



**OCTOBER 6-8, 2017 • BALTIMORE, MD**

## **ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)**

### **Engaging in a Collaborative Model to Bring iPads into the Classroom**

Lisa Coolidge Manley and Kathy Gavin, Goodwin College  
**Grand Ballroom 3-4, 3rd Floor**

Learn to implement the effective use of iPads to increase student engagement; that setting the stage for success requires a system of support and ongoing professional development for faculty in both pedagogy and technology use; and how we developed the Center for Teaching Excellence, which has provided a system for on-going faculty development.

Learning goals:

- Discuss the process of setting up a cart of iPads for classroom use
- Explore the use of iPads to encourage meaningful engagement with content, peers, and instructors
- Implement a plan for the effective use of iPads to enhance teaching practices
- Identify the challenges for using iPads in the classroom

## **ACTIVE LEARNING PEDAGOGIES (EXPERIENCE BASED)**

### **An Online Role Play for Cultural Competency Development**

Beth Townsend, Indiana University School of Nursing  
**Grand Ballroom 7-8, 3rd Floor**

Today's patient population is becoming increasingly diverse, heightening the risk of cultural miscommunication, and hampering caregiver awareness of culturally relevant health and illness beliefs. We will describe the design, enactment, and assessment of an online role play designed to facilitate the cultural competency of baccalaureate nursing students.

Learning goals:

- Describe the benefits and challenges of designing and implementing an online role play
- Discuss the pedagogical frameworks used as the foundation of the role play
- Develop a role play rubric
- Create an online role play plan for learners in any discipline

## **COURSE DESIGN (EXPERIENCE BASED)**

### **Let's Solve the Right Damn Problem: Intentional Teaching with Technology**

Flower Darby and Wally Nolan, Northern Arizona University  
**Grand Ballroom 9-10, 3rd Floor**

We've all experienced failed learning activities: painful class sessions, online disasters, and group projects gone wrong. Often, we focus on surface-level issues, but how can we identify and address the real problem? To answer this question, we explore the intersection between teaching, technology, and intentional design. In this session, you acquire practical strategies to plan well-aligned in-person, blended, and online classes that effectively use technology to enhance teaching and learning.

Learning goals:

- Explore backward design
- Identify causes of teaching problems
- Align technologies with learning objectives
- Implement solutions to common teaching and learning problems

## **COURSE DESIGN (EVIDENCE BASED)**

### **Putting the BLEND in Blended Learning**

Oliver Dreon, Millersville University; Ike Shibley, Penn State Berks; Tim Wilson, University of Western Ontario  
**Harborside Ballroom C, 4th Floor**

By leveraging online and face-to-face learning environments, blended learning is often considered as the ideal middle ground for innovative teaching practices. But, what makes blended learning successful? In this session, we'll outline the foundations of blended learning and the critical ingredients for effective blended learning. We'll also outline important considerations for the three stages of a blended learning cycle.

## **STUDENT ASSESSMENT (EXPERIENCE BASED)**

### **LMS Private Forums for Assessing Student Performance and Fostering Autonomy**

Michelle Kunkel and Sherrie Smith, American University of Kuwait  
**Harborside Ballroom D, 4th Floor**

We highlight how to use private LMS forums to formatively assess student achievement and promote autonomous learning. Frequent formative assessment strategies will include using private forums for bell work, journaling, and self-assessment surveys. Additionally, we explain how dynamic study portfolios including glossaries of classwork and collaboratively built answer keys for review and test preparation can increase student autonomy.

Learning goals:

- Set up and manage forums
- Design forum-friendly assignments
- Provide frequent, tailored feedback to students
- Use forums to reinforce learning outcomes

## **FACULTY DEVELOPMENT (EVIDENCE BASED)**

### **Copyright for Teaching with Technology**

Thomas Tobin, Tobin Consulting  
**Harborside Ballroom E, 4th Floor**

Faculty, designers, and admins often have little guidance for using copyrighted materials for teaching. In this interactive session, learn use-them-tomorrow lessons to keep US and Canadian educators on the "good side" of copyright law.

Learning goals:

- Define and apply principles of fair use/fair dealing
- Provide alternative means of access to copyrighted content
- Determine when copyright does and does not apply for teaching-with-technology scenarios
- Design tech-based interactions that respect copyright, licenses, and permission agreements

## **FACULTY DEVELOPMENT (EXPERIENCE BASED)**

### **Course Design as Recursive Process: Writing Pedagogy and Developing Online Courses**

Nancy Remler and Stephen Hufsmith, Armstrong State University  
**Dover A-C, 3rd Floor**

At Armstrong State University, our instructional designers have encountered various faculty responses to our assistance, ranging from "just build the course for me" to "I'll let you know when I'm finished," neither of which fosters collaboration.