciano , <i>The online learning landscape: implications for teaching & learning</i>	
01:25-02:05	Panel: Jim Brown, Robert Emmons, Michael Russo (Digital Studies) Cultivating nonlinear expression in Digital Studies Twine interactive session (led by Digital Studies Center)	
02:10-02:30	Panel: Keith Green (English), Melissa Yates (Philosophy), Ben Panter (Fine Arts) Changing modalities: from the classroom to online	Patricia Ojea (Political Science) Making group projects meaningful: gamifying student success
02:35-02:55	Dana Pilla (Spanish) Hearing the student voice: engagement and interactivity in an online course	Charlene Mires (History) Building digital bridges between research and teaching