

Faculty Development Day

Exploring Intersections of Teaching & Technology

Thursday, January 22, 2009
8:30 am - 4:00 pm
University Hall, Cambridge

Schedule of Events

Breakfast Reception University Hall Atrium
8:30am - 9:00am

Welcome/ Opening Remarks 9:00am - 10:00am
Provost, Martha McKenna
President, Joseph Moore

Structure for the Day 10:00am - 10:15am
Faculty, Life and Development Co-Chairs, Joan Ryan & Michael Schindlinger
eLearning & Instructional Support, Rebecca Petersen

Concurrent Session I 10:30am - 12:00pm

Making Your Digital Camera Work for You, *Fred Levy*

The Constructivist Online Classroom, *Sarah Haavind and Ricky Carter*

Creativity and Self-Care in the Digital Age,
Barbara Vacarr and Marianne Reiff

Social Construction, Communication and a Wiki, *Bill Barowy*

Beyond the Textbook:
Digital Repositories, Content and Tools, *Jo-Anne Hart*

The 21st Century Educational Village Green, *Joan Thormann*

eLIS and Library Drop-In Help Clinic (10:30am-2:00pm),
eLearning & Instructional Support and Ludcke Library Staff

Lunch University Hall 3rd Floor Cafe
12:00pm - 1:00pm
(lunch provided)

Lunch Program University Hall Amphitheater
1:00pm - 1:30pm
Faculty Professional Development Report and Spring Offerings
Sharlene Cochrane, Karen Muncaster

Concurrent Session II 1:30pm - 3:00pm

Mooter, Grokker, The Wayback Machine and More:
Easy-to-Use Resources for Planning Hybrid and Online
Constructivist Class Activities, *Maureen Brown Yoder*

WWWWW (World Wide Web Wiki Weebly Wonders):
Some Examples of Student Uses in Group Research,
David Morimoto and Michael Schindlinger

Promoting Media Literacy Through the Use
of Database Research, *Donna Halper*

Using Audience Response Systems for Formative Assessment
in College Classrooms, *Linda Mensing Triplett*

Where to Begin? Ideas for Web Enhanced Courses,
Mike Pabian and Rob Wauhkonen

eLIS and Library Drop-In Help Clinic (10:30am-2:00pm),
eLearning & Instructional Support and Ludcke Library Staff

University Hall Atrium
Digital/Web Poster Session 3:00pm - 4:00pm
Wine & Cheese Reception

Attendees are encouraged to bring their laptops for use throughout the day.

Schedule of Events / Descriptions

Breakfast Reception University Hall Atrium
8:30am - 9:00am

Introductions and Welcome Remarks University Hall Amphitheater
9:00am - 10:00am

Martha McKenna, Provost
Joseph Moore, President

Structure for the Day University Hall Amphitheater
10:00am - 10:15am

Joan Ryan, Michael Schindlinger, FL&D Co-Chairs
Rebecca Petersen, eLIS

Concurrent Session I 10:30am - 12:00pm

Making Your Digital Camera Work for You
with *Fred Levy, Art Institute of Boston*
Univ 3-089

**Note: A digital camera is not required for this session, but you are strongly encouraged to bring your own if you have one.*
Digital cameras come with more features than a Swiss army knife. Even though the manufacturers try to make them as easy to use as possible, you may only be scratching the surface of what it can do. Some topics covered include choosing the right format, customizing camera settings, using the flash, shooting panoramic photos, online resources for editing and sharing, plus much more. In this session, Fred Levy will walk you through the basic features of most cameras so you can make sure the camera is working for you!

The Constructivist Online Classroom
with *Sarah Haavind and Ricky Carter, School of Education*
Univ 3-097

Two key elements of a constructivist classroom are peer collaboration and formative assessment. In the online classroom, this is also true but can be more challenging to orchestrate. Just because there are a plethora of rote tools in Blackboard doesn't mean you have to use them! This session shares models for both conducting formative assessments and peer collaboration in Lesley courses using specific examples from the NSF-supported Science in Education online program, and the Mathematics online masters program.

Creativity and Self-Care in the Digital Age
with *Barbara Vacarr, Lesley College and Marianne Reiff, School of Education*
Univ 3-098

How can we think creatively about the possibilities for online learning? How can we construct online learning experiences that embody our pedagogical goals? How can we continue to innovate and think in new ways about course and program development? How do we engage this work in a reasonable and balanced manner? Come participate in a discussion that addresses these questions and is informed by the lessons we have learned.

Social Construction, Communication and a Wiki
with *Bill Barowy, School of Education*
Univ Hall Amphitheater

Wikis are websites that are interactive and easily changed. This presentation will describe how two concepts from Vygotsky's developmental psychology and one from M.A.K. Halliday's social linguistics have influenced the design and role of wiki web sites to support two inquiry courses in Education: Research in Technology in Education and Emerging Technologies. Participants are invited to come with questions for discussion.

Beyond the Textbook: Digital Repositories, Content and Tools
with *Jo-Anne Hart, School of Education*
Univ 3-100

Online primary sources are great sources of digital collections from music, memoirs, photos, letters, cartoons, newspapers, oral histories and more. Jo-Anne Hart will share her use of selected repositories and how she's integrated them into her Technology and Social Studies course. In this concurrent session, colleagues will get a good list of digital collections and some practical classroom activity ideas for students to use in moving themselves beyond the textbook.

The 21st Century Educational Village Green
with *Joan Thormann, School of Education*
Univ 3-087

Whether online or face-to-face, building a supportive and effective learning community is one of the keys to having successful exchanges between classmates and faculty members. However, creating a learning community online requires some different techniques and forethought from those of a face-to-face community building. This presentation will provide eight concrete ways to encourage building a good learning environment that enhances participants' abilities to exchange ideas and increase deep learning. Examples of community building will be shared, as well as guidelines for including these techniques in your course. Most of the community building ideas can be applied immediately in your current course.

eLIS and Library Drop-In Help Clinic (10:30am-2:00pm)
with *eLearning and Instructional Support and Ludcke Library Staff*
Univ 2-078

Please drop in between 10:30 and 2:00 today to meet with eLearning and Instructional Support Staff and Ludcke Librarians for help on a variety of myLesley, library and Microsoft Office topics. Staff will work with you one-on-one or in small groups on the following:

- Finding and Linking to Library Resources
- Endnote Web
- eBooks
- myLesley (Uploading Syllabi to Courses; Organizing Course Content; Setting up discussions; Grade Center; Assignment Submission; Customizing course menus)
- Wiki Setup
- Blogging Basics
- Microsoft Office (Word, PowerPoint and Excel)
- Digital Camera workshop follow-up (12:30-2:00)

Schedule of Events / Descriptions

Lunch University Hall 3rd Floor Cafe
12:00pm - 1:00pm

Luncheon Program University Hall Amphitheater
1:00pm - 1:30pm

Faculty Professional Development Report and Spring Offerings
Sharlene Cochrane, Karen Muncaster

Concurrent Session II 1:30pm - 3:00pm

Mooter, Grokker, The Wayback Machine and More: Easy-to-Use Resources for Planning Hybrid and Online Constructivist Class Activities

with *Maureen Brown Yoder, School of Education*
Univ 3-098

When teaching hybrid and online courses, faculty need to incorporate online activities that were previously presented face-to-face. Millions of free, easy-to-use electronic tools and resources are available and there are treasures for any subject matter. You will learn about Google's advanced features, how Mooter and Grokker work, and how to do the "Cha-Cha" (and I don't mean the dance!). Participants will leave with a website of resources and examples of how they can be used thoughtfully and creatively in hybrid and online classes. If you are reading this description, you have the skills to use these valuable resources.

WWWWW (World Wide Web Wiki Weebly Wonders): Some Examples of Student Uses in Group Research

with *David Morimoto and Michael Schindlinger, Lesley College*
Univ 3-097

Whether you are new to using online tools in your courses, or a veteran, please join David Morimoto and Michael Schindlinger as they show and discuss examples of a couple of different web tools for collaborative student projects. David will share specific examples from his course where students have used both wikis and a site called Weebly to publish their work. Please bring your ideas and questions about using online tools to promote student collaborative research.

Promoting Media Literacy Through the Use of Database Research

with *Donna Halper, Lesley College*
Univ 3-100

Because most students have an expectation that everything is online and they can just "Google" it, educators are faced with a new challenge: teaching how to critically evaluate the information students are finding. Not all information is created equal, and some of it, even from supposedly reputable sources, can be erroneous. Donna Halper, author of four books about media and communication, shares some tips about what database research can and cannot do, and discusses how to use both scholarly and mass-appeal databases to gain a greater understanding of changing attitudes in American life over the past century.

Using Audience Response Systems for Formative Assessment in College Classrooms

with *Linda Mensing Triplett, School of Education*
Univ 3-087

Throughout the country, public K-12 schools and colleges are regularly using hand-held remote computer input devices, known as audience response systems or "clickers", to gather immediate information and input from students. For the past eight years, TIE has been using these systems for formative classroom assessment in several courses. Linda Triplett has been conducting a research study focused on the questions of the relevance and effectiveness of such systems at the college level. During this presentation, Linda will demonstrate one of these systems with participants and share the results of her study. Practical suggestions for use of the system will be discussed.

Where to Begin? Ideas for Web-Enhanced Courses

with *Mike Pabian, School of Education and Rob Wauhkonen, Lesley College*
Univ 3-089

Please join Mike Pabian and Rob Wauhkonen as they share their initial experiences in bringing online tools, such as myLesley, into their face-to-face courses. Rob will also share examples of his use of Microsoft Word's track changes to provide comments and feedback to students. This session intends to demonstrate easy ways to get started on enhancing your regular courses while also providing ample time for informal, constructive conversation with peers on creating web-enhanced courses.

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Personal Digital Stories with *sam smiley, Graduate School of Arts and Social Sciences*

Creative Arts and Learning faculty, sam smiley, will be presenting stories of technology from teachers all over the country. These short presentations were created in the Arts and Technology class, where teachers were asked to interview an elder about a technology that was new and cutting edge in that elder's time. Stories are about 2-3 minutes long and will be playing in an ongoing loop.

Schedule of Events / Descriptions

ARTstor Digital Library: Teaching with Images with

Deb Verhoff and Chris Ford, Art Institute of Boston

ARTstor is a digital library of approximately nearly one million images in the areas of art, architecture, the humanities and social sciences. It also contains a set of tools to view, present and manage images for research and pedagogical purposes. During our poster presentation, we will demonstrate the breadth of this collection, including tools and support available for presenting digital images in the classroom, and a faculty member's use of ARTstor to share images with students for exam review.

Elements of Successful Online Discussions

with Jo-Anne Hart, School of Education

This presentation will demonstrate a highly successful online discussion assignment in a fully online course. In a four week span, a student-moderated discussion is assigned with instructions and guidelines provided. Student teams moderated the discussion and, each week, students posted about 100 comments. This poster session will demonstrate the specific elements of the successful online discussion structure.

The Ying and Yang of Access and Universal Design

with Bart Pisha and Sue Cusack, School of Education

Within the construct of universal design, accessibility guidelines, culture, and common sense, we will offer a hands-on, multi-modal opportunity to experience and learn about different strategies that promote equity and access to learning. We will be disseminating print and digital resources and offer as many personal insights as you can carry away.

Type in Motion with *Geoffry Fried, Art Institute of Boston*

A presentation of 10 short animations produced by Typography students as they learn about letterforms, typefaces, type use and type history. Students use Flash to produce these pieces - a new software for most of them - but let conceptual issues drive their projects, rather than technical ones. As a result, students are motivated to acquire the software skills on their own, with just a minimal software introduction, plus short in-class demonstrations and assistance.

Foundation Digital Electives

with Susan LeVan and Russ Gossett, Art Institute of Boston

Incoming students at AIB are almost universally digitally literate, but most have not yet explored the wide range of digital art making tools available to them. Freshman Foundation students are now required to select one of three digital electives in their second semester: Digital Collage, Digital Notebook, or Digital Narrative. Each course focuses on making imagery that is conceptually and formally driven, as well as being created with computer software. We will show samples of student work produced in these courses, demonstrate a few of the techniques taught, and encourage attendees to try a little digital art making for themselves.

Processing: Dynamic Diagrams

with Nathan Felde and Colin Owens, Art Institute of Boston

In a recent Design Systems class, students were introduced to the Processing programming language: A basic coding system used for working with lines, shapes and visual relationships. They used this software to produce dynamic information diagrams, using visual information to demonstrate a complex system or process.

LULU Comes to the Faculty

with Ludcke Library

The Library's popular LULU brings services and resources "just-in-time" for the beginning of the semester - e-reserves, new books, videos, teaching resources, and the chance for new faculty to open a library account and meet library staff.