

Final Report: Professional Development Grant
October 2014
The Teaching Professor Technology Conference
Lynn C. Walsh Ed.D.

B. Restatement of Professional Enhancement Opportunity:

Upon receipt of a Professional Development Grant I was able to attend The Teaching Professor Technology conference, a three-day faculty development conference in October 10-12 2014 in Denver, Colorado.

C. Brief Review of Professional Enhancement Opportunity:

I was able to attend several engaging sections which equipped me with additional skills and strategies to augment my strength as a teacher and mentor. I attended the following sessions which were either 45 or 75 minutes

- Embracing Social Networks for Teaching and Learning
- Making Sense of the Neuroscience behind Learning
- Three C's of Online Discussion: Community, Configuration, & Coaching
- 10 ways to Improve Blended Course Design
- Creating Online Learning Modules: Attending to Student Affect and Cognition
- Twenty Percent: It's Not Just for Google Anymore!
- Creating Teacher Immediacy in an Online Environment
- Do Repeated Online Quiz Attempts Affect Exam Grades?
- Flipping on the Cheap: Using Free (of Almost Free) Tools to Flip Your Class

I also had a proposal accepted to present in a 45 minute session on my continued utilization of flipped instruction and its effect on student achievement in my spring 2014 Adolescent Development Courses. This was presented on Saturday October 11, 2014 from 4:45 – 5:30 PM.

D. Summary of Findings:

I was able to get information to improve my own online courses and to share that information with other faculty in the College of Education,

The Session "Creating Online Learning Modules: Attending to Student Affect and Cognition" was particularly timely. I acquired some knowledge/skills that enabled me to put up Online Modules for the three weeks after knee replacement. Consequently my students were able to proceed through course materials with little interruption in their quality of learning.

My presentation on the utilization of flipped instruction in my Adolescent Development courses and its effect on student achievement generated a significant amount of interest. I came away with as many ideas as I was able to share with the conference participants who attended. Many contacted me after the conference for addition information.

E. Conclusions and Recommendations:

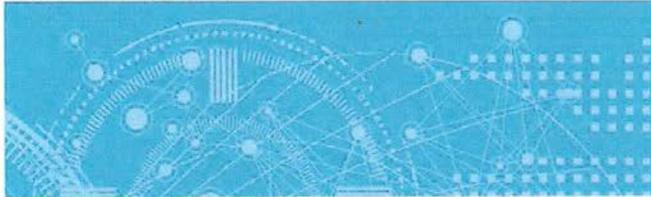
Because of the interest in the use of technology in online and traditional college courses and how flipped instruction affects student interest, this presentation which pursued the effects of the flipped classroom teaching strategy on student learning outcomes is both timely and relevant. Dr. Ibrahim and I are anticipating the publication of a book which outlines several studies that have been pursued by professors in the College of Education on flipped instruction.

Documentation:

I have attached an abbreviated conference program and a copy of the PowerPoint from the presentation.



TECHNOLOGY
CONFERENCE



2014

PROGRAM

October 10-12, 2014
Sheraton Denver Downtown Hotel
Denver, CO



Friday, October 10

7:00 a.m. - 8:00 a.m.

Registration open - Morning
Preconference Workshops Only
Room: Plaza Registration Desk (Plaza
Bldg., Concourse Level)

8:30 a.m. - 8:00 p.m.

Registration Open - All Participants
Room: Plaza Registration Desk (Plaza
Bldg., Concourse Level)

8:00 a.m. - 12:00 p.m.

Preconference Workshop:
Preregistration and Fee Required
Online Course Development 101
Room: Governor's Square 14 (Plaza
Bldg., Concourse level)

8:00 a.m. - 12:00 p.m.

Preconference Workshop:
Preregistration and Fee Required
10 Ways to Engage Students in the
Online Classroom
Room: Governor's Square 15 (Plaza
Bldg., Concourse level)

10:00 a.m. - 8:00 p.m.

Exhibitor Displays Open
Room: Plaza Exhibit Hall (Plaza Bldg.,
Concourse Level)

1:00 p.m. - 4:30 p.m.

Preconference Workshop:
Preregistration and Fee Required
Robust and Effective Technology-
Facilitated Course Design
Room: Governor's Square 14 (Plaza
Bldg., Concourse level)

1:00 p.m. - 4:30 p.m.

Preconference Workshop:
Preregistration and Fee Required
How to Apply Recent Copyright Court
Decisions to Your Online Course
Room: Governor's Square 15 (Plaza
Bldg., Concourse level)

5:00 p.m. - 5:15 p.m.

Conference Welcome
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

5:15 p.m. - 6:30 p.m.

Opening Plenary Session
Embracing Social Networks for
Teaching and Learning
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

6:30 p.m. - 8:00 p.m.

Reception, Poster Sessions, and
Exhibitor Mingle
Room: Plaza Exhibit Hall (Plaza Bldg.,
Concourse Level)

8:00 p.m.

Dinner on Your Own

Saturday, October 11

7:30 a.m. - 5:00 p.m.

Registration Open
Room: Plaza Registration Desk (Plaza
Bldg., Concourse Level)

8:00 a.m. - 5:00 p.m.

Exhibitor Displays Open
Room: Plaza Exhibit Hall (Plaza Bldg.,
Concourse Level)

7:30 a.m. - 8:30 a.m.

Continental Breakfast
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

8:30 a.m. - 9:30 a.m.

Breakfast Plenary Session
Making Sense of the Neuroscience
behind Learning
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

9:30 a.m. - 9:45 a.m. - Break

9:45 a.m. - 11:00 a.m.

9 Concurrent Workshops

11:00 a.m. - 11:15 a.m.

Break

11:15 a.m. - 12:30 p.m.

9 Concurrent Workshops

12:30 p.m. - 1:30 p.m.

Lunch
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

1:30 p.m. - 1:45 p.m. - Break

1:45 p.m. - 2:30 p.m.

8 Concurrent Workshops

2:30 p.m. - 2:45 p.m. - Break

2:45 p.m. - 3:30 p.m.

9 Concurrent Workshops

3:30 p.m. - 3:45 p.m. - Break

3:45 p.m. - 4:30 p.m.

8 Concurrent Workshops

4:30 p.m. - 4:45 p.m. - Break

4:45 p.m. - 5:30 p.m.

9 Concurrent Workshops

5:30 p.m. - Dinner on Your Own

Sunday, October 12

7:30 a.m. - 12:00 p.m.

Registration Open
Room: Plaza Registration Desk (Plaza
Bldg., Concourse Level)

7:30 a.m. - 8:30 a.m.

Continental Breakfast
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

8:30 a.m. - 9:30 a.m.

Strategy Swap
Interactive roundtable discussion

9:30 a.m. - 9:45 a.m. - Break

9:45 a.m. - 11:00 a.m.

9 Concurrent Workshops

11:00 a.m. - 11:15 a.m. - Break

11:15 a.m. - 12:00 p.m.

8 Concurrent Workshops

12:00 p.m. - 1:00 p.m.

Lunch and Informal Discussions
Room: Plaza Ballroom BCEF (Plaza
Bldg., Concourse Level)

1:00 p.m. - Conference Adjourns

Continued — Saturday, October 11

4:30 p.m. – 4:45 p.m.

Break

45-Minute Sessions

4:45 p.m. – 5:30 p.m.

Going the Distance to Promote Excellence in Online Teaching

Deborah Leialoha, Shelly Leialoha, and Sherry Leialoha-Waipu, Graceland University

Room: **Plaza Ballroom A (Plaza Bldg., Concourse level)**

This session will address effective elements of online faculty support through presentation of a model mentoring and supervision program identified as UPLoAD (Understanding, Practice, Language, Opportunities, Assessment, Distance Support). We will discuss recommended strategies to retain quality faculty through ongoing professional development activities that address building effective teacher-student relationships, best practice facilitation skills, and operational support. Attendees will review how observation checklists based on best practices, rubrics, and course evaluations can inform both formative and summative evaluations.

Learning Goals:

- Evaluate your institution's faculty support system.
- Analyze which aspects of your own support system need remediation.
- Apply key aspects of the UPLoAD model (Understandings, Practice, Language, Opportunities, Assessment, Distance Support) to your own context.

Ready Set Action: Digital Stories in the Classroom

Matt Lewis, Mustafa Sakarya, and Sabrina Timperman, Mercy College

Room: **Plaza Ballroom D (Plaza Bldg., Concourse level)**

This session will model how a digital story project can be implemented in a classroom setting. You will learn how to organize and structure your assignment, step through the process from assignment creation to implementation, and finishing with production. You will walk away from this session with a checklist of exactly what you need to do to make a digital stories assignment and a plethora of resources to help make it happen.

Learning Goals:

- Brainstorm and draft a sample digital story assignment.
- Summarize the steps involved in incorporating a digital story assignment into a class.
- Describe how to guide students through script writing and production.

Effects of Flipped Classrooms Teaching Strategy on Student Learning Outcomes

Lynn Walsh and Mohamed Ibrahim, Arkansas Tech University
Room: **Governor's Square 12 (Plaza Bldg., Concourse level)**

Despite the steady increase in the number of teachers flipping their classrooms, the relative newness of the approach means there is little research to support its effectiveness in improving learning outcomes. This session will detail a study conducted across two sections of an adolescent development course. We taught one section using a standard lecture format, followed by activities. We taught the other utilizing the flipped classroom model. Come hear the results and discuss best practices of flipping.

Learning Goals:

- Understand how flipped instruction differs from standard instruction.
- Identify and select activities to enhance flipped instruction and student learning outcomes.
- Analyze the effect of flipped teaching strategies on learning outcomes.

Utilizing Mobile Technologies to Empower Students in Collaborative Learning Situations

Joseph Cates, Virginia Commonwealth University

Room: **Governor's Square 14 (Plaza Bldg., Concourse level)**

We will demonstrate simple methods of utilizing smart-phone apps to capture all parts of the collaborative process. The goal is to create a lesson plan that provides opportunities for students to uphold the highest scholarly standards while being held accountable for their roles in the learning group. This essentially allows the students to engage face to face in a more meaningful and self-governed way. The possibilities for meta-cognitive reflection in the development and presentation of the collaborative learning sessions will be discussed with participant input and questions.

Learning Goals:

- Describe how to build a collaborative learning lesson plan (with a group presentation as the final product) that will demonstrate a high level of student engagement, creativity, and accountability to group members.
- Outline the possibilities of employing simple technologies that are widely available to students to make asynchronous learning successful.
- Apply mobile technologies to your own teaching and meta-lesson plan.

Preconference Presenters

We would like to thank the following individuals for their expertise and outstanding contributions to *The Teaching Professor Technology Conference*.

See page number in parenthesis for their session description.

Shayle Adrian, Seton Hall University, (p. 7)
Renee Cicchino, Seton Hall University, (p. 7)
Stephanie Delaney, Seattle Central Community College, (p. 7)
Oliver Dreon, Millersville University of Pennsylvania, (p. 7)
Tyler Griffin, Brigham Young University, (p. 7)
Linda K. Enghagen, University of Massachusetts at Amherst, (p. 8)

Plenary Presenters

See page number in parentheses for their session description.

Alec Couros, University of Regina, Canada, (p. 8)
Timothy D. Wilson, associate professor, University of Western Ontario, Canada, (p. 9)

Invited Presenters

Our conference program lineup is a combination of invited and selected presenters. Each year, we invite outstanding presenters from the previous conference so that more conference attendees can learn from them. We also invite experts, including those who have written books, had experiences with special programs, or possess recognized knowledge about a particular instructional area. We would like to thank the following invited presenters for their expertise and outstanding contributions to *The Teaching Professor Technology Conference*.

See page number in parentheses for their session description.

J. Ricky Cox, Murray State University, (p. 16, 22)
Oliver Dreon, Millersville University of Pennsylvania, (p. 14)
Kim Hardy, University of Central Florida, (p. 19)
Ike Shibley, Penn State Berks, (p. 12)
Greg Szczyrbak, Millersville University of Pennsylvania, (p. 14)
Dave Yearwood, University of North Dakota, (p. 12)

Selected Presenters

Our Call for Proposals generates a significant number of session proposals. The conference advisory board members conduct a blind review process to select the best presentations. We would like to thank the following selected presenters for their outstanding contributions to *The Teaching Professor Technology Conference*.

See page number in parentheses for their session description.

Staylor Anamuah-Mensah, Virginia Commonwealth University, (p. 15)
Joan Anderssen, Arapahoe Community College, (p. 17)
Wendy Barron, Lehigh Carbon Community College, (p. 13)
Jan Benedict, Henderson Community College, (p. 24)
Rebecca Birch, Dominican University of California, (p. 16)
Karen Birkenfield, Samford University, (p. 13)
Denise Bisailon, University of New England, (p. 15)
Clayton Brown, Utah State University, (p. 19)
Michael Buck, Ithaca College, (p. 10)
Jennifer Bussen, St. Charles Community College, (p. 11)
Penney Carden, Trevecca Nazarene University, (p. 12, 23)
Joseph Cates, Virginia Commonwealth University, (p. 20)
Haejung Chung, Tufts University, (p. 17)
Brian Claesson-Patten, North Central Michigan College, (p. 11)
Arturo Cole-Escutia, Jacksonville University, (p. 18)
Ruth Cox, Trevecca Nazarene University, (p. 12, 23)
Joan Crouse, Hilbert College, (p. 26)
Susan Deane, SUNY—Delhi, (p. 15)
Dedra Demaree, Georgetown University, (p. 16, 22)
Darlene Diaz, Santiago Canyon College, (p. 14)
Kirsty Digger, SUNY—Delhi, (p. 15)
Jenna Dulak, Hilbert College, (p. 26)
Karen Dunlap, Texas Woman's University, (p. 12)
Lynn Eaton, University of Mary Hardin-Baylor, (p. 18)
Alejandrina Estrada, John F. Kennedy University, (p. 23)
Kirk Fischer, University of Mary Hardin-Baylor, (p. 18)
Katrina Florea, Madisonville Community College, (p. 24)
Dawn Ford, University of Tennessee at Chattanooga, (p. 21)
Scott Gabriel, Viterbo University, (p. 25)
Karen Gardiner, University of Alabama, (p. 10)
Brian Gloor, Spartanburg Methodist College, (p. 26)
Sharony Green, University of Alabama, (p. 10)
Letitia Harding, University of the Incarnate Word, (p. 25)
Lisa Hibbard, Spelman College, (p. 21, 25)
Amy Hoagland, Samford University, (p. 13)
Rebecca Hoss, College of Saint Mary, (p. 10)
Jolene Hubbs, University of Alabama, (p. 10)
Cathy Hunt, Henderson Community College, (p. 24)
Mohamed Ibrahim, Arkansas Tech University, (p. 20)
Dana Joyner, Trace Crossings Elementary, (p. 13)

- Joyce Kincannon, Virginia Commonwealth University, (p. 21)
Rebecca Knapp, Saddleback College, (p. 11, 23)
Amy Koehler, St. Charles Community College, (p. 11)
Lori Kogan, Colorado State University, (p. 18)
Katherine Krcmarik, Mott Community College, (p. 11)
Kyle Kuhn, Georgetown University, (p. 22)
Eric Kyle, College of Saint Mary, (p. 10)
Deborah Leialoha, Graceland University, (p. 20)
Shelly Leialoha, Graceland University, (p. 20)
Sherry Leialoha-Waipu, Graceland University, (p. 20)
Matt Lewis, Mercy College, (p. 20)
Jim Luke, Lansing Community College, (p. 24)
Eszter Major-Rohrer, ED MAP, Inc., (p. 17)
Andrea McCourt, Texas Tech University, (p. 9)
Debbi McCuin, Mount Marty College, (p. 17)
Samuel McGuire, University of Colorado, Denver, (p. 19)
Adeline Meira, Baylor University, (p. 26)
Jeffrey Melton, University of Alabama, (p. 10)
Vicky Morgan, College of Saint Mary, (p. 10)
Letha Mosley, University of Central Arkansas, (p. 9)
Ivan Most, University of New England, (p. 15)
Bonnie Ordonez, Seton Hill University, (p. 13)
Lolita Paff, Penn State Berks, (p. 10, 24)
Susan Pennestri, Georgetown University, (p. 22)
MJ Petersen, College of Saint Mary, (p. 10)
Daisy Pignetti, University of Wisconsin-Stout, (p. 18)
Daniel Quigley, New York Institute of Technology, (p. 12)
Mahesh (Michael) Raisinghani, Texas Woman's University, (p. 14)
Jean Ramirez, Lansing Community College, (p. 24)
Lucas Regner, Georgetown University, (p. 22)
Kathleen Reiter, Southeast Community College, (p. 21)
Keith Restine, Texas Woman's University, (p. 12)
Janet Russel, Georgetown University, (p. 22)
Mustafa Sakarya, Mercy College, (p. 20)
Jill Sand, Southeast Community College, (p. 21)
Nancy Sayre, Metropolitan State University of Denver, (p. 16)
Jason Schlesiger, College of Saint Mary, (p. 10)
Nick Shudak, Mount Marty College, (p. 17)
Harriette L. Spiegel, University of Tennessee at Martin, (p. 19)
Tammy Stephenson, University of Kentucky, (p. 14, 26)
Will Stern, University of Tennessee at Chattanooga, (p. 21)
Sherry Stewart, Colorado State University, (p. 18)
Gretel Stock-Kupperman, Viterbo University, (p. 25)
Amanda Stone, Trace Crossings Elementary/UAB, (p. 13)
Wendy Stubbs, South Dakota State University, (p. 10)
Tara Tansil-Gentry, University of Tennessee at Martin, (p. 19)
Sabrina Timperman, Mercy College, (p. 20)
Kisha Tracy, Fitchburg State University, (p. 24)
Elizabeth Truesdell, Dominican University of California, (p. 16)
Virginia Tufano, College of Saint Mary, (p. 10, 11)
Steven Varela, University of Texas at El Paso, (p. 26)
Yianna Vovides, Georgetown University, (p. 22)
Joseph Wakeman, Hocking College, (p. 17)
Lynn Walsh, Arkansas Tech University, (p. 20)
Jennifer Welch, Madisonville Community College, (p. 24)
Chandra West-Fort, North American University, (p. 14, 27)
Erin Wood, Catawba College, (p. 15)
Jillian Yarbrough, Texas Tech University, (p. 9)
Michelle Yeung, Loyola Marymount University, (p. 17)
Kathleen Zajic, College of Saint Mary, (p. 11)
Kevin Zeiler, Metropolitan State University of Denver, (p. 16)

Poster Session Presenters

The conference advisory board also selects the poster sessions. We would like to thank the following poster session presenters for their outstanding contributions to *The Teaching Professor Technology Conference*.

Please see page 6 for poster session information.

- Ronald Anderson, Texas A&M International University
Julie Bauch, Metropolitan State University
Karen Birkenfeld, Samford University
Kacie Cleary, Boston University
Benjamin Cline, Western New Mexico University
Ann Diker, Metropolitan State University of Denver
Donielle Dominguez, Swedish Medical Center
Karen Dunlap, Texas Woman's University
Rebecca Evers, Winthrop University
Chad Freed, Widener University
Tammy Gravel, MCPHS University
Oliver Grundmann, University of Florida
Lisa Harris, Winthrop University
Lauren Hess, Boston University
Sally Hipp, Grand Valley State University
Amy Hoaglund, Samford University
Catherine Kelly, DeVry University
Kimberly Kenward, Grand Valley State University
Sarah Kesler, Metropolitan State University
Lindsay Kindler, Kaiser Permanente Center for Health Research
Mark Ludorf, Stephen F. Austin State University
Lorrie MacDonald, MCPHS University
Hope Nordstrom, Lipscomb University
Ashly Spencer, Wesleyan University
Teresa Starrett, Texas Woman's University
Susan Stillwell, University of Portland
Amanda Stone, Trace Crossings Elementary School
Jill Whalen, Canisius College
Bonnie White, MCPHS University
Stefanie Zahourek, University of Nebraska at Lincoln