

Conference Agenda: Tuesday, April 28, 2015

Time	Online/hybrid track MPR	Classroom technology track South BC
08:00-09:00	Registration/interactive Padlet session Access the Padlet: http://padlet.com/camdenidt/2015elc	
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 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

During the conference:

Post your questions and comments in the chat room in the Sakai site “2015 eLearning Conf”

Conference Program

8:00-9:00am: Registration and interactive Padlet session

9:00-9:10am: Welcome from Provost Rayman Solomon

9:15-09:35am

MPR: Tim Knievel (Political Science), Flipping the Classroom

I have spent the past year attempting to integrate at least a partial 'flipped classroom' model into two of my intro-level political science classes. I will discuss the strengths and weaknesses of the approach, based on my experience to date.

South BC: Janice Beitz (Nursing), Engaging students with classroom technology

The session will describe interactive digital technologies available for classroom and online usage. The discussion will be grounded in active learning theory. Strengths and issues with use of eCollege will be discussed. Specific technologies included are Socrative, Padlet, Khan Academy, Class Live, and Gaming (Outbreak and The Blood Typing Game). Feedback from students will be discussed. Challenges and opportunities are addressed.

9:40-10:00am

MPR: Sarah Allred (Psychology), Empowering students with iPads for team-based learning

In the last two semesters, I have introduced both technological tools and team-based learning. Students in my class are required to have an internet-capable device. In class, students make extensive use of Sakai, Google apps (Drive, Docs, Slides, Sheets, Forms), Socrative. I will discuss both positives and negatives to this approach.

South BC: Meredith Bak (Childhood Studies), New ways to think about writing with Twine

Drawing upon a recent writing assignment as an example, my presentation will discuss how I used Twine, a free platform that can be used to make text-based games and nonlinear stories, in my Childhood Studies class. I will share how I aligned the assignment with the learning goals and sequencing of my class, planned the practical considerations involved in introducing the digital tool to students, connecting their digital work to course content, and troubleshooting their projects in development, and the campus resources I sought out to help make the process go smoothly.

10:05-10:25am

MPR: James Genone (Philosophy), Teaching a hybrid class

This semester I have been teaching a hybrid class (half in-person, half online) using a flipped classroom approach, in which lecture material is presented online to free up in-person meetings for increased active learning opportunities. I will talk about what has worked in the course, and what I will change about the way I designed it in future iterations.

South BC: Georgia Arbuckle (Chemistry), Encouraging the active classroom

A quick overview of the use of the iPad in the Polymer Chemistry classroom will be given. The students enjoyed the digital enhancements enabled by this technology. Figures and tables from the e-book (textbook) were readily referenced during class (on the fly as needed). Videos related to specific topics were viewed and discussed. The Socrative app enhanced interactive learning with polymer chemistry content created by the instructor. The iPad will continue to be used in future chemistry courses taught by the presenter.

10:30-10:50

MPR: Lisa Zeidner (English), Constructing meaning in online discussion

Some stories from the trenches about trying to engage students in productive exchanges during online classes, which can prove to be a challenge. How to get them away from mere expressions of opinion, and into engaged interactions backed up by specifics? The answer: It's not easy.

South BC: Sunil Shende (Computer Science), Enhancing classroom presentation with iPad apps

I will demonstrate the use of certain iPad apps like Explain Everything and Pythonista in conjunction with Sakai to enhance Computer Science courses.

10:55-11:15

MPR: Interactive session, Engage your classroom students with free student polling apps

Learn how to engage your students in the classroom by using free student polling apps. This interactive session will allow you to participate in a live question-and-answer session using the app Socrative on your tablet, smartphone, or using a computer. You can also try creating your own questions to give your class.

South BC: Steve Pyser (Business), Learning by doing: the “pracademics” model of teaching Millennials

This session places conference attendees in the shoes of Millennials in a workshop that simulates an actual interactive class with online components. Developing and empowering globally competent individuals ready to live, work, and contribute their talents to a greater good requires taking an international perspective through an emerging sustainable and scalable paradigm of pracademics (applied practice/rigorous academics) developed by Professor Steven N. Pyser. Pracademics is a transformative pedagogy of “learning by doing” in a co-created classroom built on a communication-centric view of how their own and other social worlds function.

11:20-11:40

MPR: Carol Kaufman-Scarborough (Marketing), Things I wish I’d thought of when developing my first online class

The benefits and challenges of online teaching can create a rich and interactive environment that enhances learning. This presentation begins by introducing the different “you” whom students may actually enjoy meeting through an online or hybrid course. We’ll explore this approach through a TED talk segment with the creator of Khan Academy, and through considering “online student socialization.” In addition, I’ll use real examples from my ongoing eCollege course in International Marketing with 35 students representing various business majors. No presentation would be complete without discussing how to plan for unexpected problems. Finally, we’ll conclude with a resource for online education, “Teachers First.”

South BC: Kim Mutcherson (Law), Teaching across the campus divide

The new holodeck classroom in the law school provides a unique opportunity for law school professors at Camden and Newark to co-teach to students on both campuses. This presentation will describe some of the benefits and burdens of our new high-tech teaching space.

11:45-12:05

MPR: Panel session: Stuart Charmé (Religion) and MALS students, Faculty and student perspectives on online learning

Students from the online Master’s in Liberal Studies program will offer their experiences about online learning in this panel session. John Bovee (California), Caryl Gibbs (Oklahoma), Jennifer Jarvis (Virginia), and Janet M. Strohl-Morgan (New Jersey) will join us by video conference to discuss their expectations of online learning and how their experiences taking an online class met or defied those expectations. They will also share the challenges and benefits of online learning from a student perspective and provide recommendations for students considering online learning.

South BC: Próspero Garcia (Spanish), Enhancing learning objectives and critical thinking through ePortfolios and social media

Framed in a sociocultural perspective, and with a hands-on approach, this presentation explores how and why technology can be implemented in the classroom to enhance learning objectives. To exemplify this, I will show my experience using WordPress to create online teaching portfolios, and explore their value as pedagogical tools to enhance learners' independent critical thinking as well as their academic and professional development. To conclude the presentation, I will share my experience using Twitter and other social media as alternative ways to promote in-classroom discussion.

12:10-1:25: Keynote, Dr. Anthony Picciano

Dr. Picciano will review the state of online and blended learning and its implications for teaching and pedagogical practice. This presentation will trace back to how we got to where we are as a succession of four waves or stages starting in 1993:

The First Wave (The Beginnings)– 1990s

The Third Wave (The MOOC Phenomenon)– 2008 to 2013

The Second Wave (Into the Mainstream)– Early 2000s

The Fourth Wave (Reconciliation of Blended & MOOC Models)– 2014 ->

For each wave, pedagogical models as well as critical research and evidence will be referenced. The presentation will conclude with speculation as to where online and blended learning technology is heading in the not-too-distant future.

1:25-2:05

**MPR: Panel/interactive session: Jim Brown, Robert Emmons, Michael Russo (Digital Studies),
Cultivating nonlinear expression in Digital Studies**

During this panel presentation, we will discuss our use of the Twine platform in the classroom. Twine is an open-source tool for telling interactive, nonlinear stories that we have used in our classes ("Literature and Videogames" and "Digital Storytelling"). We have used the tool to teach digital storytelling, basic videogame design, and to introduce students to basic computer programming skills. In addition, we have run a number of workshops for students and faculty in the Digital Studies Center.

During the second half of this session, you will be able to try Twine on your own device. Twine should work on most Internet browsers; it does not require its own app.

2:10-2:30

**MPR: Panel session: Keith Green (English), Melissa Yates (Philosophy), Ben Panter (Fine Arts);
Changing modalities: from the classroom to online**

The panel will discuss their experiences developing online courses and provide insight on what it's like moving a face-to-face course online. They will reveal the challenges and surprises they experienced developing an online course. The panel will also provide recommendations for other instructors who are thinking about developing an online course.

**South BC: Patricia Ojea (Political Science),
Making group projects meaningful: gamifying student success**

I use "gaming" to engage students, working in teams of three, in planning an ideal urban/suburban community. This is a planning exercise that applies political, geographical, historical, and sociology constructs made available by gaming tools. Ultimately, prospective residents—who are waiting on the sidelines—decide whether the community meets their expectations. If not, who will win the game?

2:35-2:55

**MPR: Dana Pilla (Spanish),
Hearing the student voice: engagement and interactivity in an online course**

Is it possible to teach a language course in an online, completely asynchronous environment? Yes! By utilizing video tutorials, VoiceThread, audio recordings in Tests & Quizzes, and publisher activities, Elementary Spanish I was taught online using Sakai this past summer and fall. The students were required to demonstrate their Spanish speaking skills frequently, without ever meeting "live."

South BC: Charlene Mires (History), Building digital bridges between research & teaching

The research materials from your last project can be the source materials for your next class. This session will demonstrate how easy-to-build WordPress websites can be used to create digital case studies and other resources for teaching.

Acknowledgements

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Want to use something you saw today, but aren't sure how?

Contact Instructional Design & Technology or TMAC to talk...

Emily Corse, Director: corse@rutgers.edu; 856-225-6474

Christie DeCarolis, Instructional Designer: christie.decarolis@rutgers.edu; 856-225-2859
<http://idt.camden.rutgers.edu>

TMAC: Bill FitzGerald, Director: teaching.matters@camden.rutgers.edu
<http://tmac.camden.rutgers.edu>

