Kaect

2014 Spring Symposium

Technology-Integrated Learning

CONFERENCE

Kansas College & Career Ready Standards

EMPORIA STATE UNIVERSITY

Visser Hall

9:00am - 3:30pm

Friday, February 21, 2014

idt

KEYNOTE SPEAKER

Doug Christensen

Known as the Assessment Maverick, his many accomplishments include;

Commissioner of Education Nebraska
Administrator of the Year Kansas
Superintendent of the Year Nebraska
Intellectual Freedom Award
Transformational Leadership Award
Friend of Education Award

Breakout sessions @ 9:00-11:45
Breakout with Doug @ 1:15
Keynote Presentation @ 2:15
Early birds register by Feb 7th

Visit kaect.org to register TODAY!

9am to 9:45 Breakout Sessions #1

Technological Empowerment: Controlling the Good, the Bad and the Ugly Sides of Technology by Dr. Dusti Howell

DESCRIPTION: Improve your teaching and your life by making better technology choices. Technology is supposed to make our lives better by saving us time and making our lives easier. Washing machines and automobiles do that for us. When was the last time your computer saved you lots of time? Are the technologies you're using time savers or time killers? Several high-tech learning strategies will be analyzed. Stop paying the technology penalty and start winning with technology!

STRAND: Design and Technology

Engaging Students with ThingLink Interactive Images by Joseph Kern

DESCRIPTION: Build media-rich learning resources that embed text, audio, video, and more into an interactive online image. Take advantage of your students' natural preference for intuitive visual navigation, and deliver instructions and content with less Internet navigation and more immediate impact. In this session you will explore ThingLink images and get a chance to create them, combining the best online resources for a better student learning experience.

STRAND: Web 2.0/Web 3.0

Empowering Linguistically and Culturally Diverse Students via Computer-Assisted Language Learning and Teaching by Dr. Abdelilah Salim Sehlaoui

DESCRIPTION: This presentation uses a process-oriented approach to empowering linguistically and culturally diverse (LCD) learners to achieve academically through Computer-Assisted Language Learning and Teaching (CALLT). Based on a critical pedagogical and research-based model in the integration of CALLT in English as a Second Language (ESL) classrooms, the presenter shares a set of criteria that will guide the use of CALLT in ESL contexts. Strategies and web-based CALLT programs that teachers of LCD students can use to develop these students' literacy skills are shared. These include iPad applications, Google Apps, Web 2.0 tools, and other web-based CALLT programs. The focus is on helping teachers develop and improve their critical technological competence as they differentiate instruction by providing multiple and varied, developmentally appropriate, authentic learning tasks, activities, and opportunities to help all students succeed academically and meet the common core standards. Immersing students in a language-rich environment via CALLT and encouraging them to create texts themselves in both their native language and second language are essential components in language learning, but these alone are not sufficient to ensure that all students develop a high level of literacy skills. Join us to know more about the necessary ingredients for academic success through CALLT.

STRAND: TESOL and CALLT in Content Areas

Creative Destruction and Globalization: The Rise of Massive Standardized Education Platforms by Jerry Liss

DESCRIPTION: This presentation describes how massive standardized education platforms have emerged as a result of globalization and the process of creative destruction. In education, creative destruction involves the initial development of a large number of educational standards, followed by cycles of the destruction of old standards and the creation of new ones. This leads to the narrowing and refinement of the standards until the key element of interoperability is achieved, thus allowing individuals or organizations to interact on a large scale. Examples will be presented of standardized education platforms in the United States and globally.
While the objective and subjective knowledge systems are represented in the field of education, one danger is that standardized platforms may become homogenized around only the objective knowledge system, which seeks perfect efficiency. This may result in the exclusion of the subjective knowledge system, which argues that diversity and heterogeneity are needed to produce educational creativity and innovation. On the other hand, the platforms may be able to deliver much needed financial efficiency for K-12 public education systems, as well as providing a connection between research data, which remains isolated in universities, and the practitioners in K-12 settings who need it.

COMMON_CORE_STRAND: Standardized Education

10am to 10:45 Breakout Sessions #2

Add Pizazz to Your Class! by Catherine Zoerb

DESCRIPTION: Using Google Presentations on Google Drive is quick, easy, and free. These powerful tools offer an easy place to keep lectures and notes, and have the added benefit of quick and painless collaboration.

STRAND: Google Docs - All Things Google

Augmented Reality in the Classroom by Travis True

DESCRIPTION: Augmented Reality is a technology that allows you to superimpose an image, video, website, or other data onto a real-time / real-life picture. Think about QR Codes on steroids. I will show you how to this technology (which is free) to engage students in your classroom.

STRAND: Augmented Reality

Updating the Computer Lab to a Supportive Language Learning Environment by Jenell Williams

DESCRIPTION: Faced with the task of building a larger computer lab for our expanding IEP, we re-examined the way we expect our lab to meet the needs of our students and teachers in the coming years. We de-emphasized the computers themselves and built our lab with the idea of providing an inviting and innovation-friendly learning space that is supported with a variety of human and digital resources. Our design provides maximum flexibility. All furniture and devices are mobile, allowing teachers to arrange their classes to optimize student engagement and allowing students to choose the most comfortable and efficient arrangement for personal study. Professional support for teachers who are willing to take the 'next step' in the use of technology is available, whatever that 'next step' might be for them. Accomplishing this vision was not an easy task. To provide this lab for our program we looked at floor plans, wiring, networking, software, furniture … the list is too long to write here but we will tell you at our session. We look forward to sharing what we learned building our new lab from the power plugs up as well as reporting on student and teacher response to our opening in fall 2013.

STRAND: Learning Spaces/ Technology Design

Why Quality Matters: How can we design an online course from different quality assurance frameworks? by Daphne Cy Tseng

DESCRIPTION: Online education has grown exponentially during the last decade. Thirty-two percent of higher education students now take at least one course online and seventy-seven percent of academic leaders rate the learning outcomes in online education as the same or superior to those in face-to-face (Allen & Seaman, 2013). Furthermore, many universities and colleges offer full online degree programs. How can we design a quality online course to ensure learners engage in courses with quality online learning experiences? We will briefly review and compare different guidelines and multiple frameworks, including Quality Matters, Community Inquiry Framework, and the Sloan Consortium Quality Framework. Participants will be encouraged to share and discuss their own experiences in online teaching and learning. In the end, participants can learn about different frameworks of quality online course design and how to select a guideline to fit their own design methodology.

STRAND: Technology

11am to 11:45 Breakout Sessions #3

Quality PowerPoint: Design Matters by Ahmed Lachheb

DESCRIPTION: We all had to watch and sit through presentations that get our enthusiasm level to below zero, and thus, destroyed our interest in the subject. In some cases some PPTs bored us. PowerPoint can be killing, literary! After attending this presentation, participants will be able to: Avoid common mistakes in PowerPoint design; Locate the best resources to have good quality graphics; Crop/modify/edit an image; And hopefully, build NOT boring PowerPoints ;-)

STRAND: Learning Materials Quality and Design

3D Printing for Teaching and Learning by David M. Antonacci

DESCRIPTION: 3D Printing has arrived. In this session, we will learn about how 3D printing works, including a short demonstration and some free samples. We will explore technical capabilities and current applications of this technology. We will also discuss educational possibilities for you and your students.

STRAND: 3D Printing & Emerging Technology

The Framework of Factors Influencing Informal Learning in Training and Development by Yun Lauren Liu

DESCRIPTION: The purpose is to understand what informal learning is for training and development, how it occurs (common types of activities that people engage in), and what factors influence it. Key words related to informal learning and the interrelationships between them will be explained. Further, we will study the existing models of factors influencing informal learning and also discuss the necessity of including "organizational learning conditions" and "personal characteristics" as two additional categories of factors that influence informal learning in training and development. In this study, the model is developed based on literature review and the first part of Dubin's Theory-Research Cycle - conceptual framework building.

STRAND: Social Networking and conceptual theory building

COMMON_CORE_STRAND: Literature

Creating New Media Rubrics: Quality Student Products for the 21st Century by Verneda Edwards

DESCRIPTION: It is a well-known fact that technology has changed our lives. Everywhere you look people are engaged in daily activities using technology. Educators understand using technology is vital in today's educational environment but are unsure if students are learning critical content skills. As educators, we find it difficult to move the focus of the instruction from the use of technology to the content and skills being learned through an assignment. Too often in courses that include a focus on technology, the learning is about the tool itself. As stated in the College and Career Readiness Standards 6, part of the new English Language Arts Common Core State Standards (2012), students should use technology to produce and publish writing and to interact and collaborate with others. The presenters worked with teachers in a suburban district to create and utilize rubrics that support the learning of new technology tools as well as analyze the content learning using project-based assignments. The focus of this presentation will be on how to integrate the use of technology in the classroom through the use of rubrics that identify key descriptors of effective technology use as well as determining the content skills developed by learners.

STRAND: Web 2.0/Web 3.0

11:45 Break for lunch

12:15 to 1pm Special Presentations

Room VH330 ***Find It, Save It, Sync It, Share It*** by Sandy Valenti

DESCRIPTION: Evernote is a free app that can be used to save all your text and voice notes, files, images, email, and other content in one place that's easy to access and always at your fingertips. Share your notes and collaborate with others. We'll take and overview look at Evernote and its sister apps, Skitch, Penultimate, and Evernote Web Clipper, and how to access and use Evernote via your tablet, laptop, or desktop device.

Visser Hall Antrium ***App-etizers for Educators*** by Eva Gyawali and Liz Kennedy

DESCRIPTION: Come by our table in the atrium during lunch to see some demos of some tasty apps for education.

1:15 to 2pm Breakout Sessions #4

Room 1 ***Advancing Moodle 2 Courses with Digital Tools and Strategies*** by Steve Pillow

DESCRIPTION: Learn and implement many widely recognized practices using a variety of tools for creating Moodle courses. Participants will have hands on with seldomly used tools in Moodle such as Lesson, Glossary, Conditional Release and Flash Card Set. Integrating outside tools in Moodle such as Google Drive, Socrative, Infuse Learning and many more free open source tools will be demonstrated and time given to actually practice.

STRAND: Learning Management Systems

Room 2 ***MOOCs (Massive Open Online Courses) from the Viewpoint of an Instructional Designer*** by Dr. Marcus Childress

DESCRIPTION: Massive open online courses (MOOCs) have garnered worldwide attention. The MOOC experiment has now moved from an exploration in open course delivery to a distance education movement. Institutions of higher education are embracing MOOCs as the platform of the future and as a way to create brand extension and broader education access. From the viewpoint of an instructional designer, the typical MOOC lacks proven instructional design elements. In addition, standard MOOCs violate many principles of instruction. This presentation will address the brisk rise in popularity of MOOCs, explore their instructional challenges through the lens of instructional design, and conclude by making recommendations for improving MOOCs.

Flipping The Classroom by Dr. Janet Holland and Susan Adam

DESCRIPTION: Instructors are gaining interest in capitalizing on innovative classroom practices as evidenced by the recent explosion of articles, grants, and conference topic buzz on flipping the classroom. Since flipping is a relatively new phenomenon in education, it is important to begin analyzing the results in an effort to improve future practices. As a result, a case study pilot was conducted on a new six-week graduate level course teaching instructors how to flip their classroom. The data yielded interesting patterns in both reasons for flipping and issues raised at both the elementary and secondary level.

OTHER: The Flipped Class

1:15 to 2pm BREAKOUT by Doug Christensen

Room VH330 ***Technology as a disruptive innovation and its impact on systems and the Common Core State Standards*** by Doug Christensen

This session will include a discussion of technology and its impact on systems like schools changing both the outcomes that are possible and the very nature of how schools work. We will also discuss how technology as a disruptive innovation impacts Common Core State Standards especially in terms of the nature, depth and rigor of the education outcomes of learning including what is assessed and how it is assessed.

2:15 to 3:30 KEYNOTE by Doug Christensen

Room VH330 ***Common Core State Standards (Kansas College and Career Ready Standards): What and Why, Hopes and Possibilities, and Limits and Liabilities***

This keynote will address the three dimensions of the CCSS as well as identify some of the ways in which technology will act to enable or disable what is intended to be achieved.

KAECT Breakout Sessions at a Glance February 21, 2014 (Draft 1), Visser Hall, Emporia State University

	Room 1	**Room 2**	**Room 3**	**Room 4**
Theme/Strand	**Design & Development**	**Emerging Technologies & Engagement**	**Academic Success & Pedagogy Design**	**Quality, Creativity & Common Core**
9am to 9:45	Technological Empowerment: Controlling the Good, the Bad and the Ugly Sides of Technology *Dr. Dusti Howell*	Engaging Students with ThinkLink *Joseph Kern*	Empowering Linguistically and Culturally Diverse Students via Computer-Assisted Language Learning and Teaching *Dr. Abdelilah Salim Sehlaoui*	Creative Destruction and Globalization: The Rise of Massive Standardized Education Platforms *Dr. Jerry Liss*
10am to 10:45	Add Pizazz to Your Class! *Catherine Zoerb*	Augmented Reality in the Classroom *Travis True*	Updating the Computer Lab to a Supportive Language Learning Environment *Jenell Williams*	Why Quality Matters: How can we design an online course from different quality assurance frameworks? *Daphne Cy Tseng*
11am to 11:45	Quality PowerPoint: Design Matters *Ahmed Lachheb*	3D Printing for Teaching and Learning *David Antonacci*	The Framework of Factors Influencing Informal Learning in Training and Development *Yun Lauren Liu*	Creating New Media Rubrics: Quality Student Products for the 21st Century *Verneda Edwards*
1:15 to 2pm	Advancing Moodle 2 Courses with Digital Tools and Strategies *Steve Pillow*	MOOCs (Massive Open Online Courses) from the Viewpoint of an Instructional Designer *Dr. Marcus Childress*	Flipping the Classroom *Dr. Janet Holland and Susan Adam*	Common Core Breakout *Doug Christensen*