

2019 TEACHING WITH TECHNOLOGY SHOWCASE

MARCH 23, 2019

BOCA RATON



cultivating
POSSIBILITIES

FAUTM

INSTRUCTIONAL
TECHNOLOGIES
Office of Information Technology
Florida Atlantic University

OVERVIEW & PROGRAM TRACKS

PG 4

WE WOULD
LOVE TO HEAR
FROM YOU!

<https://bit.ly/2XUSHNd>

SCHEDULE
8:00 - 8:30 AM

Registration starts at 8:00 a.m. After you have checked in, join us for a light breakfast in the lobby. Assorted bagels, danishes, muffins, fruit salad, coffee, tea, and orange juice will be available.

KEYNOTE BEGINS AT 8:30 AM

SESSION
ABSTRACTS
PG 8

VENUE
LAYOUT
PG 7



PLANNING COMMITTEE

JOANNE JULIA
SUSAN BELL
CRYSTAL BARGER
CARLOS DOMINGUEZ
ALBERTO FERNANDEZ
CHRISTINE ANDREASEN
LAURI REBAR
KATHLEEN TALIAU
MATE THITISAWAT



THANK YOU TO OUR SPONSORS



TOP HAT



turnitin®

CISCO™

FAU

CAMPUS STORE
FAUStore.com

Respondus®

WOLFVISION®

FAU
CENTER FOR
eLEARNING
Florida Atlantic University

MEET THE
PRESENTERS

PG 18

ACTIVE
LEARNING PANEL

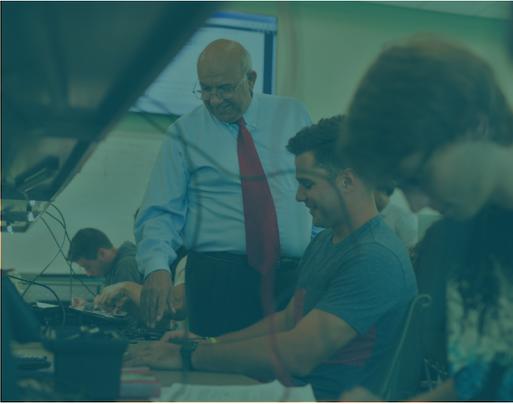
PG 16



EVENT SCHEDULE

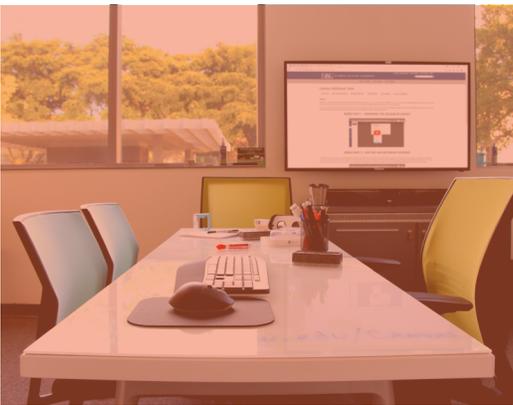
<p>WELCOME & KEYNOTE</p>	<p>8:30 - 9:10</p>	<p>JASON BALL, <i>WELCOME</i> MARIA HERNANDEZ, <i>KEYNOTE</i></p>
<p>GROUPS ARE NOT TEAMS: KNOWING THE DIFFERENCE AND CREATING TEAMS IN A DIGITAL WORLD CULTIVATING ACTIVE LEARNING POSSIBILITIES WITHIN THE VIRTUAL REALITY ENVIRONMENT IMPROVING STUDENT COURSE ENGAGEMENT IN DISTANCE LEARNING COURSES</p>	<p>9:15 - 10:00</p>	<p>SESSION 1</p>
<p>SESSION 2</p>	<p>10:15 - 11:00</p>	<p>BRINGING THE "SNIPPET" TO THE ONLINE CLASSROOM THROUGH DOODLY TECHNOLOGY-ENHANCED GROUP LEARNING IN THE CHEMISTRY CURRICULUM PROTOTYPING AND TESTING TOOLS FOR TEACHING AND LEARNING INCLUSIVE DESIGN INCREASING STUDENT CONNECTIONS THROUGH E-LEARNING TOOLS: PEER REVIEWS AND DIGITAL STORIES</p>
<p>ENHANCING STUDENT ENGAGEMENT AND LEARNING DURING ONLINE TEACHING CULTIVATING TECHNOLOGY INTEGRATION IN THE COLLEGE OF MEDICINE WRITING IN A BEGINNING SPANISH COURSE: CULTIVATING POSSIBILITIES OF A LITERACY WEB SYSTEM USING CLOUD SERVICES IN TEACHING AND RESEARCH OR HOW I LEARNED TO STOP WORRYING AND LOVE THE CLOUD</p>	<p>11:00 - 12:00</p>	<p>SESSION 3</p>
<p>NETWORKING & LUNCH</p>	<p>12:00 - 1:00</p>	<p>JOIN US FOR LUNCH IN THE CM LOBBY AND IN OUR OUTSIDE TENT ENJOY COFFEE, NETWORKING, & GIVE YOUR PHONE A BOOST IN CM 127</p>
<p>LIGHTING THE WAY FOR 21ST CENTURY INSTRUCTION: INNOVATIVE LECTURING WITH LIGHTBOARD IMMERSIVE ENVIRONMENT FOR PARAMETRIC DESIGN TECHNOLOGY TIPS AND TOOLS: ENDLESS POSSIBILITIES TO ENHANCE STUDENT PARTICIPATION AND ENGAGEMENT</p>	<p>1:00 - 1:45</p>	<p>SESSION 4</p>
<p>ACTIVE LEARNING PANEL & RAFFLE</p>	<p>1:45 - 2:30</p>	<p>ACTIVE LEARNING PANEL: READ MORE PG 16-17 RAFFLE: MUST BE PRESENT TO WIN! CLOSING REMARKS</p>

PROGRAM TRACKS



ECOLOGY OF COLLABORATION

Effective collaborative-learning groups rely heavily on student discussion, including argumentation, explanation of ideas, and cooperative evolution of one another's ideas. This discussion leads to a deep understanding of content and makes way for innovative solutions and the development of interpersonal skills necessary to work effectively with peers to solve problems. These sessions explore how technology can be used to encourage collaboration between students, teachers, and others outside the classroom.



LANDSCAPE OF ACTIVE LEARNING

Active learning encompasses a broad range of teaching strategies that engage students as active participants in their learning process. These strategies take students beyond passive listening and foster opportunities to understand and make meaningful connections to the material they are learning. Sessions in this track examine how technology is used to enhance active learning in the face-to-face and online classroom.



NURTURING TEACHING IN A RESEARCH CLIMATE

Research/Teaching: These presentations show how instructors navigate an evolving technological atmosphere to present research that nourishes concepts to be shared in the classroom and provides students the opportunity to assimilate it and get involved in the process. The audience will learn how to transcend previous technology experiences and make room for something new.



ORGANIC TECHNOLOGY IN THE CLASSROOM

Effective collaborative learning groups rely heavily on student discussion, including argumentation, explanation of ideas, and cooperative evolution of one another's ideas. This discussion leads to a deep understanding of content and makes way for innovative solutions and the development of the interpersonal skills necessary to work effectively with peers to solve problems. These sessions explore how technology can be used to encourage collaboration among students, teachers, and others outside the classroom.



JASON BALL, ASSOCIATE PROVOST AND CHIEF INFORMATION OFFICER, FAU

Jason Ball is Associate Provost and Chief Information Officer at FAU. He provides vision, leadership, strategic planning, and coordination of information technology, including instructional technologies, networking, telecommunications, information security, and enterprise applications and services throughout FAU's multi-campus environment. He also oversees the Institutional Effectiveness and Analysis team, which serves as the official data analysis and reporting team for the University. This group plays a critical role in ongoing student success efforts and the State of Florida Performance Funding metrics.

Jason joined FAU after serving as Assistant Vice President and Director of Information Technology at the Florida Institute of Technology in Melbourne, where he also earned his bachelor's and master's degrees. He has more than 25 years of technology management experience in higher education.

CULTIVATING POSSIBILITIES

The theme of the 2019 Teaching with Technology Showcase is Cultivating Possibilities. The four program tracks focus on collaboration, active learning, teaching in a research climate, and technology in the classroom. We received the largest number of proposals ever this year and were forced to turn down a significant number of excellent suggestions. This year's presenters are from the Colleges of Business, Education, Nursing, Science, Medicine, Arts and Letters, Engineering and Computer Science, Design & Social Inquiry, and the Center for e-Learning. We thank our vendors who have generously sponsored this showcase and to the planning team members who have worked tirelessly to make this a lively and productive event for faculty to share ideas, interact, and network.



MARIA HERNANDEZ, KEYNOTE SPEAKER

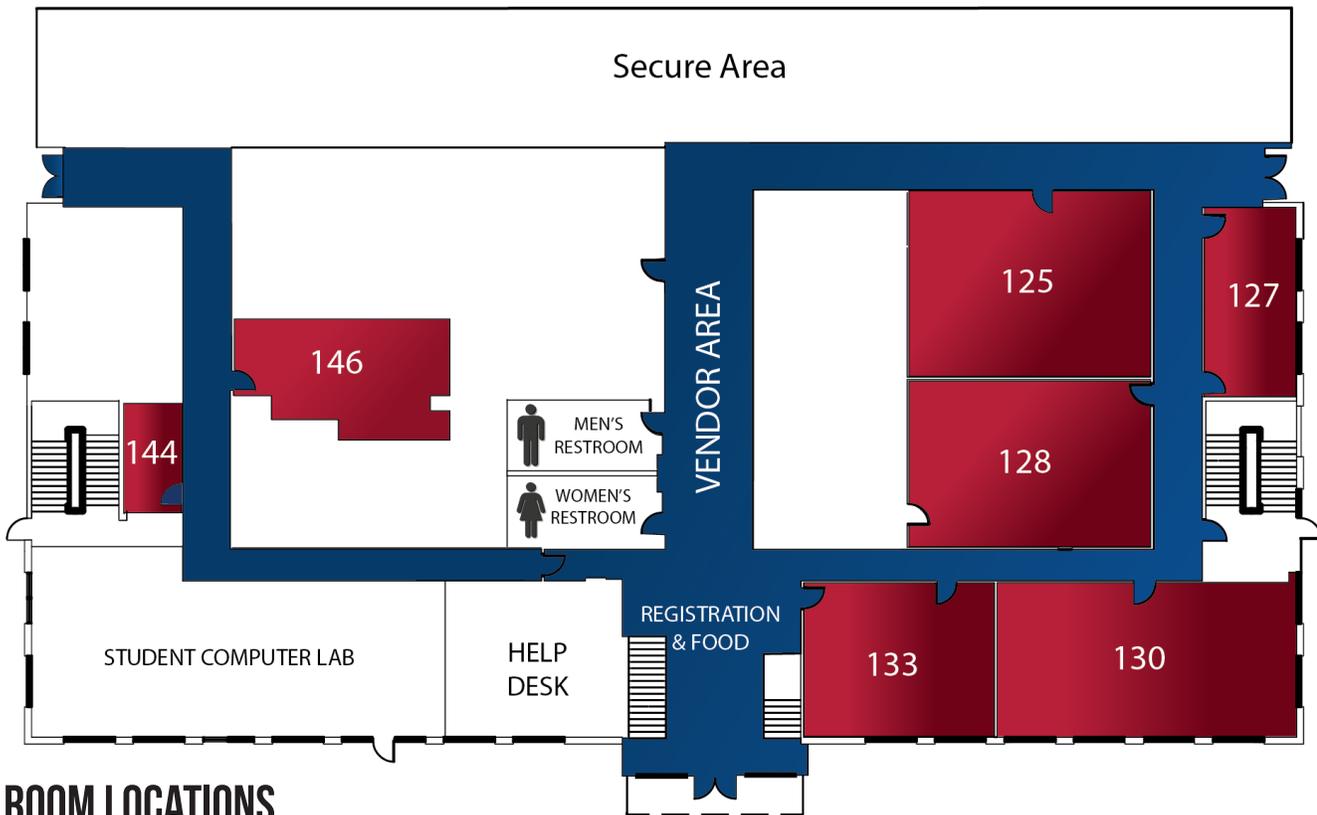
Maria Hernandez is the former Chief Innovation Officer for IBM, where she was a visionary leader and evangelist for technology innovation for IBM's largest clients in Latin America. Maria then became Senior Vice President of Strategic Development at Modernizing Medicine in Boca Raton, where she was responsible for leading strategic partnerships and alliances at this fast-growing healthcare IT start-up company. She recently headed up the Innovation and Digital Business initiative at DHL Express US, incubating ideas and driving digital business transformation within the logistics industry.

Maria is the founder and CEO of InnoGuia, a consulting firm where she works with teams and individuals to unleash a culture of innovation in organizations. She is an advocate for mentoring women. She co-founded a non-profit organization for Latina women in corporate America as well as women's resource groups at IBM and Modernizing Medicine. She is a mentor for FAU's Kathleen Brush Women in Leadership program and sits on the boards of several organizations, including FAU's Tech Runway incubator. Maria is a frequent speaker on innovation. She recently presented at the Gartner Group's CIO/CISO event and the Unbound Innovation Festival in Miami.

INNOVATION — COLORING OUTSIDE THE LINES

Innovation has become an imperative for organizations in today's world. What is innovation and how do organizations large and small unleash creativity leveraging technology and culture to drive new ideas? Come listen to our keynote speaker, Maria Hernandez, who has driven technology innovation within global companies as well as startups, and where "coloring outside the lines" is not only allowed but encouraged.

COMPUTER CENTER, CM 22 BOCA RATON CAMPUS



ROOM LOCATIONS

- CM 125 - Classroom
- CM 127 - Inst. Tech. Collaboration Room
- CM 128 - Classroom
- CM 130 - Classroom
- CM 133 - Conference Room
- CM 144 - Self-Serve Video Room
- CM 146 - Computer Lab

OUTDOOR TENT
KEYNOTE, LUNCH,
ACTIVE LEARNING PANEL, & RAFFLE



GROUPS ARE NOT TEAMS: KNOWING THE DIFFERENCE AND CREATING TEAMS IN A DIGITAL WORLD

Janice Cerveny,
College of Business

Companies and organizations need and value good project team resources, but we in higher ed struggle to develop the necessary skills and tools to achieve this. This presentation examines group- or team-based learning and explains how and why conventional practice often falls short in achieving the former. We also provide guidelines, tips, and tools for how to better generate resources for high-performing teams, particularly in distance learning and synchronous vs. asynchronous environments. These include strategies for formation of teams; changes to incorporate regarding planning of projects, activities, and meetings; and demonstration of tools to improve idea generation, consensus, and tracking activity and project progress.

Objectives

1. Diagnose what you need to change regarding how to set up and use teams
2. Know which tools you can use and specific modifications to implement to improve team and group effectiveness and efficiency
3. Be sufficiently motivated to make the needed changes

125

CULTIVATING ACTIVE LEARNING POSSIBILITIES WITHIN THE VIRTUAL REALITY ENVIRONMENT

Robin McDaniel,
College of Education

An immersive virtual reality (VR) world is a unique community of online players/users who interact irrespective of time and space. Two- and three-dimensional VR worlds provide spaces for communication via text, audio, video, and immersive interaction. A VR environment provides a shared space for emerging relationships and serves as a foundation for the development of knowledge creation and sharing.

Immersive virtual worlds can act as venues for students to work together on a variety of projects. This collaborative use stimulates increased engagement and provides students the opportunity to engage interactively with other students, which may not have been possible with traditional educational delivery methods. We examine how active learning occurs within the virtual world and how this information can be applied to adult education.

Objectives

1. Learn about the history of VR and how to utilize it to enhance collaboration in adult education
2. Take a tour of a virtual world via presenter avatar
3. Understand how to use VR as an active learning tool that increases student motivation and engagement

128

9:15 - 10:00

IMPROVING STUDENT COURSE ENGAGEMENT IN DISTANCE LEARNING COURSES

Jonathan Sweet & Mary Schindlbeck,
College of Business

Getting students engaged in your course is often a difficult task, especially if the course is distance learning, such as fully online or lecture capture. Several studies have found that higher levels of student course engagement can have a positive and significant impact on student course performance (Finn & Rock, 1997; Handelsman et al., 2005; Skinner & Belmont, 1993), but how can you identify and improve the level of student course engagement in your current or future course?

This presentation will help you both identify and improve the level of student course engagement in your distance learning course by providing some simple research-based techniques that you can easily use in your own courses. Some of the techniques covered in this session include how to identify the four dimensions of student course engagement, create intervention strategies for struggling students, and develop keys to success that future students can follow to be successful in your course.

Objectives

1. Identify the level of student engagement in your distance learning course
2. Develop intervention strategies and keys to success
3. Apply the techniques and strategies discussed to a current or future course



130

10:15 - 11:00

BRINGING THE “SNIPPET” TO THE ONLINE CLASSROOM THROUGH DOODLY

David Menachof,
College of Business

An attendance rate of 20% maximum is typical for an online class session taught through MEETS for WebEx. Students often opt to view sessions at their convenience. Most sessions are 1 and 2 hours long, which many find too long for a single sitting. Students often view a presentation in shorter segments.

A snippet is a small and often interesting piece of news, information, or conversation. To supplement the longer sessions, the presenter developed short 2- to 3-minute snippets on a very specific topic using Doodly and CrazyTalk. Doodly is a whiteboard doodle video creator, similar to VideoScribe. CrazyTalk 7 is a talking avatar creator that allows you to add a narrator to a PowerPoint or other presentation.

Student feedback on the initial Doodlies have been positive. They like the action and the pace of the delivery. During this session, the group will choose a topic and create a Doodly on that topic.

Objectives

1. Understand the power of the Snippet
2. Learn how to create a Doodly
3. Experience the value of an enhanced PowerPoint show

125

TECHNOLOGY-ENHANCED GROUP LEARNING IN THE CHEMISTRY CURRICULUM

Tito Sempertegui & Ozlem Yavuz-Petrowski,
Charles E. Schmidt College of Science

The presenters explain the design for the incorporation of technology into the existing peer-led team learning (PLTL) program in the FAU first-semester Organic Chemistry course and evaluate the implementation effects on student understanding of chemistry concepts. The positive results from effective collaborative-learning groups by the introduction of technology in the classroom led to the extension of this program into the first-semester General Chemistry course.

Student enrollment in the Organic Chemistry I course (CHM 2210) at FAU exceeds 1000 students a year. As part of this course, students were required to work in groups during orgoBOND sessions for one hour every week. During these sessions, peer leaders facilitated student group work on problems from a workbook, and students submitted joint reports to the peer leader who graded them and provided feedback the following week. Utilizing computers enables peer leaders to use their time more effectively to discuss chemistry problems with their students, address major misconceptions, and identify students who may need additional assistance.

Objectives

1. Recognize the need for curricular changes
2. Understand how to obtain funding for changes that involve technology
3. Learn how to implement technology in the classroom efficiently and assess its effect

128



10:15 - 11:00

PROTOTYPING AND TESTING TOOLS FOR TEACHING AND LEARNING INCLUSIVE DESIGN

Camila Afanador-Llach,
Dorothy F. Schmidt College of Arts and Letters

Students learning to design web and mobile apps in studio-based interactive design courses engage in research, ideation, sketching, wireframing, designing visual interfaces, and creating and testing working prototypes of their designs. This presentation discusses ongoing curricular changes to interactive design courses in the Graphic Design program at FAU. The changes focus on including accessibility and universal design principles in the course content. This course enhancement is critical to prepare students to be part of a generation of designers aware of inclusive and accessible technologies and also responsible for creating them.

Throughout their learning process, students use diverse software tools to bring their designs to completion. This presentation showcases tools and best practices for testing accessibility in interactive products. Topics include visual enhancements, color management, wayfinding and language, display customization, and accessible media.

Objectives

1. Learn about principles and best practices that make interactive products accessible and inclusive
2. Understand the technical and communication advantages of using InVision App in the student learning process
3. Explore learning methods used in studio-based design courses

130

INCREASING STUDENT CONNECTIONS THROUGH E-LEARNING TOOLS: PEER REVIEWS AND DIGITAL STORIES

Lisa Wiese,
Christine E. Lynn College of Nursing

Young adults today spend an average of 11 hours a day interacting with media. This makes maintaining connectivity among students a challenge. Students are often more comfortable communicating through their digital screens than talking face-to-face. This can be even more disconcerting if that communication involves critique of a classmate's work. Yet, "when we teach, we learn" (Seneca, 5 BC). Fortunately, an option is available in the online learning environment to combine peer review with technology while maintaining a comfortable personal space. This session emphasizes how to empower students through the use of effective peer review skills. Another method of connecting students is through digital story-telling. Benefits of this learning strategy include applying critical thinking to identify and creatively communicate key points. Computers will be available during this session for attendees to create their own peer assignments and design their own digital stories.

Objectives

1. Identify key strategies for teaching students to recognize effective writing
2. Create a peer review assignment and associated rubric
3. Evaluate the possibilities of using digital stories to enhance reflection, critical thinking, and learning

146

11:15 - 12:00

ENHANCING STUDENT ENGAGEMENT AND LEARNING DURING ONLINE TEACHING

Bharti Sharma,
College of Business

Online instructional methods can be exciting and challenging, especially when the focus is on increasing student engagement and enhancing course content learning. Virtual teaching has become the need, and the preferred choice, of most college students, but it may pose challenges for the instructor to strike a balance between rendering the course content online in a less time-consuming manner and achieving high student satisfaction. The presenter draws on her own online teaching experience to explain how to use the latest instructional technologies strategically and create a win-win situation for students and the instructor.

Objectives

1. Understand the benefits and challenges of online teaching
2. Learn about the strategic use of online instructional technologies
3. Assess do's and don'ts for achieving a successful online teaching course



125

CULTIVATING TECHNOLOGY INTEGRATION IN THE COLLEGE OF MEDICINE

Christine Clevenger & Marcelle Gornitsky,
College of Medicine

Today's medical students tend to be digital natives preparing to enter a healthcare field that is currently undergoing an innovation boom. The Schmidt College of Medicine prioritizes the importance of leveraging technology to create forward-thinking and well-prepared physicians. The Schmidt College of Medicine Educational Technology Team takes participants on a tour of how they help cultivate a culture of technology integration and innovation throughout the medical curriculum. Topics include how to meet the needs of digital natives, implementation of the one-to-one iPad project, and plans for virtual reality and other simulation applications. The presentation highlights both student and faculty voices.

Objectives

1. Gain an understanding of how technology is utilized and supported at the Schmidt College of Medicine
2. Explore the variety of angles for iPad integration in the medical curriculum
3. Discuss various purposes and modalities for technology implementation

128

11:15 - 12:00

WRITING IN A BEGINNING SPANISH CLASS: CULTIVATING POSSIBILITIES OF A LITERACY WEB SYSTEM

Victor Menco Haeckermann,
College of Arts and Letters

What started as a Google Docs-assisted lesson has become a software development project of genre-based literacy. Programmed by Globisys.com, this is a web-assisted adaptation of the Reading-to-Learn methodology contextualized within the curricular demands of the course. With the goal of writing a short argumentative essay on “My Favorite Season,” the students followed these training stages: (1) preview assignment aimed at building background knowledge and specific vocabulary on seasons; (2) explicit genre instruction; (3) reading of four model texts with genre stages that would be highlighted in different identifying colors; (4) essay reconstruction aided by the software in which students could drag and drop the essay parts; (5) joint construction of essay and sentence structure practice; and (6) individual composition. Results showed student familiarity with the genre increased more than 100%, while improvement in sentence complexity corresponded to 1733%.

Objectives

1. Engage in a demo writing session assisted by a new web program project
2. Highlight the importance of technology to scaffold student learning
3. Encourage the creation of applications among educators

130

USING CLOUD SERVICES IN TEACHING AND RESEARCH OR HOW I LEARNED TO STOP WORRYING AND LOVE THE CLOUD

Mahesh Neelakanta, College of Engineering
and Computer Science

The cloud has become a universal tool in both our personal and professional lives. Whether we use it in social networking, archiving photos, or communicating with colleagues, it has accelerated our ability to collaborate and multiply the tools available for teaching and research. In the last 5 years, companies such as Amazon, Microsoft, and Google have started providing access to cloud-scale resources directly to the consumer. Whether you are a Fortune 500 company or Professor Jane, the tools that once cost hundreds of thousands of dollars to procure and configure are now available with the click of a button (and credit card). In the past 2 years, with the introduction of machine learning tools, these cloud services have become accessible to the non-technical user who can now perform image recognition, pattern matching, voice transcribing, and text extraction with little or no programming.

Objectives

1. Understand the different cloud resources available for teaching and research
2. Learn what services can be used with little or no computer programming
3. Engage in a real-time demo of using these services (bring your laptop or chromebook to participate)

146

1:00 - 1:45

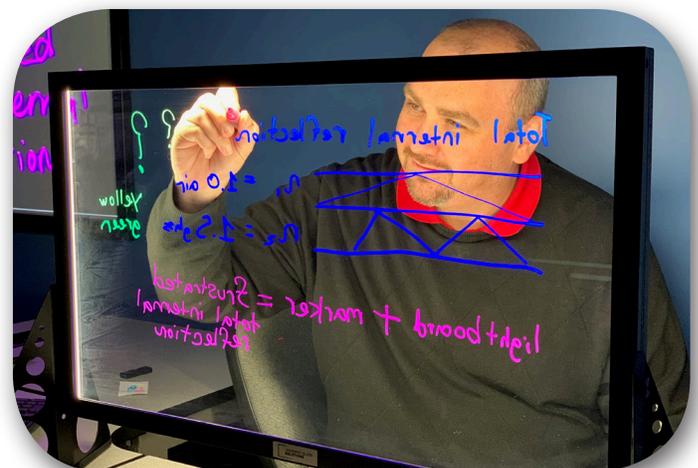
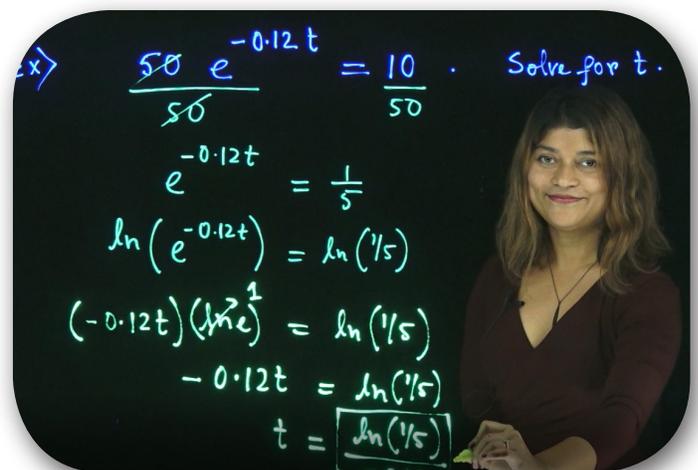
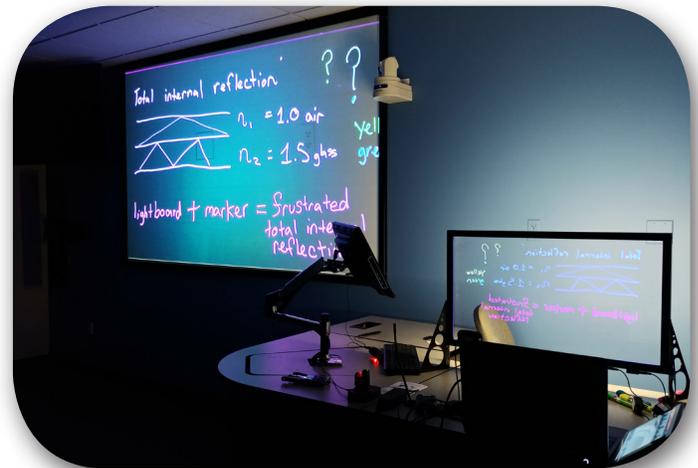
LIGHTING THE WAY FOR 21ST CENTURY INSTRUCTION: INNOVATIVE LECTURING WITH LIGHTBOARD

Papiya Bhattacharjee & Abigail Perkins,
Charles E. Schmidt College of Science

Experience how instruction using Lightboard videos is shaping the technological landscape of eLearning. Teaching with a Lightboard enhances 21st-century learning by giving students watching the videos the feel of being in the classroom interacting directly with the instructor. Lightboard videos may be used as open educational resources (OERs). FAU is paving the way for a new frontier of OER research and development through the Affordable Curriculum Today (ACT) initiative. Come see how Lightboard technology intersects with sound technological pedagogy. Learn how the Center for eLearning is harnessing its power. Find out how Lightboard videos enrich the development of interactive OER and distant learning. Learn how you, too, may embark on a Lightboard adventure for your courses!

Objectives

1. Find out how to use Lightboard technology as an instructional device
2. Learn about the differences between creating Lightboard videos and videos using other methods
3. Learn why students watching a Lightboard video have the feeling of being in a classroom and interacting with the instructor



125

1:00 - 1:45

IMMERSIVE ENVIRONMENT FOR PARAMETRIC DESIGN

Mate Thitisawat,
College for Design & Social Inquiry

This session examines the integration between augmented reality (AR or mixed reality) technology and parametric modeling through an architectural design project. Recently, there has been an effort in software development to integrate parametric modeling into AR platforms. This session explores the workflow that exchanges data between digital 3D models and the AR environment, using the Microsoft HoloLens platform, Rhinoceros with Grasshopper, and Fologram. The workflow allows hand gesture control over parameters combining analog and digital techniques. One example of this approach involves the use of an attractor point to control the heights of buildings based on their distances from a node.

Objectives

1. Learn about the benefits of AR technology in the design process
2. Understand the impact of the new technology in the future workplace
3. Explore analog and digital techniques in the design process

133

TECHNOLOGY TIPS AND TOOLS: ENDLESS POSSIBILITIES TO ENHANCE STUDENT PARTICIPATION AND ENGAGEMENT

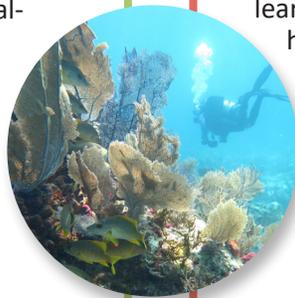
Gail Sigelakis,
College of Education

As instructors, at some point we all battle the blank stares and disengagement that come with lectures. It is an art to convey course content and, at the same time, monitor and ascertain that students are understanding and retaining the content. One way to encourage students to 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. We explore how to integrate Google tools for education (slides, docs, forms), Padlet, Plickers, and Mentimeter to rev up your instruction and student engagement. Come ready to play!

Objectives

1. Understand why integrating technology is important to student engagement
2. Learn about current technology tools to engage learners
3. Engage in hands-on experience with current technology tools

146



ACTIVE LEARNING PANEL



BRITTANNEY AMENTO-ADELMANN

Brittaney Amento-Adelmann teaches undergraduate mathematics at FAU, where she is the Director of the Math Learning Center. In her Calculus 1 course she uses active learning strategies that engage students in their own learning process. One of the most difficult challenges she faced was delivering her lectures in half the time. Brittaney had to focus and decide what the students needed to “see” her do and determine what they could learn on their own in their student groups with the help of their classmates and the lab assistants and through targeted worksheets.



BURCU TUNCER KARABINA

Burcu Tuncer Karabina teaches Math for Liberal Arts 1 & 2 and Calculus 1 in the Mathematical Sciences Department in the College of Science. With the use of active learning strategies, she has seen an increased positive attitude toward learning from her students. Burcu has had to overcome the challenge of lecturing less and determining how much to cover in each course.



JONATHAN SWEET

Jonathan Sweet teaches Operations Management & Quantitative Methods in Administration in the College of Business. In his Operations Management course, he uses a variation of think-pair-share, where he assigns one or two students a slide from the next week’s lecture. The students not only read the slide to the class but also provide an example of what the material on the slide means. In addition, they receive additional points if they find an article or outside material to further discuss the topic of the slide. In his QM course, he uses a strategy that requires the students to walk him through the problem instead of the other way around. Jonathan has seen that using various active learning strategies allow the students to have a more active role in the lectures. It helps students practice the problems and methods in the classroom with support not only from him, but also their classmates. The greatest challenge in implementing the various strategies is dealing with student’s absences and time constraints.



KATHY TALIAU

The Florida Board of Governors 2025 System Strategic Plan calls for 40% undergraduate FTE in online courses. It also recognizes that non-traditional learners are an increasingly important student demographic. Among students there is an increasing need to demonstrate mastery of marketable skills for the 21st century workforce. Active learning strategies, especially those that use technology, meet all of those demands.



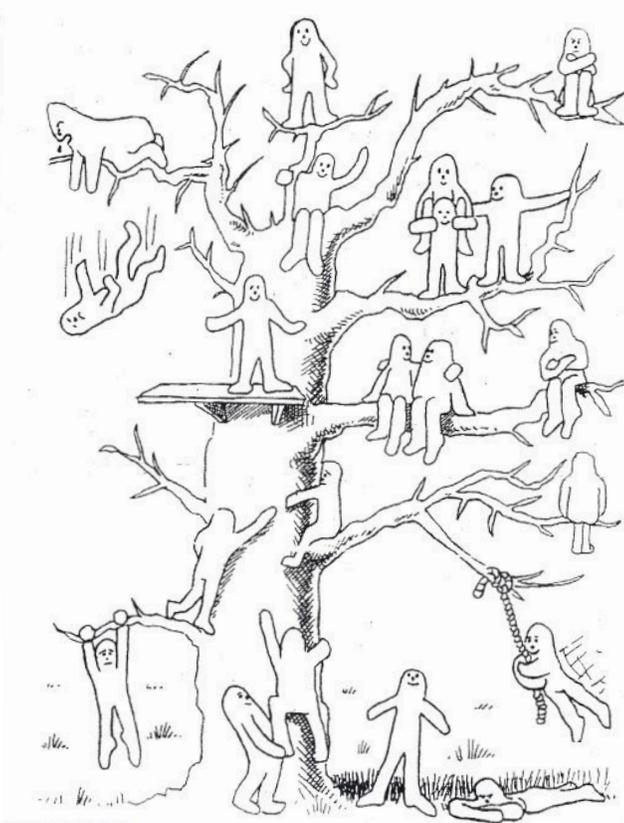
TITO SEMPERTEGUI

Tito Sempertegui is an Instructor for General Chemistry 1 and 2, each of which has 300+ students in each lecture session. General Chemistry 1 is broken into smaller 40-student discussion sessions and separate lab sections. During the discussion sessions students work in groups of four, using tablets and publisher content to explore Chemistry concepts. Tito has seen greater enthusiasm and understanding of complex chemistry concepts as a result of these methods.

1:50-2:20 PM

Imagine that your dean approached you a week before the start of the semester and told you that you were going to be teaching in an active learning classroom.

WHICH BLOB ARE YOU?



blobtree.com

WHAT IS ACTIVE LEARNING?

Active learning essentially focuses instruction on experiential knowledge construction, beyond an instrumentalist conceptualization of knowledge transmission; that is, the purpose is about the journey, not an inert endpoint. The Cognitive Revolution of the 1970s shifted the paradigm in the field of education away from behaviorism toward a socio-constructivist viewpoint in which learners play agentic roles in the learning process. The development and use of this agency is fundamentally the biggest benefit of active learning.

Agency is how learners, no matter what age or level, tap into 21st century abilities. Agency is the fuel for cognitive innovation and collaborative discourse. When coupled with appropriate educational technologies, agency bridges the space between knowledge acquisition and the development of higher-order thinking.

—Abigail Perkins, Ph.D., Center for eLearning, FAU

ACTIVE LEARNING AT FAU

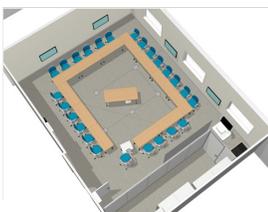
New OIT Active Learning Classroom standards:

Level 1 Basic ALC: From a typical Presentation Classroom, change student furniture & whiteboards to physically support student teams.

Level 2 Collaboration ALC: Add tech at student stations to simplify student group work, such as wireless presentation systems.

Level 3 Premium ALC: Add tech for instructors to manage the flow of activities within/between student groups.

These new active learning classroom standards are focused on providing classrooms that support a team-based practical student learning experience. This would allow faculty duties to shift from being lecturers to learning facilitators.



MEET THE PRESENTERS



CAMILA AFANADOR-LLACH

Dorothy F. Schmidt College of Arts and Letters

Camila Afanador-Llach is an Assistant Professor of Graphic Design at FAU. She has a degree in Industrial Design from Universidad Javeriana (Bogotá, Colombia) and an MFA in Graphic Design from the Rhode Island School of Design. She teaches courses in typography, motion design, and interactive design. Her creative work sits at the intersection of humanistic inquiry, visual communication, and interaction design.

cafanadorllach@fau.edu

PAPIYA BHATTACHARJEE

Charles E. Schmidt College of Science

Papiya Bhattacharjee is an Instructor of Mathematics in the College of Science at FAU. She received her master's degree from the University of Calcutta in India and her Ph.D. from Bowling Green State University with a specialization in ordered algebraic structures. Prior to joining FAU, Dr. Bhattacharjee was a tenured professor at Penn State Behrend.

pbhattacharjee@fau.edu





JANICE CERVENY

College of Business

Janice Cerveny is a Senior Instructor in FAU's College of Business, Department of Management Programs, where she teaches courses in Operations Management, Continuous Process Improvement, and Global Strategy and Policy at both the undergraduate and graduate levels. She was the recipient of the 2018 FAU Excellence in e-Learning Award for full-time faculty. She received her bachelor's degree from the University of Texas at Austin and her Ph.D. from the School of Management at SUNY Buffalo. Dr. Cerveny has worked as a corporate consultant and trainer in numerous companies such as NCCI, Siemens, Sensormatic Electronics Corporation, Office Depot, the North Broward Hospital District, Tyco Industries, Philips Electronics, the Veterans Administration and Medger Evers College.

cervenyj@fau.edu

CHRISTINE CLEVENGER

Charles E. Schmidt College of Medicine

Christine Clevenger is an Educational Technology Coordinator at the Schmidt College of Medicine. She works directly with faculty, staff, and students to provide technical support, professional development, and creative solutions. She has her Master of Arts in Teaching from Emory University and her Educational Specialist degree from Florida International University. Her passions include instructional technologies, innovation, and professional development.

clevengerc@health.fau.edu



MARCELLE GORNITSKY

Charles E. Schmidt College of Medicine

Marcelle Gornitsky is an Educational Technology Coordinator at the Schmidt College of Medicine, where she serves as LMS administrator and assists faculty, staff, and students with various educational and instructional technologies. Previously she was an Instructional Designer at the Center for eLearning, where she helped faculty design pedagogically sound and engaging online courses. She has her bachelor's degree in Psychology from the University of Toronto and her master's degree in Instructional Technology and Distance Education from Nova Southeastern University.

mgornitsky@health.fau.edu

ROBIN MCDANIEL

College of Education

Robin McDaniel is an instructional designer, online writer, blogger, and social media aficionado. She has a master's degree in Educational Leadership and is pursuing a Ph.D. in Adult Education, with a specialization in Instructional Design Technology. Her primary research interests are in the realm of virtual reality and designing instruction to enhance distance education. She has developed course modules for distance education, using instructional design theory and creative thinking. Her research has focused on increasing student engagement through curricular development.

rmcdani6@fau.edu





DAVID MENACHOF

College of Business

David Menachof is Associate Professor of Supply Chain and Operations Management at FAU. Dr. Menachof earned his Ph.D. from the University of Tennessee, where he was the recipient of the Council of Logistics Management's Doctoral Dissertation Award. He spent a year in Odessa, Ukraine, as a Fulbright scholar. His research interests include supply chain security, port management, and liner shipping.

dmenachof@fau.edu

VICTOR MENCO HAECKERMANN

Dorothy F. Schmidt College of Arts and Letters

Victor Menco Haeckermann is a Ph.D. student in Comparative Studies at FAU, where he is also a graduate teaching assistant in Spanish. He has his master's degree in Spanish from the University of Texas-Pan American and his bachelor's degree in Linguistics and Literature from the University of Cartagena.

Victor is the author of two published books. He has also contributed to newspapers and magazines in Spain and Colombia. One of his stories, which won the University of Cordoba Mini Short Story Prize in 2008, appears in an anthology of the best Colombian short stories.

vmencohaecke2018@fau.edu



MAHESH NEELAKANTA

College of Engineering and Computer Science

Mahesh Neelakanta is IT Director of the College of Engineering and Computer Science. He and his team manage the computing infrastructure of the College while also pushing the envelope of current technology to enable the students, faculty, and staff to achieve their academic, research, and administrative goals.

Mahesh has his bachelor's and master's degrees in Computer Science from FAU. Prior to joining FAU, Mahesh worked for a variety of technology startups involved in international shipping logistics and the internet service provider industry for Central and South America. His current interests include cloud computing, drones, and the Internet of Things (IoT).

mahesh@fau.edu

ABIGAIL PERKINS

Center for eLearning

Abigail Perkins is the Curriculum Specialist for the Affordable Curriculum Today Initiative in the Center for eLearning at FAU. She specializes in game-based learning and 21st century education. Dr. Perkins received her Ph.D. in Curriculum and Instruction from Texas A&M University. She earned her master's degree in Theoretical Physics from Ball State University. She also has taught physics at Blinn College.

perkinsa@fau.edu





MARY SCHINDLBECK

College of Business

Mary Schindlbeck is a Senior Instructor in the Information Technology and Operations Management Department in FAU's College of Business. She has taught at FAU for over 25 years. She has her master's degree in Computer & Information Systems and her Ph.D. in Adult & Community Education Leadership from FAU. She has taught a variety of business courses, including Quantitative Methods in Administration, Data Analysis for Managers, and Data Mining & Predictive Analytics. Her research interests include quantitative literacy, instructional design, and cognitive load theory with an aim toward advancing the design of learning environments.

mschind2@fau.edu

TITO SEMPERTEGUI

Charles E. Schmidt College of Science

Tito Sempertegui has his bachelor's degree and Ph.D. in Chemistry from FAU. He studied functions and characteristics of molecules as the initial step toward drug discovery in his work at Terentis Lab, a biophysical and bioanalytical chemistry research group. He published several research articles based on human indoleamine-2, 3-dioxygenase (IDO), an enzyme intimately linked to immune responses during inflammation.

Dr. Sempertegui has held a post-doctoral fellowship in the Chemistry Department, studying the integration and successful implementation of technology in the chemistry curriculum. He is an Instructor for both General Chemistry 1 and 2. His research interests include enhancing undergraduate chemistry education and enzyme kinetics.

tsempert@fau.edu



BHARTI SHARMA

College of Business

Bharti Sharma has 6 years of experience teaching both undergraduate- and graduate-level computer science and information technology courses. She has taught both in-person and fully online courses. Dr. Sharma has her bachelor's degree in Engineering, Electronics & Telecommunications from the University of Pune, India, and her Ph.D. in Electrical Engineering from FAU. She worked for Florida Power & Light for 12 years as a programmer and business analyst.

bsharma@fau.edu

GAIL SIGELAKIS

College of Education

Gail Sigelakis is an Adjunct Instructor in the Department of Teaching and Learning at FAU. She has also taught grades K-8 in the Palm Beach County School district. She is a Google Certified Trainer and an Educational Technology Specialist for the district.

gkenned5@fau.edu





JONATHAN SWEET

College of Business

Jonathan Sweet is an Instructor and Program Director for the Information Technology and Operations Management Department in FAU's College of Business. He earned his MBA in Operations Management and his Ph.D. in Higher Education Leadership from FAU. He has taught a variety of business courses, including Information Systems Fundamentals, Quantitative Methods in Administration, and Operations Management. Dr. Sweet is proud to serve as faculty advisor for the Management Information Systems Association and to help mentor undergraduate business students and connect them with local IT companies.

jsweet4@fau.edu

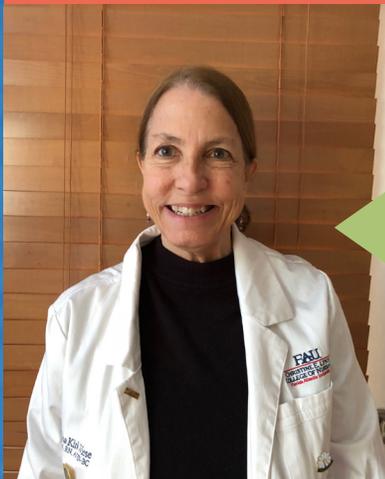
MATE THITISAWAT

College for Design & Social Inquiry

Mate Thitisawat is an Associate Professor in the School of Architecture at FAU. He has his bachelor's degree in Architecture from Chulalongkorn University, Bangkok, Thailand, and his master's degree from the Georgia Institute of Technology.

Mate was awarded an FAU Tech Fee grant to support his research entitled "Immersive Environment for Design Collaboration." In 2008 he won a first prize Incentive Fund Award from the Architectural Research Centers Consortium for his research project "Designing for Outdoor Comfort in a Subtropical Environment: Assessment and Criteria for Outdoor Comfort." A grant from the National Council of Architectural Registration Boards supports his Performative Parametric Design course.

mthitisa@fau.edu



LISA WIESE

Christine E. Lynn College of Nursing

Lisa Wiese earned her master's in Nursing with a Rural Health focus from the University of Virginia and her Ph.D. from FAU. At FAU she teaches public health, a specialization in which she is board certified. Dr. Wiese recently received grants from the Association of Community Health Nursing Educators and the Florida Department of Health to address needs of rural older adults. She uses online patient teaching resources to teach rural residents about hypertension, diabetes, and memory loss. She created a "Digital Story" based on experiences during her research that reflect the healthcare needs of the population she serves.

lwiese@health.fau.edu

OZLEM YAVUZ-PETROWSKI

Charles E. Schmidt College of Science

Özlem Yavuz-Petrowski is currently Assistant Lab Director and an Instructor of Chemistry at FAU. She has a bachelor's degree in Chemistry and a master's degree and Ph.D. in Physical Chemistry, all from Istanbul Technical University, Istanbul, Turkey. She had a postdoctoral fellowship at the Department of Chemistry, University of Central Florida, and was a visiting scientist at the Department of Pure and Applied Chemistry, University of Strathclyde, Glasgow, UK. She worked at Fractal Systems, Inc. as a staff scientist and at NanoEner, Inc. as a materials scientist. Dr. Yavuz-Petrowski has published more than 25 scientific publications and four book chapters.

oyavuzpetrowski@fau.edu



ACTIVE LEARNING PANELISTS



BRITTANNEY AMENTO-ADELMANN Charles E. Schmidt College of Science

Brittaney Amento-Adelmann teaches undergraduate mathematics at FAU, where she is the Director of the Math Learning Center. She is responsible for the design and implementation of the Learning Assistant Program at FAU and for CRLA training of undergraduate/graduate math tutors and learning assistants. She has her bachelor's and master's degrees from FAU, as well as her Ph.D. in Mathematics with a specialty in Quantum Cryptography.

BFEROZ@fau.edu

BURCU TUNCER KARABINA College of Business

Burcu Tuncer Karabina has her bachelor's degree in Mathematics from Bogazici University in Turkey and her master's degree in Pure Mathematics from the University of Waterloo in Canada. She is a Math Instructor in the Department of Mathematical Sciences at FAU, Math Coordinator for Liberal Arts 1 and 2 courses, and Chair of the department Teaching and Innovation Committee. She is a member of the Florida Mathematics Re-design Workgroup. She has taught online for the Centre of Education in Mathematics and Computing and the Faculty of Mathematics at the University of Waterloo since 2012. Her interests include active and group-based learning, instructional methods for online learning, and computer-mediated instructional technologies.

mtuncerkarabina@fau.edu



KATHY TALIAU Center for eLearning

Kathy Taliau is an Instructional Designer with the FAU Center for eLearning. In this role, she collaborates with faculty to develop fully online courses that meet the highest national standards for online teaching, guided by the Quality Matters Higher Education rubric. Kathy holds a Professional Educator certificate with the State of Florida, and is a National Trainer with Plan to Protect. She has her bachelor's degree in English Literature from Gordon College and her master's degree in Education: Curriculum, Instruction, and Technology from Nova Southeastern University.

kmcpher1@fau.edu



10

**YEARS ON THE
PORT ST. LUCIE
CAMPUS**



**OVER
750
TICKETS
RESOLVED**



17

**YEARS
OF FAU SERVICE**



100s
OF
INSTRUCTORS
HELPED



SUSAN BELL

happy retirement!



7
TECHNOLOGY
SHOWCASES

1
AMAZING
WOMAN

APPROXIMATELY
203,840
MILES DRIVEN
TO BOCA

**WE WILL
MISS YOU!**



THAT'S
8.2
TRIPS AROUND
THE WORLD!



INSTRUCTIONAL
TECHNOLOGIES

Office of Information Technology
Florida Atlantic University

This brochure and Teaching with Technology Showcase is dedicated to Susan Bell.

*We hope that you have a wonderful &
joyous retirement. You will be greatly missed.*

Love,

Your FAU Family.