




2013 Teaching with Technology Symposium

Sponsored by Metropolitan State University of Denver and eLearning Consortium of Colorado
October 25, 2013

Time	Atrium/ 2nd floor	SSB 200	SSB 201	SSB 202	SSB 209	SSB 211	SSB 215
8:30-9:00 am	Continental Breakfast 						
9:00-9:50 am		<p>One approach to hybrid teaching/learning in a large lecture class</p> <p>Susan Sadler University of Denver</p> <p>Two sections of a required first-year biology course at University of Denver were developed as a hybrid class in Spring 2013. This presentation will present the strategies and tools used to develop the hybrid course, and it will offer student reactions and quantitative measures of success.</p>	<p>Digital Storytelling: A Transcendent Academic Language</p> <p>Nicole Servino MSU Denver</p> <p>Ever increasingly, the new global language is technology, a language in which college students continue to develop fluency. Digital Storytelling transcends all disciplines, curricula and projects. As with all project based learning, students delve more deeply into subject matter as they take more ownership.</p>	<p>21st Century Teaching - Three Technology-Enhanced Techniques</p> <p>Jeff Loats MSU Denver</p> <p>As technology develops it occasionally offers opportunities to approach teaching and learning in truly new ways. Three techniques worth exploring are: flipped teaching, active engagement with classroom response systems and Just in Time Teaching. This presentation will explore the "Why should I?" discussion that should surround any new teaching technique.</p>	<p>How I survived teaching my first online course (and actually enjoyed it!)</p> <p>Susanne Sherba University of Denver</p> <p>So you've been asked to teach an online course. Where do you begin? How do you prepare? How do you teach the course and perhaps even enjoy it? Discover and discuss one instructor's top ten tips for preparing and teaching your first online course.</p>	<p>Blogger, YouTube, and Vimeo, Oh My!</p> <p>Jenn Zuko Boughn MSU Denver</p> <p>Assigning student-created blogs and videos opens up new ways for students to engage with, reflect upon, and show progress in their knowledge of class material. Blogging homework and video creation allow students to process information differently and work cooperatively while sharing their newfound knowledge with a wide range of peers.</p>	
10:00-10:50 am		<p>Using Social Media to Enhance Instruction in Higher Education</p> <p>Bethany Fleck & Aaron Richmond MSU Denver</p> <p>This session will inform the audience on ways to integrate social media into the college classroom. Preexisting research will be reviewed including suggested practices and efficacy of use. Data from two original studies will be presented, one on the use of Twitter in an Introduction to Psychology course and another that assessed students' perspectives on integrating social media into the higher education classroom.</p>	<p>Teaching History and Ethics Using Google Hangouts, JibJabs, and Powtoons.</p> <p>John Kayser & Ryan Garrett University of Denver</p> <p>Several online instructional tools were used to develop curriculum materials in a flipped curriculum graduate course: Integrated Social Work Practice for Social Justice. Short 3-to-6 minute online presentations were created using Google Hangout, JibJab, and Powtoons to engage students' interest in social work history and ethics.</p>	<p>Blended Learning Initiative - Participant Panel on Practical Pedagogies</p> <p>Jeff Loats MSU Denver</p> <p>In the spring of 2013 20 MSU Denver faculty participated in the Blended Learning Initiative at MSU Denver, choosing one of three teaching techniques to implement in a course in the fall of 2013. This panel discussion will focus on lessons learned, special surprises and disturbing discoveries.</p>	<p>Using Top Hat as an Alternative to Clickers</p> <p>Kellie Keeling University of Denver</p> <p>In this presentation, I will discuss the use of Top Hat in two Hybrid courses. I have previously used physical clickers and will discuss my experience using this web-based clicker system as an alternative to the physical devices.</p>	<p>PARTNR-ing for Faster, Better Courses</p> <p>Christine Fleming, PhD Regis University</p> <p>Regis University's College for Professional Studies' new model of course development, PARTNR, uses a modified Quality Matters process to maintain a consistently high level of excellence in its online courses. This session explains the PARTNR model with special emphasis on the second R, which is the Quality Matters Plus Rubric.</p>	<p>Makers, Hackers and Gamers: Learners and 21st Century Pedagogy</p> <p>Kae Novak Front Range Community College</p> <p>Let's look at the online learning trends and even pedagogy coming out the Maker, Hacker and Gamer communities. BYOD and actively engage in a lively discussion of trends from the Maker Movement, Hack-a-thons as learning projects and the Gamer Disposition.</p>

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11:00-noon	Keynote🔑						
Noon-1:00pm	Lunch						
1:00-1:50 pm		<p>Promoting Active Learning Through a Flipped Course Design</p> <p>Bethany Fleck & Aaron Richmond MSU Denver</p> <p>The focus of this presentation is on the flipped classroom, including an original study in which a psychology statistics class was flipped and students’ statistical knowledge, attitudes toward statistics, and intercultural sensitivity were assessed. The theoretical underpinnings of the flipped structure will be examined through Blended Learning Theory, Problem-or-Project Based Learning Theory, and Cognitive Taxonomy Theory. Advantages and disadvantages, applications to other courses, and best practices in a flipped course will be discussed.</p>	<p>Flipping the lecture: A 5-minute teaching model</p> <p>Scott Toney University of Denver</p> <p>Online and blended classes use a variety of methodologies to deliver course content. Online lectures often play a key role in that delivery. This presentation addresses benefits and difficulties in using short, pre-recorded online lectures as the sole instructor-led delivery method for course content in a blended class.</p>	<p>Keep Your First-Year Students Engaged!</p> <p>Mona Mocanasu MSU Denver</p> <p>Most students face a plethora of challenges in their first semester in college, many due to the adjustment to a new set of requirements and expectations. In this presentation we describe how using clickers on a daily basis helps first-year students succeed in staying connected with their peers, their instructor and ultimately with the course.</p>	<p>Digging Diigo: Bookmarking, Annotating, Sharing, and Networking</p> <p>Elizabeth Clark MSU Denver</p> <p>Attendees will learn how they and their students can use Diigo, a web-based social bookmarking service, to bookmark, annotate, and share web pages. They will also learn how to install and use the Diigolet and Diigo toolbar. In addition, we will review Diigo’s list, group, and network features.</p>	<p>Designing Quality Online Courses</p> <p>Karen Kaemmerling Colorado Mountain College</p> <p>An interactive presentation where the audience will discuss the qualities of an online course such as course design, learner engagement, and assessment and how to make sure your course meets both individual needs and maximizes learning.</p>	
2:00-2:50 pm		<p>Virtual Tours: Teaching language and culture with 360° photography</p> <p>Ann Williams MSU Denver</p> <p>Panoramic photography can be used to create virtual experiences to help students learn to observe and analyze everyday places travelers often need to go. The session will introduce technology used to create virtual tours and show how virtual tours can be used to make travel more enriching and less stressful.</p>	<p>Engaging the Disengaged Within Blended Learning Environments</p> <p>Todd Reimer MSU Denver</p> <p>My presentation will share my experiences designing blended learning environments for the past fifteen years at the secondary and university level. This talk outlines strategies and tips that enable faculty from any discipline to combine the best of online and face-to-face learning experiences to engage the widest range of students.</p>	<p>Use Teach Backs to Increase Engagement in Blended Courses</p> <p>Barb Stuart University of Denver</p> <p>What do educators, Marines, and health workers have in common? One answer is teach backs, a pedagogical tool used to deeply reinforce critical content in learners’ thinking. This session shows how teach backs engage both students and faculty to improve individual and group learning across courses, disciplines and absorptive capacities.</p>	<p>Gamification vs. Game-Based Learning: Theories, Methods, and Controversies</p> <p>Sherry Jones Front Range Community College</p> <p>Gamification and Game-Based Learning are two distinct approaches that have proliferated throughout businesses and education. Majority of retail sites contains elements of gamification, and many higher-ed instructors use GBL to teach physics, English, math, history, engineering, and more. Find out which of the two methods best fits in your classrooms.</p>	<p>Connect you online students with Adobe Connect: Lecture Capture is more than a Podcast tool.</p> <p>Joan Anderssen Arapahoe Community College</p> <p>Invite your sick, transportation deprived and online students to your classroom lectures from home or work. Have them participate in the classroom, collaborate in group assignments, include them in lecture discussions and show them different media. Learn how lecture capture is more than a Podcast tool.</p>	
3:00-3:50 pm	Social hour Brooklyns’ Pepsi Center (Cash Bar)						

