

# CIT 2006 WORKSHOPS – TUESDAY, MAY 30, 2006

**9:00 AM – 3:00 PM**

## **Developing Agile Learning Objects**

Instructor: Ruben R. Puentedura, Ph.D.  
Founder and President  
Hippasus

Rating: Introductory  
Room: TBA  
Cost: \$100  
Platform PC

### Description:

While Learning Objects can transform education, faculty are frequently overwhelmed by the actual task of creating them. Agile Programming, a family of tools and practices designed to produce software swiftly, flexibly, and sustainably, can remedy this problem. We will explore the concepts from Agile Programming relevant to the Learning Object development cycle, focusing on the tools to be used and their real-world application, and demonstrating the actual development of a new object of two.

Key topics to be covered:

### **Theory**

- Learning Objects: Key definitions; Pedagogical Rationale; Best practices; Avoiding potential pitfalls
- Agile Development Processes: Background and definitions; Agile development processes in software development; Adapting Agile methodologies for classroom scenarios
- Design Patterns: Back to the Roots: Alexander's Pattern Language; Design patterns at the intersection of software development and education.

### **Practice**

- Methodology Bringing the components together
- Defining uses in specific classroom situations
- Defining and implementing appropriate workflows
- Evaluating the results

### **Toolkit**

- The essentials: tools that define the practice
- Key supplements: additional tools for specific scenarios
- Integration: making the tools work together.

**Processes:** Creating, refining, building, and evaluating the Learning Object

### About the Instructor:

Dr. Ruben R. Puentedura is the Founder and President of Hippasus, an educational consulting firm focusing on transformative applications of information technologies to education.

The basis for Hippasus is to be found in Dr. Puentedura's eighteen years of work in educational research and reform. While a teaching fellow at Harvard University, he co-developed new courses in the introductory sciences, aimed at increasing the breadth and depth of science understanding for majors and non-majors alike. This work resulted in a Phi Beta Kappa teaching award, as well as his being named a Harvard Technology Fellow. Over the next twelve years, as a faculty member at Bennington College, and as the Director of the College's New Media Center, Dr. Puentedura designed and implemented new models for teaching that made exemplary use of new media and networking technologies.

In addition to his work in pedagogy, Dr. Puentedura maintains a number of active research projects. These cover a broad range, from complex systems theory, through the creation of new tools and approaches for visualization in the sciences and the arts, to social network theory and interface design for social software spaces. His applications of technology extend beyond the sphere of education and the sciences, and include significant work in the integration of technology and art. He has worked with Cathy Weis and various collaborating artists since 1996 on developing the Live Internet Performance Structure (LIPS) project, which has resulted in performances uniting locations as disparate as the city of Skopje in Macedonia and New York City. His most recent work with Ms. Weis has focused on the creation of "digital marionettes" that can be animated by performers as full partners in live performance.

*Brought to you by The SUNY Training Center, Academic Programs*

**9:00 AM – 12:00 PM**

**Be All You Can Be - Teach!**

Instructor: Tara Gray, *Director of the Teaching Academy*  
*New Mexico State University*  
Rating: Introductory  
Room: TBA  
Cost: \$75.00

Description:

Every teacher should take specific, concrete steps to flourish in the classroom; however, these steps are not the same for everyone. In this workshop, Tara Gray presents her own twelve steps based on twenty years of full-time teaching. Her steps include:

Content

- Step 1 Answer the key questions of course design.
- Step 2 Teach to one sentence every day.
- Step 3 Limit lectures to 15 minutes.
- Step 4 Let your readings share the lectern.

Students

- Step 5 Hold students accountable daily.
- Step 6 Push your students—but not overboard.
- Step 7 Learn to love them.
- Step 8 Take responsibility for your class.

You: Sharpen Your Saw

- Step 9 Use the first few minutes after class each day to write down the changes you will make the next time you teach the day's material.
- Step 10 Use mid-term evaluations to start a dialog with your class.
- Step 11 Get yourself to "class."
- Step 12 Write your own steps for teaching success.

As you hear Tara's presentation, decide what specific, concrete steps you should take in the classroom to be all that you can be. Draft the steps you personally want to take, share them with others and hear the steps they have written. Finally, go forth and flourish: Be All You Can Be—Teach!

About the Instructor:

TARA GRAY serves as associate professor of criminal justice and as the first director of the Teaching Academy at New Mexico State University (NMSU). The Teaching Academy provides NMSU educators with training, mentoring, and networking.

Tara was educated at the United States Naval Academy, Southwestern College in Kansas and Oklahoma State, where she earned her Ph.D. in economics by asking, “Do prisons pay?” She taught economics at Denison University before joining the Department of Criminal Justice at NMSU. She has published three books, including her most recent, *Publish and Flourish: Become a Prolific Scholar*. She has been honored at NMSU and nationally with six awards for teaching or service.

Tara has presented faculty development workshops to 2,000 participants in more than twenty of the United States, and in Canada, Mexico, and Thailand. Workshop participants report that she is “spirited, entertaining, and informative—she’s anything but gray!”

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**Universal Design of Instruction, Part A: Creating course content with familiar Office tools**

Instructors: Norm Coombs, CEO  
Equal Access to Software & Information (EASI)

Sharon Trerise,  
Coordinator of Accessible IT  
North East ADA & IT Center  
Cornell University

Rating: Introductory  
Room: Fenton 2162  
Cost: \$35.00  
Platform: PC

Description:

This workshop is for instructors, instructional design staff and anyone else creating course content who has limited technical know-how and who want to make their course materials universally accessible to all students, including students with disabilities. You do not have to learn specialized software or become a technology guru to create accessible course content. This hands-on session will concentrate on creating course content with familiar tools like Microsoft Word, Excel and PowerPoint. Participants will also learn how to use a low-cost software add-in tool developed at University of Illinois,

the Office Accessibility Wizard, to simplify the process of creating accessible course content. Participants will discover that, in the process of designing universally accessible content, their material will be clearer and better for everyone.

About the Instructors:

NORMAN COOMBS, Ph.D. is professor emeritus from the Rochester Institute of Technology where, in the mid 1980s, he played the key role in initiating their distance learning program moving online. In the past 2 decades, he estimates that he has taught some 5,000 students in at least 40 countries teaching online for RIT, New York School for Social Research, San Diego State University, the University of Washington and for EASI (Equal Access to Software and Information). Coombs has received several awards for this work including the 1990 New York State CASE Teacher of the Year Award. Coombs has lectured on distance learning across the US as well as in Canada, England, Ireland, Austria, Switzerland, Hungary and Turkey. Besides his interest in the unique potentials for developing new learning paradigms, he has had a special concern in making online fully accessible for students with disabilities. He says that "Distance learning provides the potential to create the most level learning space in history for users with disabilities."

SHARON TRERISE is the Coordinator of Accessible Information Technology at the Northeast ADA & IT Center which is a grant funded project within the Employment and Disability Institute at Cornell University. In this role, she provides information, training and technical assistance to educational entities regarding best practices and techniques for ensuring that information technology used in education is accessible to people with disabilities. After earning her bachelor and masters degrees from Cornell University, Sharon worked in the technology field for 20 years, providing a range of services from technical support and training to software development and network administration. She has also completed additional course work in assistive technology and universal design. Sharon's varied work experiences include K12 and higher education institutions as well as Fortune 500 companies and non-profit organizations.

*Brought to you by The Northeast ADA & IT Center, Cornell University*

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**Basic Concepts and Teaching Tools in Macromedia Flash**

Instructor: Russell Kahn,  
Director, Master of Science in Information Design and Technology  
SUNY Institute of Technology at Utica/Rome

Rating: Introductory  
Room: Fenton 2164  
Cost: \$35  
Platform: PC

Description:

Attendees will learn the fundamentals of Macromedia Flash, a Vector-based animation program. Students will learn the basics of animation, use of drawing and text tools, use of layers creation of links to URLs a simple ActionScript, use of frames and keyframes, creation of a motion tween and implementation of button rollovers. In addition, the presenter will discuss basic methods for using this tool for class projects, in lectures, as a tool in online classes, and as a drawing tool. Workshop participants will also learn how to use basic learning modules that are built into Flash for creating review exercises, and how to publish finished products as Web pages.

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**NOON**

**A Box Lunch will be provided for those who are attending a Morning and an Afternoon workshop**

**1:00 PM – 4:00 PM**

**Publish & Flourish**

Instructor: Tara Gray, *Director of the Teaching Academy*  
*New Mexico State University*  
Rating: Introductory  
Room: TBA  
Cost: \$75.00

Description:

In this workshop, participants bring a rough draft of their own writing and learn a technique for getting meaningful feedback from others. Every scholar can become more prolific and these steps will show you how.

Manage Time

- Differentiate between the urgent and the important.
- Write 15-30 minutes daily.
- Keep records of writing daily; share your records weekly.

Write

- Write from the first day of your research project.
- Post your thesis on the wall and write to it.

Revise

- Organize around key sentences.
- Use your key sentences as an after-the-fact outline.

Get Help

- Share early drafts with non-experts and later drafts with experts.
- Learn how to listen.
- Respond to each specific comment.

Polish Your Prose and Let Go

- Read your prose out loud.
- Kick it out the door, and make 'em say “no.”

About the Instructor:

TARA GRAY serves as associate professor of criminal justice and as the first director of the Teaching Academy at New Mexico State University (NMSU). The Teaching Academy provides NMSU educators with training, mentoring, and networking.

Tara was educated at the United States Naval Academy, Southwestern College in Kansas and Oklahoma State, where she earned her Ph.D. in economics by asking, “Do prisons pay?” She taught economics at Denison University before joining the Department of Criminal Justice at NMSU. She has published three books, including her most recent, *Publish and Flourish: Become a Prolific Scholar*. She has been honored at NMSU and nationally with six awards for teaching or service.

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**Photoshop Layers: Designing complex images with organization and flexibility**

Instructors: Monica Carter, Instructional Media Designer  
iMedia  
University at Buffalo

Donald Trainor, Instructional Media Designer/Consultant  
iMedia  
University at Buffalo

Rating: Intermediate  
Room: McEwen 103  
Platform: Mac  
Cost: \$35.00

Description:

The ability to use layers is one of the most powerful features of Photoshop, allowing users to organize their design work in a way that will increase the flexibility of making changes to an image. Layers enable **complex and flexible** allowing users to experiment with effects without compromising the original image. Learn to composite and

manipulate images using layers in Photoshop. Topics include Layer Basics, Layer Masks, Adjustment Layers, and Layer Styles.

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### **Universal Design of Instruction Part B: Creating Accessible Content w/ Dreamweaver and Adobe Acrobat**

Instructors: Norm Coombs, CEO  
Equal Access to Software & Information (EASI)

Sharon Trerise,  
Coordinator of Accessible IT  
North East ADA & IT Center  
Cornell University

Rating: Introductory  
Room: Fenton 2162  
Platform: PC  
Cost: \$35.00

#### Description:

This workshop is for instructors, web developers, instructional design staff and anyone else creating web content who want to make their materials universally accessible to all students, including students with disabilities. Both Adobe and Macromedia have made strides in improving the accessibility of online content created with their products, Adobe Acrobat and Macromedia Dreamweaver. This workshop will give you a hands-on opportunity to develop accessible web content using these software tools.

#### Adobe Acrobat:

This workshop offers an opportunity for lively discussion around such questions as:

1. Under what circumstances is PDF format appropriate and beneficial?
2. Does 'Accessible PDF' meet accessibility standards for online content?
3. Are there other alternatives to creating accessible PDF?

Learn the steps needed to create an accessible PDF file the hard way and the easy way. And learn about the challenges that still remain in this process.

#### Dreamweaver:

You will also learn about the features available in Dreamweaver that can make the process of creating accessible content much easier. Macromedia has taken care of the nitty-gritty coding needed to make data tables accessible. It also provides similar features for ensuring that images, forms and other content that you create with Dreamweaver generates accessible HTML code. In hands-on practice you will learn how to turn on these Dreamweaver accessibility features and employ them appropriately to generate universally accessible online course content.

About the Instructors:

NORMAN COOMBS, Ph.D. is professor emeritus from the Rochester Institute of Technology where, in the mid 1980s, he played the key role in initiating their distance learning program moving online. In the past 2 decades, he estimates that he has taught some 5,000 students in at least 40 countries teaching online for RIT, New York School for Social Research, San Diego State University, the University of Washington and for EASI (Equal Access to Software and Information). Coombs has received several awards for this work including the 1990 New York State CASE Teacher of the Year Award. Coombs has lectured on distance learning across the US as well as in Canada, England, Ireland, Austria, Switzerland, Hungary and Turkey. Besides his interest in the unique potentials for developing new learning paradigms, he has had a special concern in making online fully accessible for students with disabilities. He says that "Distance learning provides the potential to create the most level learning space in history for users with disabilities."

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**Integrating Video into Your On-line Course using Macromedia Flash**

Instructor: Greg Ketcham, Multimedia Instructional Designer  
SUNY Oswego

Rating: Intermediate  
Room: Fenton 2164  
Platform: PC  
Cost: \$35.00

Description:

Video can be used to enhance online courses to provide content that is best explained visually, to assist visual learners by providing an alternate method of instruction, and to enhance a primarily text-based medium. Yet course developers generally shy away from incorporating video for various reasons; one reason being the cost of acquiring and maintaining a streaming video server. Macromedia Flash has integrated capabilities for providing a high-quality, small file size video presentation. Flash is a self-contained delivery system, bypassing the need for an external streaming solution.

This workshop will focus on how to acquire video; how to import acquired video into Flash; and how to create a Flash movie that acts as a video player. Some previous knowledge of working with Flash is beneficial but not required; some knowledge of how to shoot, edit and digitize video is a prerequisite, although tips for maximizing success in these processes will be discussed.

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**Podcasting: Creating podcasts and exploring pedagogical uses**

Instructor: Dr. Beth Harris, Director of Distance Learning  
Fashion Institute of Technology

Dr. Steven Zucker, Associate Professor and Chairperson  
Department of Art History  
Fashion Institute of Technology

Rating: Introductory  
Room: McEwen G26  
Platform: Mac  
Cost: \$35.00

Description:

Podcasting in higher education has become a critical new technology for delivering content in a format that our students already use everyday. Podcasting allows students to subscribe to frequently updated content that is automatically downloaded from a podcasting service to their MP3 player. From coursecasting (capturing an entire lecture in an audiofile) to videocasting, to walking tours and Stanford's use of iTunesU – podcasting is an important new instructional technology.

Learn how to create, edit, and deliver a podcast in this hands-on workshop.

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**4:00 pm – 8:00 pm**  
**CIT Welcome Reception**

**Food will be provided for those attending workshops and arriving early to the Conference. Come socialize and network with your colleagues at the Welcome Reception! Entertainment will also be provided.**

**6:00 PM – 9:00 PM**

**Active Student Responding Using A Technology-based Teaching & Course Enhancement Tool**

Instructor: Kathleen Gradel, Associate Professor  
College of Education  
SUNY Fredonia

Michael Jabot, Associate Dean  
College of Education  
SUNY Fredonia

Danielle Brogcinski, Research Associate  
College of Education  
SUNY Fredonia

Rating: Introductory  
Room: Fenton 2162  
Cost: \$35.00

Description:

Engaging learners is a continual challenge for teachers across the P-16 grade range. We know that “the more actively engaged the learner is” the more likely she/he will master content, apply knowledge, and generalize skills. Interventions proving the efficacy of active engagement are clear, using multiple low-tech strategies. In addition to ensuring frequent, quality opportunities to respond, the instructor’s response should ideally be directly relevant to the learner’s contribution, so that instruction can be 'informed' by the learner's understanding. Given the ongoing demands of running a classroom, doing this systematically - even using technology supports - is difficult, at best.

This hands-on session will illustrate - and give participants practice - in using a way-cool technology tool that enables students to respond via total class engagement, by using a remote (TV-like) transmitter. The workshop will highlight options for higher education, and include reports on cross-discipline applications of the Classroom Performance System (CPS).

The CPS is a technology-assisted instructional package that consists of a group of wireless, individual response pads (each looking much like a TV remote), a centralized receiver, and classroom assessment software. Questions are designed by the instructor

and inputted into the CPS 'question bank' OR in sync with PowerPoint OR on the fly. As questions are posed to students (in open-ended, true-false, or multiple-choice formats) students point their remote at the receiver, and vote their answer in. The results of the vote can be immediately displayed in any number of ways, depending on instructor intent, to maximize learning and participation. All members of the class have an equal opportunity to respond to each posed question, using their remote response pads by pushing a button on the handheld remote unit to activate a choice to each question. Questions are projected in the front of the class through a computer projection unit hook-up. A visual display (a) lets the teacher know if all pupils responded, and (b) shows the class how everyone has responded.

The workshop will focus on CPS enhancement of teaching and learning to:

- Promote discussion, e.g., by showing divergence in class opinion.
- Create flexible instruction, by encouraging students to be involved, and allows the instructor to modify a lesson on the fly.
- Promote interactive learning.
- Focus attention.
- Collect measures of both student response rates and responses to teacher questions, to do systematic, non-intrusive evaluation of teaching and learning.

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### **Using ANGEL to Support Your Curriculum: Pedagogy and practice**

Instructors: Connie Pilato, Instructional Technologist/ANGEL Administrator  
Jamestown Community College

William Penfold, Director of Instructional Computing  
Jamestown Community College

Rating: Introductory  
Room: Fenton 2164  
Platform: PC  
Cost: \$35.00

#### Description:

This workshop will help participants examine both the process learning as well as on the looks and features within ANGEL that help faculty implement a student-centered model of learning.

This workshop is designed to help both new and existing faculty users of the ANGEL course management system become aware of the myriad of ways that ANGEL can be used to support their curriculum. Participants will learn how to create tools, upload files and prepare other course-supportive materials to promote a learning-centered environment for their students.

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## **Working More Efficiently in Adobe Photoshop**

Instructors: Monica Carter, Instructional Media Designer  
iMedia  
University at Buffalo

Donald Trainor, Instructional Media Designer/Consultant  
iMedia  
University at Buffalo

Rating: Intermediate  
Room: McEwen 103  
Platform: Mac  
Cost: \$35.00

### Description:

Learn to use tools and techniques to make working in Photoshop easier and more efficient. This intermediate level workshop covers creating complex selections, automating tasks using actions and batch processing, customizing keyboard shortcuts and tool presets, working with collections of images in Adobe Bridge and other useful features.

### **HOW TO REGISTER**

#### **Only On-line Registration Accepted.**

- 1) Go to URL: <http://www.cit.suny.edu/>
- 2) Choose **CIT 2006 HOME**
- 3) Choose **General Registration**
- 4) Choose **Workshops!**