Hands-On Workshops

“Adobe Connect Made Easy”  
Sandy Valenti  
An introduction to Adobe Connect Pro, a synchronous, web-based conferencing tool. Learn how to create meeting rooms, manage room rights, present content, record sessions, and make the recordings available to later playback.  
Tuesday, May 25, 10:30–11:50 a.m.

“The Promethean ActivBoard for Beginners”  
Tai Anderson  
From basic uses of the board, such as touching the board to interact with the computer or drawing annotations on content, to using the ActivInspire software for advanced uses, this hands-on session will guide you through how to use the ActivBoard for your classes. Participants will get hands-on experience working with the ActivBoard and applying the use of the interactive whiteboard to their particular content area. Participants are asked to bring presentation content they might use in a face-to-face classroom.  
Tuesday, May 25, 10:30–11:50 a.m.

“Social Media: Basics for Program Promotion and Community Building”  
Zeni Colorado & Marcus Childress  
Confused about social media? Not sure why or how to use it? This session will put the Social Media Explosion into perspective with social media basics, examples of how to use social media for program promotion and community building, as well as hands-on Facebook, Twitter, and YouTube basics. Participants will discuss strategies for use, how to adjust privacy and control settings, as well as best practices for professional use.  
Tuesday, May 25, 10:30–11:50 a.m.

“The Promethean ActivBoard for Intermediates”  
Tai Anderson  
This is a follow-up to the Promethean ActivBoard for Beginners or for those who have used a Promethean ActivBoard and would like to learn more about the features.  
Tuesday, May 25, 1:00–2:50 p.m.

“Blackboard 9: Getting Started”  
Sandy Valenti  
For the Blackboard beginner. We will start with logging on as a student and as a faculty member, and will move to adding assignments and other content, customizing the course, making the course available, and group management.  
Tuesday, May 25, 1:00–2:50 p.m.

“Integrating Interactive Technology into University Courses”  
Nancy Smith & Sheri Bevis  
In this hands-on workshop, we will share examples of how we implemented interactive activities in a math methods course for elementary teachers and how we identified effective activities that could be used in any university course. We will briefly share data collected from our students. We will also share online resources available for creating interactive activities and research data on using interactive technology. We will give participants the opportunity to try out an interactive whiteboard and personal response system. If participants bring class lecture material or a PowerPoint presentation, we will provide time to explore ways to make it more interactive with technology.  
Wednesday, May 26, 10:00–11:50 a.m.

“SoftChalk: Make Your Lessons Memorable!”  
Sandy Valenti  
SoftChalk is a lesson authoring tool helping instructors to create professional, interactive content for online or blended courses. In this two-hour session, we will create a lesson, add content, and deploy the lesson to Blackboard.  
Wednesday, May 26, 1:00–2:50 p.m.

Concurrent Sessions

“Traversing the Great Divide: Using Adobe Connect to Create a More Meaningful Online Learning Experience for SLIM Students”  
Rajesh Singh & Yvonne Ballester  
Relevant to ESU faculty and staff, this session will address the use of synchronous technology to create meaningful learning experiences for their students by facilitating discussion, providing feedback and building social presence supported by effective technological backup. According to this research, ESU faculty teaching online or partially online (hybrid) courses will likely find adding a synchronous component to their courses can make a significant improvement in the level of student engagement.  
Tuesday, May 25, 1:00–1:50 p.m.

“Increase Audience Interactivity with PollEverywhere”  
Zeni Colorado  
PollEverywhere is a tool that can be used in a variety of instructional environments. Whether it is a large traditional face-to-face class or an asynchronous online class, PollEverywhere provides a variety of ways for students to answer quick polls with results displayed immediately and updated in real-time. This presentation will demonstrate how PollEverywhere works, the various interfaces in which students take quick polls, and how to embed widgets into a learning management system interface, such as Blackboard. Mobile phones are encouraged at this presentation!  
Tuesday, May 25, 2:00–2:50 p.m.

“Blackboard 9: New Look, New Feel”  
Sandy Valenti  
We will review the changes forthcoming as we move late this summer from Blackboard 8 to Blackboard 9.  
Wednesday, May 26, 9:00–9:50 a.m.

“ExamView Rocks!”  
Mike Butler  
This session will feature a show-and-tell demonstration of ExamView software. Uses of this software include creating and managing tests, as well as its seamless interaction with a student response system (CPS). How to use the software to create online test reviews will also be addressed. A comparison of Examview and Respondus will also be offered.  
Wednesday, May 26, 9:00–9:50 a.m.

“Teaching Methods that Lead to Superior Student Learning Outcomes: What Do Research Studies Show?”  
Nancy Hite  
Are online classes as effective as face-to-face or hybrid classes? This session will provide results of a recent U.S. Department of Education meta-analysis and other research studies showing the differences and similarities in student learning outcomes between students in online, hybrid, and face-to-face classes. Faculty members often ask if they should use discussion forums, group work, online quizzes, video and other teaching pedagogies in their online classes. This session will share the results of various studies indicating some teaching methods have superior results in terms of student learning as compared to other methods.  
Wednesday, May 26, 9:00–9:50 a.m.

“Online Courses: Towards an Optimal Design”  
Sharath Sasidharan  
Educational institutions and corporate establishments view e-learning as a way to reduce costs and yet train large numbers of students and employees. However, both researchers and practitioners agree the design of e-learning courses has revealed some problems needing investigation. This empirical study looks at the role of learner attributes, course content, and instructor interaction in influencing e-learning outcomes. Using a controlled experimental setting, data was collected from students attending introductory level business courses at a large public university. Results indicated the e-learning platforms differ in their effectiveness in delivering different types of courses and instructor interaction has a positive effect in influencing learning outcomes; however, learner attributes did not seem to influence e-learning outcomes. This presentation will give ESU faculty insight into structuring online course delivery based on course nature/content and the extent of instructor interaction that could lead to optimal learning outcomes.  
Wednesday, May 26, 10:00–10:50 a.m.
“Flip Video – Beyond Point & Shoot”
Jonathan D’Souza
The purpose of this presentation is to show faculty members how Flip Videos can be integrated with class activities. Aside from personal use, the Flip Video camcorder can be used for educational purposes such as creating hands on activity for students, help visual learners and many other purposes. Videos created using Flip Video camcorders can be used by teachers for lecture, training and instructional purposes.

Wednesday, May 26, 10:00–10:50 a.m.

“Pecha Kucha - Enlivening PowerPoint Presentations”
Harvey Foyle and Marcus Childress
Pecha Kucha will enliven introductory course PowerPoint presentations in face-to-face settings. The approach can set parameters and a time frame for online PowerPoint presentations. This 20-slide PowerPoint presentation approach sets each slide’s time at 20 seconds so that the whole presentation takes only six minutes and 40 seconds. Each slide is wholly or predominantly images rather than words. This helps the presenter effectively focus the presentation and develop concise lectures to match the presentation. Examples of face-to-face and online Pecha Kucha PowerPoint presentations will be provided.

Wednesday, May 26, 11:00–11:50 a.m.

“Guide Your Students with LibGuides!”
Cynthia Aker
Remember the paper library subject “pathfinders” of days gone by? Looking for more interactive ways of engaging your students with information resources for their research? William Allen White Library now features a system called LibGuides, which seamlessly interfaces with Blackboard and other course management systems to provide your students with organized links to reliable sources. We can easily embed audio and video, add a remote script for searching, and create interactive polls for rating the usefulness of each LibGuide. In this session, you will see the creation of a LibGuide and learn how to collaborate with a librarian to customize LibGuides for your courses.

Wednesday, May 26, 11:00–11:50 a.m.

“Dynamic Multimodal Teaching and Learning with the New VoiceThread Audio-Based Chat Technology”
Janet Holland
Take content, creativity, and collaboration to the next level in the classroom with the new VoiceThread web-based technology. VoiceThread is a technology solution for sharing images, text, video, drawing, and personalized voice messages. With VoiceThread, instructors and students have access to an exciting innovative multimodal platform taking advantage of both visual and auditory narratives. VoiceThread offers students a dynamic and engaging way to research, reflect, deliver content and interact with each other. Imagine the possibilities of integrating student voice-based learning! In this session, you will learn how to create your own VoiceThreads and see how it can be used for interactive online group conversations for teaching and learning.

Wednesday, May 26, 1:00–1:50 p.m.

“Wikis and Blogs: Collaborative Work Spaces for Students”
Terri Summey
Designed as collaborative workspaces wikis and blogs can be incorporated into a course providing not only a space for students to work virtually in groups, but also to create a project and receive technical experience at the same time. This session will show how wikis and blogs can be integrated into various courses throughout the curriculum to provide extra learning and interaction opportunities. It will present several sites for free wiki and blog software. With the new wiki and blog functions in Blackboard, new opportunities for using wiki and blogs in classes are available.

Wednesday, May 26, 1:00–1:50 p.m.

“Technology Freedom or Technology Torture?”
Dusti Howell
Technology promises to save us time and make our lives easier, but more often than not it is a time killer. The bottom line is teachers who want to experience technology freedom will need to make better decisions with technologies by first identifying the time killers; then they will need to develop strategies and make better choices with how they use technology. This session will identify a number of technologies and strategies to help teachers become more successful in using technology.

Wednesday, May 26, 2:00–2:50 p.m.

“Learner-Centered Teaching in Online Environments: Five Key Changes to Practice”
Mirah Dow
A model of factors affecting social presence in online learning provides suggestions for both students and professors. Examples of a learner-centered approach to course construction including selection of content and resources, student learning outcomes, learning activities and evaluation of student learning will demonstrate sequence and progression to move students to a place of independence and professional maturity.

Wednesday, May 26, 2:00–2:50 p.m.

Promethean ActivBoard Resources
Tai Anderson
Promethean ActivBoard Resources

Poster Sessions

Posters will be on display around the Visser Hall atrium during lunch on Tuesday, May 25

Earth Science Online: M.S. Degree and Graduate GSA Certificate at Emporia State University
James S. Aber, Marcia Schulmeister, Susan W. Aber
Emporia State University was the first university in the world to offer the graduate certificate in Geospatial Analysis (GSA) and the M.S. degree in Physical Sciences (earth science concentration) completely online for distance learning. Subjects include general and specialty courses in gemstones, geology, hydrogeology, ice age environments, mapping, satellite and aerial imagery, tectonics, and wetland environments. Our courses are taught in asynchronous, hybrid modes based on instructor-created web pages, student exercises and reports, and take-home examinations.

Some courses include options for in-person field trips and laboratory opportunities, blogs and chat sessions, and live audio-video group discussions.

Enhancing Online Discussions with VoiceThread: A Pilot Study
Zeni Colorado
VoiceThread is an online tool used to have conversations or discussions around media. Instructors can use this tool to upload content in the form of graphics, videos, presentations, and articles in the form of PDF files. Interacting with the media, students can discuss the content by text, audio with a microphone, or using a webcam. In a pilot study, VoiceThread was implemented in combination with the regular Blackboard written discussion tool in an online graduate class. This poster will present student and instructor perceptions of the online multimedia discussion tool. A demonstration of the tool will also be available.

New Lines of Communication: Establishing an Institutional Repository at ESU
Caleb Puckett
The Scholarly Communication Committee seeks to establish an institutional repository to unify, archive, disseminate, and promote scholarly artifacts produced by students and faculty at the university. In short, it is our intention to employ the institutional repository as a forum to promote an increased range of academic discourse for both local and remote users and utilize it to further encourage new teaching, research, and learning opportunities across campus.

Major Target
Jonathan D’Souza & Dusti Howell
Major Target is an online assessment focused on providing the groundwork for both student and advisor to engage in conversation, leaving the student informed and confident about the decision s/he must make. The test consists of 30 questions which the student can answer at his/her own pace (usually in less than five minutes). In addition to offering suggestions of suitable majors, this assessment highlights learning styles, potential stressors, and insights into specific work environments.

To Use iMovie or Windows Movie Maker, That Is the Question
Marcelo Saldano
This poster will discuss the some of the similarities and differences and will help you determine which software works best for your video editing. Also included will be discussion and presentation of best practices for creating successful educational vodcasts combining video, pictures, sound, and graphics.