

FAU
FLORIDA
ATLANTIC
UNIVERSITY



20 TEACHING WITH TECHNOLOGY
18 **SHOWCASE**
Moving Ahead with Technology

APRIL 20
2018
DAVIE WEST

SPONSORED BY THE
OFFICE OF INFORMATION TECHNOLOGY
CENTER FOR ELEARNING
BROWARD CAMPUSES ADMINISTRATION

EVENT PROGRAM

SCHEDULE

8:00 - 9:00 AM

REGISTRATION & BREAKFAST

Registration starts at 8:00 a.m. at the Davie West (DW) building lobby. After the registration, you can join us for a light breakfast in the lobby area of the building. Assorted bagels, danishes, muffins, fruit salad, coffee, tea, and orange juice will be available.

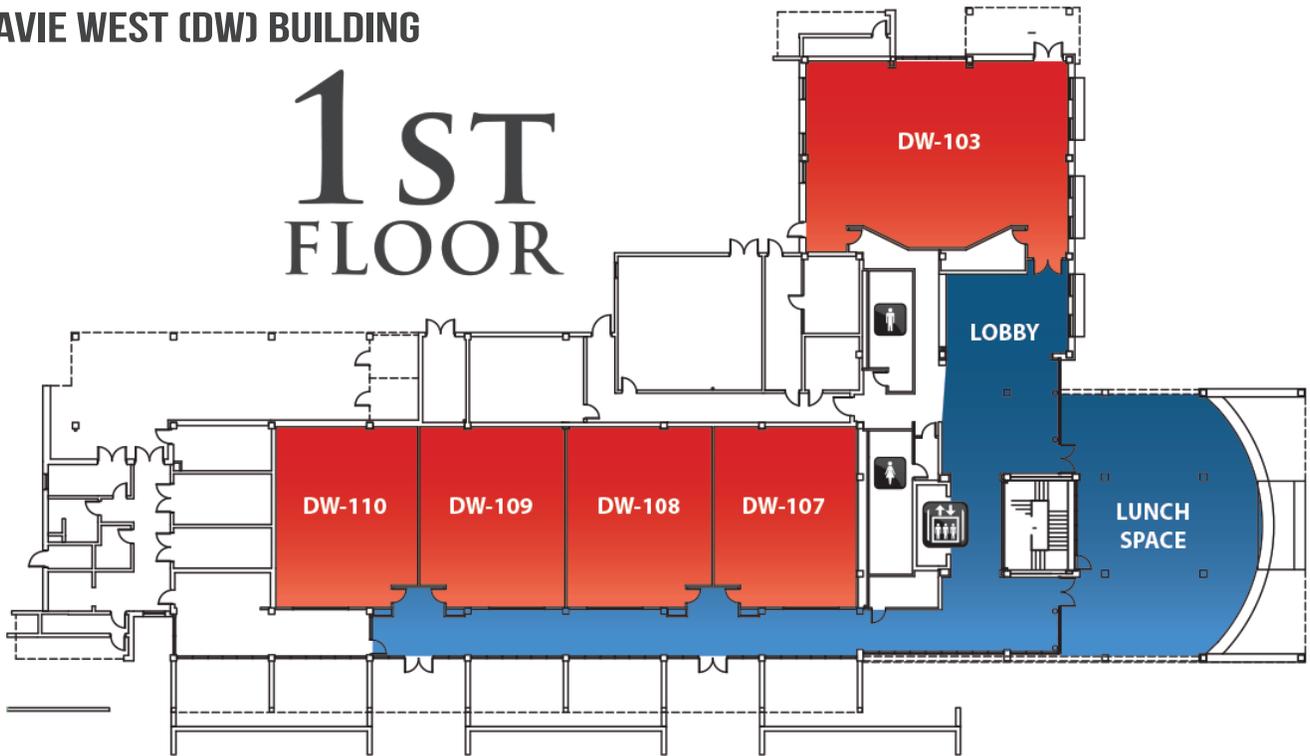
The following floor plans indicate the rooms that will be used throughout the day, and their location within the Davie West building facility.

TECHNOLOGY SHOWCASE COMMITTEE

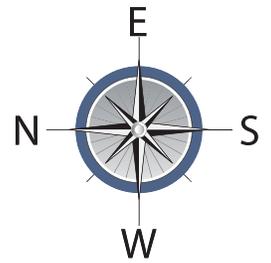
- Alberto Fernandez, Ph.D.
- Donald Torok, Ph.D.
- Dylan Carone
- Emmanouil Vermisso
- Ivan Aristizabal
- Jane Morgan
- Joanne Julia
- Maria Rotundo
- Nancy McCarthy
- Rupert Rhodd, Ph.D.
- Susan Bell

DAVIE WEST (DW) BUILDING

1ST FLOOR



4TH FLOOR



DAVIE CAMPUS



EVENT PROGRAM
SCHEDULE
9:00 - 9:30 AM

DW 107

INTERACTIVE LEARNING IN MATH FOR LIBERAL ARTS

Burcu Tuncer Karabina, Ph.D.

Charles E. Schmidt College of Science | Mathematical Sciences

Learn how to use TopHat to manage lecture materials, take attendance, launch discussions, ask participation questions, and provide instant feedback in class. This approach aims to create a positive and engaging learning environment for students and reward students for attending class. Students who lack confidence in doing math are encouraged to do math in class as they learn new topics. In this setting, every student has a voice, every student gets instant feedback, and every student answers/asks questions without fear of being criticized by others. This creates a synchronous experience between instructor and students. Instructors can sync their lecture slides with students' devices so they can follow along in real time. The presenter shows how an instructor can create more dynamic and effective lectures, get real-time learning analytics, and track student performance on a single platform.

DW 108

**SUPPORTING STUDENTS IN FAST TRACK COURSES:
F2F TEACHING WITH ONLINE SUPPORT**

Martha Brown, Ph.D.

College of Education | Educational Leadership & Research Methodology

Students taking six-week fast track courses are often overloaded with information and must adhere to very tight due dates and deadlines. This fast pace does not allow students the time they need to digest new information, reflect upon their own learning, revisit and review concepts, and internalize their learning. Providing students access to a fully online course while teaching them face-to-face mitigates the problem of information overload and enhances student learning. This presentation demonstrates how to use a fully online course to support F2F students in a fast track course. The discussion includes how to use class time, how students use online resources to prepare for class, and how to review material presented in class, submit assignments, and complete projects.



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HIGH-TECH CHEATING AND TEST SECURITY

Shireen Lalla
Testing & Evaluation

DW 109

A growing number of university students are cheating on exams with the help of high-tech devices such as phones, smart watches, and hidden earpieces. Cheating on exams is not new, but what is new is how students are doing it. Gone are the days when they wrote the answers on their hands. Technology has transformed cheating and it is important for educators and administrators to be aware of these high-tech portable devices. Learn how to combat cheating in the age of smart technology and the strategies the FAU testing centers employ to secure exams.

STUDYING BUILDING ANATOMY WITH AN X-RAY VISION

Mate Thitisawat
College for Design and Social Inquiry | School of Architecture

DW 110

Augmented Reality (AR) is a direct or an indirect view of the physical environment with digital information to enhance different human sensory perceptions. This presentation examines the immersive environment that is created where the overlaid sensory information can be constructive (additive) or destructive (masking). This technology is being developed to be used in an Environmental Technology 2 course that addresses building service systems (electrical, plumbing, air conditioning, communication, and signal) integration. This technology gives students X-ray vision, revealing the building systems behind concealing building assemblies. A model of building systems is imported into a game development software that is available in an AR goggle (Meta 2).



EVENT PROGRAM

SCHEDULE

9:00 - 9:50 AM

DW103

TODAY'S AFFORDABLE CURRICULUM: PATHWAYS TO STUDENT SUCCESS

Victoria Brown, Ph.D., Joseph Dargue, Ph.D., Nicole Reid
Center for eLearning

Textbook costs now account for approximately 14% of tuition and fees at four-year public institutions, or \$1,200 annually. It is no surprise that students find innovative ways to approach acquisition of course texts. This presentation provides a framework for the acceptance of more affordable course content that provides faculty options amid growing concerns surrounding textbook costs. Affordable multimedia resources provide universal access, student choice, up-to-date information, personalization of study, and interactivity, at minimal cost to the student. Come see how the Center for eLearning can help you make the transition to affordable multimedia resources!

DW421

INCORPORATING DIGITAL HUMANITIES IN FIRST-YEAR WRITING PEDAGOGY | PANEL SESSION

Wendy Hinshaw, Ph.D., Ana-Christina Acosta, Ali Tal-Mason, and Charlie Gleek
Dorothy F. Schmidt College of Arts and Letters

This panel discussion highlights ways in which graduate teaching assistants incorporate various perspectives and approaches from the Digital Humanities into first-year writing courses. These innovations are critical to the continued improvement of instructional practice, graduate student development, and student learning at FAU because these first-year IFP and WAC courses are shared learning environments for students across all colleges and programs. The panel showcases student-centered learning and draws from tools such as Google Apps for Education (GAPE), Voyant Tools (an open source text analysis and data visualization tool), Hypothes.is (an open source and social annotation tool), Web-generated content for application, remixing, and other varieties of textual construction as a part of the larger pedagogical strategy of creating graduate student-centered professional development. Themes and topics include multimodal final projects and presentations that invite students to engage with writing creatively by emulating some familiar forms, including TED Talks, talk show segments, compilation videos, and commercials; "fair use fluency" as a method to teach copyright considerations associated with creating digital compositions, which entail a "remixing" of creative multimedia materials drawn from internet sources; and a vision for the creation of Digital Humanities professional development curriculum and workshops for graduate teaching assistants in the College of Arts and Letters, including a reflection on the pilot phase of this project.

EVENT PROGRAM SCHEDULE 9:40 - 10:00 AM



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ED-TECH SHARK TANK: A TEAMWORK GAME FROM THE CENTER FOR EARNING

Center for eLearning Staff
Center for eLearning

LOBBY

The Center for eLearning recreates the show “Shark Tank” with a spin on educational technology. Audience participants are paired and given a couple of everyday objects to transform into a future educational technology. Each pair has two minutes to pitch their product to convince the “Sharks” to adopt the technology, engaging in on-the-spot problem-solving and innovation, teamwork, and collaboration.





EVENT PROGRAM

SCHEDULE

10:00 - 10:30 AM

DW 108

STUDENT ENGAGEMENT: TOOLS FOR CREATIVE AND ARTISTICALLY INCLINED FACULTY

Maria Rotundo
Center for eLearning

Spice up your class interactions with fun tools such as Flipgrid, Adobe Spark, and WebEx. This presentation shows you how to start conversations, create stunning looking presentations and videos in minutes, and open communication to all your students.

DW 109

FLAT NO MORE: USING PERSONALIZED VIDEOS TO ENHANCE THE ONLINE LEARNER EXPERIENCE

Susan Dennett, Ph.D.
College of Education | Educational Leadership & Research Methodology

Students taking online courses sometimes complain that discussion boards are “flat.” Strong teacher–student relationships can be connected to student satisfaction in the classroom. This presentation highlights the effective use of personalized videos created in Canvas that encourage personal interaction within the online classroom. It includes the benefits of personalized videos that welcome students to the course. The audience will leave this session armed with knowledge, tools, and examples to eliminate those “flat” discussion boards as well as ideas to enhance the online experience.



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FEEDBACK 2.0: A MODEL FOR THE ONLINE MEDIUM

Michelle Vaughan, Ph.D., and Samantha N. Uribe, Ph.D.
College of Education | Curriculum, Culture, and Educational Inquiry

DW110

For online educators, who spend a significant amount of time giving specific feedback on assignments in a virtual setting, it is almost impossible to know how that feedback is received or understood by the student. Because feedback is an essential tool to scaffold learning and forge relationships between distance educators and their students, it is increasingly important to anticipate potential pitfalls and front load instruction, not only on discipline-related content but also on feedback and expectations. The presenters share their own feedback model, which aims to scaffold distance education students in different ways through each of the distinct stages of the formative assessment cycle, and present various scenarios in which it applies. Based on these potential pitfalls, a series of strategies are discussed that can be applied throughout online and hybrid courses to avoid scenarios of misunderstanding that can hinder student learning.

TOWARD SCHOLARSHIP: PREP MODULE FOR THE SCHOLAR-TO-BE

Teresa Sakraida, Ph.D.
Christine E. Lynn College of Nursing

DW421

Formation of scholars, a hallmark of higher education, entails promoting a learning environment that progresses attainment of the principles, values, and behaviors associated with the scholar role. The transitional and formative effort, coined as scholar-to-be, offers a conceptual framework that promotes professionalism, application of principles and values of science and appraisal, and use of a resource toolbox to support scholar formation. This presentation discusses the Scholar-to-Be Prep Module, an exemplar of a preparatory learning module for scholar formation. It includes a collection of campus available resources and reviewed websites to support library literacy, writing, and presentation. Specific content includes introduction to CredolnfoLit as a support for library literacy and searching; University Writing Center as a support for writing quality; and the Office of Undergraduate Research and Inquiry (OURI), for inquiry and presentation support. A teaching-learning plan is shown that details learning objectives, content outline, and outcome assessment. Scholar-to-Be can be tailored to fit curricula and offers foundational support for scholar formation at both undergraduate and graduate levels.

SCHEDULE

10:00 - 10:50 AM

DW 103

**THE 24/7 LIVE CLASSROOM:
LEARNING, REFLECTING, & TWEETING | PANEL SESSION**

Susana Fernandez, Ph.D.
College of Business

In an effort to foster heightened reflection and engagement, Live Reflective Tweeting was incorporated as a graded assignment in an evening undergraduate course in Leadership. Results yielded not only the expected increased attention and engagement during class but also previously unidentified benefits, such as the engagement of otherwise shy students, increased awareness of discussed class topics in everyday life, completion of reading assignments, and increased student collegiality. This resulted in a strong student community that persisted beyond the course. In this panel discussion, course participants (now alumni) share their experiences. This presentation is meant to be both informative and interactive, encouraging audience participation.

DW 107

ARE YOU READY FOR VR?

Joey Bargsten, Ph.D.
Dorothy F. Schmidt College of Arts and Letters
School of Communication & Multimedia Studies

Virtual Reality (VR) and Augmented Reality (AR) are technologies that appear everywhere, from the game industry, to real estate, to medical imaging. This presentation showcases a number of prototypes developed to vitalize student engagement by presenting course material in an immersive and interactive environment, including VR environments developed to showcase student art work ("The Glitch Gallery"), and presents strategies for collaborating with graduate students in the Media, Technology, and Entertainment MFA to develop new interactive VR and AR projects. The presentation concludes with demos for those who have not yet experienced VR.

EVENT PROGRAM
SCHEDULE
10:40 - 11:00 AM



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**WHO WANTS TO BE A MILLIONAIRE?
A GAME TO EXPLORE CANVAS**

Center for eLearning Staff
Center for eLearning

LOBBY

The Center for eLearning recreates the popular “Who Wants to Be a Millionaire” game with a series of multiple-choice Canvas questions that increase in complexity. Be Bold! Come be a participant and test your knowledge of Canvas! Be Daring! Show everyone how much you know! Have some fun and learn new Canvas tricks!



SCHEDULE

11:00 - 11:50 AM

DW 103

DOES SOCIAL MEDIA SAVVY PREPARE STUDENTS FOR ONLINE LEARNING? | PANEL SESSION

Carol Stax Brown, Ph.D., and Rivka Felsher, Ph.D.
Center for Global Engagement/Navitas

This panel examines the assumptions instructors may have about international millennial generation students' technology and social media savvy and how those assumptions are challenged through the experience of a blended learning environment. Canvas, the technology interface for GSSP courses offered at FAU, provides the backdrop for the panel with examples of successful and not-so-successful blended learning activities in three different GSSP courses at the undergraduate and pre-master's levels. The panel shares experiences from the instructor and student perspectives about specific exercises and how such activities in and outside of the classroom can increase content knowledge acquisition, reinforce acquired content, provide opportunities for practicing new skills, and create a safe space for the honest and constructive exchange of feedback.

DW 107

TECHNOLOGY SPEED-GEEKING

Susan Bell and Crystal Barger
Office of Information Technology | Instructional Technologies

Speed-Geeking is a play on "speed-dating" where participants rotate through stations to "meet" different tools or strategies. This rapid-paced, hands-on session models active learning strategies and tools that can help facilitate students moving from passive to active learning in order to retain knowledge and promote collaboration, communication, student engagement, and experiential learning. The desired outcome is to inspire instructors to return to Instructional Technologies with project ideas. This session gives instructors the opportunity to "meet" several technology topics. These topics/tools include AR and VR applications, wireless presentation tools, and engagement and collaboration activities and tools. Due to the rapid-paced, hands on model of this session seating is limited to the first 20 people.



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TECHNOLOGY TIPS AND TOOLS TO ENHANCE STUDENT PARTICIPATION AND ENGAGEMENT

Gail Sigelakis, Ph.D.
College of Education | Teaching and Learning

DW 108

It is an art to convey the content of a course and at the same time monitor and know for sure that students are understanding and retaining the content. One way to help students become active learners within the classroom is to incorporate technology tools that help facilitate the inquiry process and provide an outlet for students to share their own learning as well as learn from others. This type of learning accountability can more easily be attained by integrating technology into face-to-face classes. Google Apps for Education and the Google suite for Education can be utilized to enrich the teaching experience and student learning experiences. This presentation shows how to use tools such as Padlet, the audience participation component of Google Slides for lectures, and Google slides to encourage students to collaborate and engage in hands-on learning in a face-to-face classroom setting.

LET'S KEEP IN TOUCH

Janice F. Cerveney, Ph.D.
College of Business

DW 109

This session demonstrates a succinct set of easy-to-incorporate ideas and tips to effectively integrate hands-on exercises, activities and simulations into fully online courses using technologies such as the Canvas LMS and digitally recorded "lecture capture" formats. The session will include examples of active learning tools and methods used; guidelines for redesign of existing courses and on how to find games, simulations and activities or how to redesign your own hands-on activities and update learning modules in order to incorporate them; tips on how to overcome learner resistance and to "close the loop" to lock in learning. The session concludes with some major "watch outs" and lessons learned.

SCHEDULE

11:00 - 11:50 AM

DW110

USING FREE WEB-BASED INTERACTIVE VIDEO TOOLS TO ENHANCE TEACHING AND LEARNING

Jillian Powers, Ph.D., Alyssa Gonzalez DeHass, Ph.D.,
Ann Musgrove, Ph.D., and Patricia Willems, Ph.D.
College of Education | Teaching and Learning

Digital video is a popular form of learning technology that has been adopted by teacher educators in both face-to-face and online learning environments. Unfortunately, educational videos and recorded lectures are often presented in a passive, one-way format in which only the most motivated learner can thrive. Recently, new forms of interactive video tools have emerged as a solution to this problem. This presentation highlights how faculty can use Web-based interactive video tools in graduate and undergraduate courses for instructional delivery or as tools for students to create their own videos. Examples of how faculty can utilize interactive video in educational psychology and instructional technology courses are provided. Features typically present in interactive video tools include quizzes, hotspots, audio/text/video discussions, and review sheets. Research literature and the pedagogical principles for implementing interactive video into each course are discussed. Web-based interactive video tools examined include PlayPosit, Edpuzzle, FlipGrid, Viologues and VoiceThread.

DW421

CREDO INFORMATION LITERACY FOR FACULTY

Thomas O'Brien
FAU Libraries

This presentation examines the FAU Libraries' new approach to the challenge of teaching information literacy to students. Students need to identify their own information needs and then locate, evaluate, synthesize, and present their findings. Credo's InfoLit Modules provides instructors at both the graduate and undergraduate levels the opportunity to include formalized information literacy instruction within their own classes. This online platform can be added to any online course to supplement one-shot library instruction. Instructors can choose from six modules (Getting Started with Research, Sources of Information, Searching for Information, Evaluating Information, Presenting Research and Data, and Citations and Academic Integrity) to customize content to suit their students' needs.

EVENT PROGRAM SCHEDULE 12:00 - 1:00 PM



LUNCH & PRESENTATION OF THE 2018 FAU EXCELLENCE IN ELEARNING AWARDS

Victoria Brown, Ph.D.
Center for eLearning

LOBBY

The annual FAU Excellence in eLearning Awards event celebrates the outstanding Florida Atlantic University faculty and administrators dedicated to innovation, student success, and faculty development in online education. The eLearning Awards have raised awareness of the FAU eLearning Community of Practice since 2016. Dr. Victoria Brown, Assistant Provost for eLearning, will present the 2018 Excellence in eLearning Award winners in the following categories: Adjunct Faculty, Full-Time Faculty, and Leadership Technology/Pedagogy Strategy.



EVENT PROGRAM
SCHEDULE
1:00 - 1:30 PM

DW 107

CREATING A UNIVERSAL DESIGN FOR LEARNING ENVIRONMENT WITH TECHNOLOGY
INTRODUCING A NEW ACCESSIBILITY TOOL TO BENEFIT A WIDE RANGE OF STUDENTS
Stuart Buckley
FAU Student Accessibility Services

This presentation demonstrates ReadWrite, a new assistive technology tool available free of charge to all FAU students as part of a Technology Fee grant recently awarded to Student Accessibility Services. ReadWrite benefits many students beyond the population of students with disabilities by offering a wide range of study tools, including text to speech tools, word prediction, and text annotation. This multi-platform tool can be used to facilitate more effective study and processing of academic materials as part of an inclusive Universal Design for Learning (UDL) strategy at FAU.

DW 108

SKETCHNOTING: HOW YOU CAN COMBINE VISUAL AND TEXT TO ENSURE STUDENT LEARNING
Charlotte Maloney
College of Education | Teaching and Learning

Learn how to sketch, draw, paint, and take notes with the iPad Pro and Apple Pencil. Bring your iPad to join in the fun. We first practice basic techniques for sketching drawing and painting. We then share research on the value of visual thinking to support effective learning. The use of visual imagery in education helps children better understand concepts and promotes thinking skills. We then review some of the wonderful new apps that can be used with iPad Pro for notetaking or demonstrating while teaching.



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TIPS AND STRATEGIES: HOW TO ENSURE ONLINE ENGAGEMENT IS NOT "HIT OR MISS"

Michelle Vaughan, Ph.D., and Kalisha Waldon, Ph.D.
College of Education | Curriculum, Culture, and Educational Inquiry

DW 109

In traditional face-to-face courses, instructors have the ability to answer questions and prompt students to construct their own understanding and engage in higher-order thinking, thus creating a highly engaging learning environment. When teaching online, it may be difficult to connect to your students or assess how they are responding to your instruction without the benefit of these nonverbal cues. Students who are engaged in the learning process historically show greater gains in their understanding of the content, making student engagement a top priority for instructors and course designers alike. This presentation discusses engagement in an online medium across three key areas of online instruction and design, making pedagogical choices that are purposeful, creating community, and being a responsive instructor. The presenters break down each idea, highlight practical examples from their own courses, and share both successes and failures from their attempts at increasing student engagement. The area of purposeful pedagogical choices examines the rationale for the placement and timing of synchronous sessions within a course, which tools may be best to meet the diverse needs of students, and assessment designs that maximize student engagement. The presenters also share their experiences and examples on creating community within online courses, focusing on authentic collaboration within coursework and discussion board interaction.

PUT YOURSELF IN THE PICTURE

Center for eLearning Staff
Center for eLearning

DW 110

This presentation promotes the importance of teacher presence in online courses through recorded media in a fun and interesting manner. Join in a live interactive demonstration of the media tools the Center for eLearning has available for faculty. Find out how fun and engaging media content in online courses can be. Learn about the green screen, the teleprompter, and how the final video can look.



EVENT PROGRAM

SCHEDULE

1:00 - 1:30 PM

DW421

GAMIFICATION IN ONLINE COURSES: USING ELEMENTS FROM POPULAR XBOX 360 VIDEO GAMES TO ENHANCE LEARNING

Jared Bucker, Ph.D.

Nova Southeastern University | Abraham S. Fischler School of Education

Student satisfaction in online courses is much lower than in traditional classroom-based education and therefore a new approach to online course delivery is warranted. This presentation discusses opportunities to incorporate gamification as an enhancement in online learning based on game-based principles and strategies, particularly the simulation technologies used in the current popular Microsoft Xbox 360 Kinect platform. Motivating online learners is critical for retention and the diverse strategies used in video games may provide additional improvements in both student enjoyment and satisfaction.

1:30 - 2:00 PM

DW103

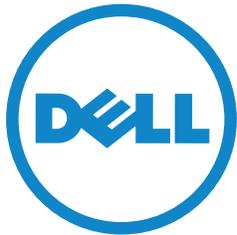
RAFFLE

Join us for the opportunity to win several technology items donated by our sponsors.

Note: No purchase necessary. Random drawing will occur in Davie West 103 at 1:30 p.m. on Friday, April 20, 2018. Winners will be announced at the time of the drawing. You have to be present to win. The 2018 Teaching with Technology Showcase event committee members are not eligible to participate. Any taxes to be withheld or paid as a result of winning any of the prizes are the responsibility of the winners. Prizes are provided by different sponsors of the event. FAU Foundation is a nonprofit entity pursuant to 26 U.S.C. 501(c)(3), and in compliance with Florida Statute § 849.093.

EVENT'S SPONSORS

This event has been possible thanks to the generous contributions of our committed sponsors. Without their support, we would not have been able to bring this opportunity to you, and our campus.



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BROWARD TECHNOLOGY
SERVICES

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