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- * ...**Allen, Eileen**, SUNY College at Plattsburgh

Integrating the NYS GIS Clearinghouse into GIS Higher Education

Wednesday, May 30, 11:15-12:30, FL 108

Reflections on Technology in the Disciplines (Hands-On Demo, Introductory)

Co-Presenter: John Borst

GIS (Geographic Information Systems) has been part of the curricula at many institutions of higher learning for over 20 years. Like all fields that rely on computer technology, GIS has changed markedly over that time period. Access to geographic data, including very large data sets, has also increased due to the growth of technology. This improved access to geographic data has facilitated the expansion of GIS applications in all sectors, including higher education.

Eileen Allen, GISP, of SUNY Plattsburgh will provide a brief introduction to GIS and how it is used at colleges and universities in general and at SUNY Plattsburgh in particular.

She will describe how the wealth of data available at the NYS GIS Clearinghouse can be used in course instruction, administration, and library services. Access to this data, for example, can provide even a small GIS program or single GIS course with exciting opportunities in the form of a wide variety of student projects and community service learning.

John Borst of the New York State (NYS) Office for Cyber Security and Critical Infrastructure Coordination (CSCIC) will describe the NYS GIS Coordination Program, which, through CSCIC, facilitates GIS data development and sharing across New York. He will demonstrate the many free resources available at the NYS GIS Clearinghouse, including newly flown statewide aerial photography, GIS data, access to regional GIS user groups, workshops, training, a GIS Help Desk, among many others.

- * **Anderson, Margaret D.**, SUNY College at Cortland

Weblogs As Academic Tools: Cases And Cautions

Wednesday, May 30, 2:00-2:30, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Intermediate)

While Weblogs have become a common form of communication on the Internet, they have yet to be widely used in teaching college courses. The presenter will review a variety of ways she has used blogs in her teaching. These models include communication in open and closed systems, within and between courses, and for individual and thematic blogs. Blogs were used to maintain private, individual journals for courses, coordinate group interaction within courses, and facilitate activities across courses. Pedagogical, design and implementation issues for including weblogs in course structure are reviewed. The focus will be on the Live Journal system, which offers users a wide variety of options for private, semi private and open communication. In this case, the system was used to create blogs to maintain private student journals while at the same time providing a mechanism for group interaction when appropriate. Since Live Journal is a stand-alone program, adopters can integrate this program into any course management system and any type of course: a totally distance course, a blended format, or a traditional campus course. Live Journal also facilitates communication among students not enrolled in the same course. The presenter will review considerations for establishing blog communities, practical considerations for using the blogs, and advantages as well as disadvantages of using blogs.

- * **Arno, Kevin**, SUNY College at Potsdam
Content Area Instruction: Less Text, More Technology
Friday, June 1, 10:45-11:15, Yokum 202
Strategies for Teaching, Learning, and Assessment (Papers, Introductory)
Co-Presenters: Tom Vartuli, Crystal Varcaro, Meredith Wilkins,

McGrath (1998) found that incorporating technology into classroom activities resulted in increased student motivation, increased cooperation and collaboration among students, more in-depth conversations between teachers and students and among students, more equity between students and teachers, more student persistence in solving problems, improved communication skills, and more opportunities for interdisciplinary activities. Many educators may wish to learn more about the practical application of technology in the classroom but are not sure how or where to start (Kaczynski and White, 1999; Slover and Payne, 1999). This paper identifies and shares how secondary teachers in math and science harnessed the benefits of technology in order to promote student achievement and reduce the traditional reliance on classroom texts and lecture.

Three secondary teachers undertook the task of transforming their math and science classrooms by incorporating a significant pedagogical shift from traditional reliance on classroom textbooks to more involvement with interactive activities involving the Internet. The educators believed that technology would be an integral part of the students' lives when they entered the work force and that the students needed exposure to technology use in their classrooms because it was uncertain whether everyone had opportunities for exposure outside the classroom. 'Meaning is being made in ways that are becoming more multimodal because the way language is used is continually being reshaped by new forms of communication media' (Love (2005, p.304). The teachers believed that designing lessons requiring their students to interact with technology would expand the students' grasp of literacy beyond the textbook: They would interpret and produce multiple forms of representation while receiving and transmitting information with multiple symbol systems, such as visual symbols and images and color. Kist,(2002)and Simolin and Lawless(2003)illustrated the benefits of harnessing technology, particularly when videos, CDs, and DVDs, service more students and schools.

As a result of a month-long, interdisciplinary approach incorporating lessons requiring students to utilize technology in order to complete tasks, the teachers reported increased student achievement in the areas of academics, behavior, and attitude.

- * **Beatham, Mark**, SUNY College at Plattsburgh
The Tools of Inquiry: Separating Technology from Education
Wednesday, May 30, 2:00 - 2:30 pm, Yokum 203
Reflections on Technology in the Disciplines (Papers, Introductory)

The essential question of educational technology is how best to use technology to improve learning. Educational technologies are productive when they enable the revelation and understanding of the discipline as well as the exploration of new questions and perspectives. They are counter-productive when they disguise important information and questions and/or distract from the real work of the investigation and understanding of phenomena.

The author will engage in a preliminary attempt to establish a new set of terms for considering the appropriateness of educational technology to the endeavor of learning and teaching an academic discipline. A key to learning any discipline is the tool/s available to investigate that discipline. But an inability to distinguish the tool from the job, or 'the map from the territory,' means that students (and often teachers) will remain unnecessarily baffled and hampered in their attempt to comprehend what they must know and be able to do in any academic discipline. To establish the terms for deliberation, the author will trace the educational technology question from its current residence in 'high tech' to its origin as tools for discovering, understanding, storing, and distributing essential information about anything. The author will use several examples from his teaching and work with present and future teachers of high school students to illustrate common errors (e.g., math teachers who teach little or no math at all) and their epistemological consequences, in order to formulate a new way of distinguishing among educational technologies.

* **Benjamin, Kay**, SUNY College at Oneonta

Is There a Place for the Library in Second Life?

Thursday, May 31, 11:15-11:45, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Introductory)

Co-Presenter: Nancy Cannon

Second Life is an online world where members construct virtual 3-D objects such as clothing, furniture, vehicles, houses, meeting halls, gardens, and shopping malls. Individuals create a persona, known as an avatar, to move around the landscape in virtual form, interacting with others who are 'virtually' in Second Life in the same place at the same time. Although Second Life has the look and feel of a gaming world, it is proving to be a world where people do the same things they do in real life: meet people, dance, play games, read, listen to music, and just hang out with friends and talk. Educators are exploring the possibilities of this virtual environment for teaching and learning. Librarians are as intrigued and engaged as teaching faculty, attempting to build libraries and offer information services that mimic or potentially go beyond those offered in the material world. Bradley University has a library in Second Life; so does the Alliance Library System (ALS) of Illinois. There's even a medical library. What, exactly, do these libraries 'have' in Second Life and what do they do? During the presentation we will visit libraries in Second Life, demonstrate what these libraries currently offer, and consider potential library uses of and contributions to this unique and growing community.

* **Bernhard, Kathleen**, Hudson Valley Community College

Developing a Personal Connection with the Online Learner

Friday, June 1, 11:30 - 12:45 pm, Yokum 201

Strategies for Teaching, Learning, and Assessment (Birds of a Feather, Introductory)

Engaging the college student in theoretical and academic discussions can be sometimes be a difficult task. In our age of technology, the college instructor must compete with a variety of gadgets in order to be noticed. In a traditional class, an enthusiastic instructor who is well versed in technology can engage his/her audience with relative ease. The online instructor, however, often unwittingly hides her or his personality behind the keyboard.

The presenter will share a variety of strategies that have been successful in motivating and engaging students in her online class. In addition to a personal phone call from the instructor, the students earn perfect attendance awards at the end of the semester and view weekly mini videos

of the instructor. While on the online system, the college students meet their classmates in a virtual online coffee shop. They can also post a question in the ASK THE INSTRUCTOR which allows for personal feedback and a quick reply as it is checked on a daily basis.

A question/answer time and a group discussion will be included. The instructor will encourage participants to share their own strategies for engagement of the online learner. The cumulative strategies will then be collected, recorded and emailed to the group.

* **Black, Peter**, SUNY Environmental Science and Forestry

Concepts of Watershed Hydrology

Friday, June 1, 8:30 - 9:00 am, Yokum 201

Professional and Continuing Education (Papers, Introductory)

I created this course for current, continuing, and life-long students; for practicing professionals, the lay public and members of NGOs, managers, regulators, elected officials, and anyone interested in meaningful participation in water and related land resources management. It presents the seven fundamental functions of a watershed (collection, storage, discharge, habitat, chemical reactions, attenuation, and flushing), and includes additional chapters (modules) on soil storage, the water balance, the resource buffer theory, watershed management (especially nonpoint pollution control and best management practices), a summary, and twenty-four comprehensive, brain-tickling study questions. Each animated slide is followed by one or more summaries of its implications, how it is important, and how it relates to other concepts in the course. Where appropriate, I used color and repetition to emphasize particularly important or new points. Specialized vocabulary is fully defined when introduced, including spelling, pronunciation, and application, as well as shown in the context of other concepts and/or technical terms. The course is thus particularly useful for those for whom English is a second language. The overall course is especially important for truly effective and responsible watershed management based on sound science. I felt the need for this course to summarize and relate to one another the fundamental concepts of ecological hydrology presented in my text *Watershed Hydrology* (Second Edition, 1996, Lewis Publishers, selected by both secondary schools and colleges). Individual animated slides may be adapted as the basis of a lecture or a teaching unit by educators.

* **Blum, Leslie**, Fashion Institute of Technology

Conversations About Design

Friday, June 1, 10:00 - 10:30 am, Yokum 203

Reflections on Technology in the Disciplines (Papers, Introductory)

Co-Presenters: Nancy Deihl, Gordon Frey

At many institutions there is little pedagogical interaction among the faculty from different departments, especially among the adjuncts. The three faculty members involved in this project each teach the history of their respective fields: fashion/textiles; interior design/architecture and graphic design/advertising. The goal of this project was to explore and develop one approach that can blur the disciplinary boundaries that normally exist in these classes, and consequently alter the way in which the students view design history.

We came together to share images that illustrate the major features of important design movements from the mid-1800s to the end of the 20th century. In a series of 'Illustrated Conversations' produced using Powerpoint and Camtasia, we discuss those images, comparing

and contrasting the features that characterize the movements and the products of the movements and exploring the evolution of the manifestations of design in different historical periods. We focused on those design movements critical to our students' understanding of design, starting with the Arts and Crafts movement and ending with Deconstruction.

The same outcome could have been accomplished by each of us visiting the others' class, but that is impractical, if not impossible. We, therefore, recorded these illustrated conversations so that we can utilize them in the classroom - as could the other faculty teaching these design history classes. They will also be available for those faculty members teaching art history, so that connections can be made between fine and applied art. In addition, the faculty who teach the history classes will be able to use them so that the students can relate to historical events through the lens of design. Most importantly, students can access these conversations on their own, potentially through the FIT library. We envision a searchable database of the images discussed and a resource list, with a bibliography, including relevant websites, films, and other visual materials.

We see this series as a valuable resource for faculty and students. It brings together issues of interpreting history for students, the place of images in the classroom, the role of technology and how the much-discussed model of interdisciplinary collaboration can be realized.

- * **Bozonie, Michael**, SUNY College at Plattsburgh
Adapting Your Course For Effective Online Instruction
Tuesday, May 29, 9:00 am - 12:00 noon, Yokum 201
Strategies for Teaching, Learning, and Assessment (Workshops, Introductory)
Co-Presenter: Linda Lucas

Learning Outcomes Addressed in the Workshop - participants will:

- Address design/framing factors to be considered for effective course design in an asynchronous learning environment.
- Explore pedagogical models that promote student centered teaching and active learning.
- Identify the conceptual and practical steps involved in putting a course online.
- Identify course learning outcomes, and select instructional techniques and evaluation methods that support those learning outcomes.
- Learn how to incorporate meta-cognitive outcomes such as critical thinking and information literacy into a course.
- Review and develop rubrics to assess learning outcomes
- Receive a Quality Checklist for online course design
- Address issues of reflective practice

The workshop will be segmented into three parts. At first, key concepts and design aids will be explained and examples will be provided. Second, small groups will then work through a small sample conversion to reinforce the key concepts and become familiar with the design aids and rubrics. Groups will be able to compare/contrast their results with other groups for additional understanding of the concepts and practices. Finally, individuals will develop a course of their choosing and receive feedback from other workshop participants and the presenters.

- * **Capraro, Tom**, Mohawk Valley Community College
Can You Hear Me Now ? - Using Camtasia Studio Software To Get Your Point Across A Distance

Friday, June 1, 12:15 - 12:45 pm, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Camtasia Studio is a software product that incorporates desktop movements and audio that can be delivered over the internet to enhance student learning of both online and in class courses. A sample of material will show how I have used the software. A simple demonstration of how to make and distribute a short lecture will be given.

- * **Catel, Mylene**, SUNY College at Potsdam
The Sims in Academe: Integrated Gaming in French Classes

Friday, June 1, 11:30-12:45, Yokum 208

Exploring and Implementing Emerging Technologies (Birds of a Feather, Introductory)

Co-Presenter: Ravi Purushotma

Each year since 2000 I have faithfully come to CIT and argued for a more interactive, customizable, immersable, voiced, playful curriculum in languages or in any other subject matter. I use integrated gaming as a way to attract students, motivate them, immerse them, and role-play with them. Laughter comes naturally to me, and in the resulting relaxed atmosphere, rules are learned better too.

A French sim becomes a student's best friend. Sims grow on students, even those who are initially resistant. When enshrouded in a sense of drama, mystery, creation and recreation, lessons are conducive to greater class participation. A French sim is a bit like a French conversation partner, a pen pal, an alter ego or evil twin, depending...

In the context of a more advanced French composition class, French conversation class, or French translation class, the professor can also surely make use of the Sims in Academe and the students can benefit from them in more than one way! Last year the literary levels and 102-3 levels were involved at SUNY Potsdam. This year I am involving my more advanced classes, French Composition and French translation, in the cit 2007 project so they may express their views at the CIT 2007 as well. The sims in Academe are not only a creative project, they are transcendently and fundamentally linguistic (See Ravi's thesis).

If you take a look at www.langwidge.com and www.mylenecatel.com then you will know where I am coming from and where I am going. As a compulsive French gamer, I intend to continue my fun research on integrated gaming in my French classes, with my French classes, as long as I can, noblesse des sims oblige.

- * **Chacon, Fabio**, Empire State College
Getting the Most from Angel Learning Management System Tools

Tuesday, May 29, 1:00 - 4:00 pm, FL 129

Strategies for Teaching, Learning, and Assessment (Workshops, Intermediate)

This is a hands-on workshop on how to develop highly engaging and media-rich modules in Angel LMS. The participants will be able to use a mapping tool for defining the general outline of a module, allowing them to script the module as a sequence of learning events, with an environment, roles, sequence and conditions. Then, they will use Angel tools to create this learning script. Models of most common learning strategies (scripts) will be considered and discussed. Students will also learn how to embed various types of resources in a module. Finally, the participants will learn the process of converting an Angel module in a reusable template applicable to other courses.

* **Chacon, Fabio**, SUNY Empire State College

LMS (CMS) Conversion and Quality Enhancement of Online Courses

Wednesday, May 30, 4:30-5:00, Yokum 200

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Intermediate)

Conversion from one learning management system (LMS) or course management system (CMS) to another is a common occurrence in higher education systems nowadays. Some of the most important forces driving such conversion are user functionality, pedagogical quality and cost reduction. This paper takes the case of SUNY-Empire State College to exemplify how platform conversion, instead of a traumatic event, can be an opportunity for enhancing academic quality. ESC is in the process of moving all online courses from a Lotus-Domino template to Angel within a year frame ending July 2007. Yet such a change presents an opportunity for quality enhancement. The roadmap divides itself into six major stages: platform selection, LMS mapping, hard conversion, user training, soft conversion, and evaluation. The latter is considered a permanent phase, with formative and summative moments embedded through the whole process; it is essential to assure quality of outcome. The author attempts to summarize the lessons learned from these stages and to generalize them to other institutions in a similar situation.

* **Chew, Jon**, Clinton Community College

Affordable And Practical Media-Enabled Classroom Technology: Our Grass-Roots Approach

Thursday, May 31, 4:00 - 5:15 pm, Clinton CC

Strategies for Teaching, Learning, and Assessment (Hands-On Demo, Intermediate)

Co-Presenter: Andrew Hersh-Tudor

Clinton Community College's media-enabled classrooms utilize a common means of controlling media devices: VIA, the computer built into the classroom lectern. It's very simple to operate, easy to maintain in-house, eliminates the huge initial cost & maintenance expenses of Crestron, AMX or similar controllers, and removes the pile of wireless remote controls from the instructor's desktop.

Join our 'walking tour' of Clinton Community College's different flavors of smartrooms, and see our home-grown solution for integrating technology into the classroom.

Our technology plan, implemented in 2001, calls for us to support efforts to improve both student and learning retention. Ideally, we would build a highly integrated system including a Windows network, faculty desktops, a Teaching and Learning Center, library resources and classroom

technology. Such a system would provide appropriate equipment, training resources, flexibility and some familiarity to users who, to that point, had access only to basic technology resources. Being a small community college trying to do this project only with SUNY technology funds, we could not afford vendors' proposals, so we decided to use in-house expertise to build the system. Our specific goals were to:

- 1) Equip our faculty with computers at their workspace.
- 2) Build a robust network.
- 3) Build a teaching and learning center (TLC) for the faculty - a 'safe haven' where faculty can learn and experiment with presentation technologies.
- 4) Equip as many classrooms as possible. Each room needed a minimum of a networked computer at the lectern, DVD player, VCR, Document camera, Laptop display and network ports, Video projector, and either motorized screens or interactive whiteboards, all centrally operated by an easy to understand controller at the lectern.

During the walking tour of our different media-enabled classrooms, the presenter will discuss how we integrated 'off-the-shelf' parts, 'home brewed' control software and inexpensive components, in order to build our media-enabled classrooms and TLC, at a cost that we could afford, and answer any technical question that arise. Several Clinton instructors will also be on-hand to answer pedagogical/practical operation concerns instructors may have in dealing with our available classroom technology on a day-to-day basis.

* **Costanza, Rick**, SUNY System Administration

Campus Collaboration Using ANGEL

Thursday, May 31, 4:00-5:15, Yokum 200

Social Networking, Collaboration, and Sharing (Panels, Introductory)

Learning Management Systems (LMS) are becoming firmly entrenched within the culture of a campus, while campus licensing has enabled use to move beyond the classroom. An LMS can now provide an online meeting space for departments, clubs, committees, and any other group that needs to work together and share information across the campus. This session will discuss such applications and demonstrate several different models being used across SUNY to enable collaboration.

* **Costanza, Rick**, SUNY System Administration

SUNY Learning Network AC/MID Meeting

Tuesday, May 29, 6:00 - 9:00 pm, FL 108

Strategies for Teaching, Learning, and Assessment (Workshops, Advanced)

Co-Presenter(s): Alexandra Pickett

This will be a closed-door meeting to SLN ACs and MIDs.

* **Curry, David**, SUNY College at Plattsburgh

A Fully Online Degree Program - Nursing's Experience at SUNY Plattsburgh

Friday, June 1, 10:00 - 11:15 am, Yokum 201

Professional and Continuing Education (Birds of a Feather, Introductory)

Co-Presenter: JoAnn Gleeson-Kreig

Since the late 1980s Plattsburgh State has offered its RN-to-BS program (RN Option) for Associate degree nurses via distance learning. Initially this was done with faculty driving to Adirondack Community College to teach classes onsite. In the early 1990s the Nursing program received a grant to move the program to PictureTel - a 2-way audio-video format via ISDN line. This allowed the program offering to expand to 5 distant campuses but its delivery method remained synchronous.

With the growth of the Internet and the SUNY Learning Network, the Nursing department began to develop online courses to supplement PictureTel. Finally, as the PictureTel equipment aged and required replacement, we decided to move completely to asynchronous course delivery.

When the RN Option program was offered at multiple community colleges, an advisor from Plattsburgh would drive to the various campuses several times a semester to meet with students face-to-face. With the move online, students began applying who were not near a campus, so advisement had to move online also.

Advising had to be creative: Students needed to take non-nursing courses to meet nursing pre-requisites as well as several Plattsburgh State General Education requirements. Some of these requirements could be met with SLN courses, but some had to be met with courses offered at colleges across the country. Plattsburgh's oral communication and writing across the curriculum requirements are also challenging in an asynchronous environment. Videotaping helped with the first challenge while Plattsburgh State's Online Writing Lab helped with the second.

Plattsburgh has now adopted ANGEL as its course management system (CMS). It offers some new tools for communicating with distant students, but presents some difficulties in meeting faculty course delivery demands. Challenges include offering a nursing class with a laboratory component, including a real-time chat session for faculty with students, and coordinating student clinical experiences with the help of distant adjunct faculty.

In summary, successful delivery of an entire degree program online to distant students requires multiple tools for both course delivery and student advisement. After this presentation, the audience will have an appreciation of the variety of solutions utilized by the Nursing Program at SUNY Plattsburgh for its RN-to-BS program for Associate degree nurses.

* **Dautermann, Jennie**, SUNY System Administration
Faculty Development Forum Special Interest Group

Friday, June 1, 8:30 - 9:45 am, Yokum 208

Professional and Continuing Education (Birds of a Feather, Introductory)

Co-Presenters: Bill Bosch, Alireza Ebrahimi, Jane Peasley, Richard Reddy

The Faculty Development Forum brings together individuals from across SUNY who are concerned with campus Learning/Teaching and Faculty Development programs. Discussions and information sharing will focus on policy, faculty services, strategic planning, intra-institutional interactions, and regional cooperation on faculty development and Learning/Teaching projects.

The goal is to share effective local approaches and projects. Topics such as securing buy-in from administrators, designing programs that appeal to faculty, and sharing resources with other campuses represent common interests for those of us managing faculty development programs.

* **Dautermann, Jennie**, SUNY System Administration

Doodle Special Interest Group

Thursday, May 31, 4:00-5:15, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Birds of a Feather, Introductory)

Co-Presenters: Beth Harris, Keith Lynip

Directors Of Online/Distance Learning Environments (DOODLE) brings together individuals from across SUNY who are concerned with program management of campus online learning programs. Discussions and information sharing will focus on concerns with policy, student services, strategic planning, intra-institutional interactions, and other system-wide considerations.

Our intent is to avoid reinventing the wheel if someone has already established a workable process. Topics such as Faculty Contracts, Best Practices, Retention, College DL Websites, and Policies & Procedures, represent common interests and concerns for those of us managing online programs. Keith Lynip and Beth Harris are organizing the discussions.

* **Davis, Jack**, Dell Inc.

Dell Intelligent Classroom - Distance Learning Solutions

Thursday, May 31, 3:00 - 3:30 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Advanced)

Co-Presenters: Mark Samber, Todd Doiron

Dell's Intelligent Classroom™ solutions combine presentation technology with personal computing to create interactive, collaborative learning environments. Successful classrooms integrate:

Multimedia learning with extensive video and audio support
Personal computing to encourage collaboration and simulation
Online curriculum and educational resources
Student response systems to gauge student comprehension

With a Dell Intelligent Classroom, professors can not only increase involvement and interaction in the classroom, but they can also accomplish the goal of providing resources outside of the class through the use of webcams, voice recorders, interactive lessons and online materials.

Mediasite

One popular solution for distance learning is Sonic Foundry's Mediasite™ -a complete rich media recording and publishing system that automates the capture, management and delivery of dynamic rich media presentations for the Web, offering:

- Turnkey technology with easy deployment
- Presenter and viewer friendly interface
- No viewer downloads or web plug-ins

- No time-intensive post-production or training
- No required specialized labor or skills

The Mediasite Recorder is a full featured rich media recording system designed with the presenter in mind, offering simple one-touch operation so audio and visual content can be immediately captured, synchronized and converted into high-quality rich media presentations that students can view online via their notebook computers, desktops or handhelds.

The Mediasite Server expands the Recorder into a powerful rich media communication system. It offers the flexibility to broadcast lectures live or to provide on-demand presentations via the web. It organizes, catalogs and archives your content with ease and also has a full set of access controls so your presentation can be viewed by the audience you choose.

Another key partner on the networking side for Dell is Enterasys which provides a comprehensive networking solutions at a price/performance value unmatched by any other networking vendors. Leveraging Enterasys technology and thought leadership as well as the strengths of the Dell strategic partnership, Enterasys and Dell strive to develop flexible, scalable, intelligent solutions that are easy to purchase and easy to own.

* **DeVoe, Craig**, Apple

Virtualization On The Mac

Thursday, May 31, 2:15 - 2:45 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Co-Presenter: Rick Bettencourt

Virtualization is one of the hottest trends in computing today since it allows users to have the most flexibility possible on one computer. Virtualization means one computer can run more than one Operating System. The new Intel based Macs can now run almost any Intel based OS and application suite. This includes all versions of Windows and Linuxes. In many instances right along side of Mac OSX.

Please join Apple Senior System Engineer, Rick Bettencourt, for a session on Virtualization and the Mac.

Rick's presentation will focus on Boot Camp, Parallels and CrossOver, along with a discussion on Apple's Intel architecture, how to take advantage of it and run most Intel based applications. He will provide an overview of the virtualization options and perform a demonstration.

* **Doellefeld, Steven**, State University at Albany

iPod, Therefore I Am

Thursday, May 31, 11:15-11:45, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

Co-Presenter: Roger Vandawalker

The concept of managing and delivering media files as data is quite powerful. Unlocking the potential of this technology opens many possibilities for campuses to improve the quality of course offerings, open the doors to a more flexible, enhanced distance learning structures, and revolutionize the process of content acquisition and delivery. Faculty interested in developing

new courses or re-inventing existing ones need to make smart choices about the specific technologies employed when they choose to offer hybridized, mixed modality, or fully asynchronous courses.

In 2001, Apple introduced its new iPod music storage devices. Initial fanfare was lackluster, as the devices were relatively expensive and limited in their capabilities. Many rivals to the iPod soon emerged, a technology race ensued, and consumers were the beneficiaries. As prices dropped and storage space grew exponentially, classroom use of the iPod and its lesser known competition has become a very realistic part of the pedagogical bailiwick. With 44 million iPods sold in the US, and 14 million of those in the 4th quarter of 2006, classroom use of the iPod is becoming more common every day.

The presenters will examine some of the technologies that enable the development and delivery of iPod compatible audio and video, address scalability and support issues that emerge as these new paradigms of educational technology emerge, and most importantly, we will concretely demonstrate how to create this content at low or no cost, using equipment that you probably already have on your campus! We will provide you with a series of questions to help your institution evaluate your media needs and wants. Lastly, we will discuss the ways in which the services these devices support will be attractive to a variety of different constituencies at your institution.

* **Doody, Wesley**, Nassau Community College

Applications of Technology to Assessment: Whole Course Assessment is Just a Click Away

Thursday, May 31, 10:30-11:45, FL 103F

Strategies for Teaching, Learning, and Assessment (Hands-On Demo, Introductory)

Co-Presenter: Jacqueline Lee

SUNY Assessment Goals have focused on Information Management and Technology Awareness as some objectives of student learning to be incorporated into General Education courses. Of current interest within the assessment paradigm is the concept of whole course assessment. In accordance with these objectives, we have developed course and instructional materials integrating a variety of modern teaching technologies requiring student interaction. Interaction actively engages students via accessible technology, expanding their exposure to information and reinforcing comprehension. We have found that Automated Response Systems (clickers) lend themselves logically to being incorporated into this type of assessment. The ability to evaluate student comprehension on a lecture-by-lecture basis and to use little class time offers a distinct advantage in generating assessment data while still allowing maximum focus on course content. Our hands-on demonstration will describe our application of Automated Classroom Response Systems presently used in our introductory biology courses at Nassau Community College. We will explain our use of clickers as a methodology for assessing the state of student understanding throughout the semester. Participants in this demonstration of clickers will learn how this technology provides immediate feedback to both instructors and students, instantly revealing degrees of student understanding and potential problem areas without the delay of traditional evaluation techniques. The demonstration will start with a general overview of the software of at least two different types of automated response systems. After the general introduction participants will be taken through the process of initial preparation and set-up, creation of a participant list, creation of questions using PowerPoint support, and finally the generation of

reports based on the data collected from each session. Not only does this technology provide information pertinent to course assessment, it also has the additional benefit of reinforcing test-taking strategies. The review of answers to these clicker questions show that the technology increases student confidence and reasoning abilities. Clickers can also be used to discuss current topics in issues-based instruction, revealing average class opinions while simultaneously maintaining individual anonymity. Using data collected during past semesters, we will show how the technological process has evolved since its inception.

- * **Dorazio, Patricia**, SUNY Institute of Technology at Utica/Rome
Modeling the Global Workplace: Using Emerging Technologies
Wednesday, May 30, 11:15-12:30, Yokum 208
Exploring and Implementing Emerging Technologies (Panels, Introductory)
Co-Presenters: Corey Hickok, Shawna Thornton,

The Fall 2006 term of COM406, Senior Seminar in Communication, offered communication and information design students the privilege of taking part in a transatlantic intercultural virtual project. To emulate real world experience in today's global workplace, these students researched and completed a business communication project with German students attending Fachhochschule Hannover. Students had to come to grips with differences in language and culture, but in doing so, they also developed and refined competencies and skills in emerging technologies. With her two students, the panelist covers the course's project and its goals, and then focuses on the technologies students discovered and used to overcome the cultural, virtual, and communication divide.

- * **Doty-Blance, Tera**, SUNY College at Cortland
Create Podcasts from Your PC with Camtasia Studio 4
Tuesday, May 29, 1:00 - 4:00 pm, Yokum 100A
Strategies for Teaching, Learning, and Assessment (Workshops, Introductory)

Podcasting is a passive method of distribution of multimedia content through subscription to a syndicated web feed. A Podcast can consist of audio only, audio enhanced images or video and can be played back on a computer, iPod or mp3 player.

A common misconception about Podcasting is the requirement of an iPod for playback or a Mac for podcast production. With Camtasia Studio 4, your PC alone is needed to enhance your video, still images, and audio with transitions, callouts and other effects to create dynamic audio and video podcasts. Furthermore, Camtasia Studio 4 still has the screen activity capture functionality and interactive Flash movie production that make it so popular for creating electronic tutorials.

The goal of this workshop is to familiarize the participant with best practices of podcasting and podcast production utilizing Camtasia Studio. Participants will have an opportunity to create audio only podcasts, a vodcast (video podcast) and a vodcast from a PowerPoint presentation. There will also be an introduction to the iTunesU program which is currently being piloted at SUNY Cortland.

- * **Driskel, Loretta**, Niagara County Community College
Is Your Glass 1/2 Full? Enhance Your Teaching With MERLOT
Thursday, May 31, 4:00 - 5:15 pm, FL 103F
Social Networking, Collaboration, and Sharing (Hands-On Demo, Introductory)

This demo will provide a hands-on introduction to the Multimedia Educational Resource for Learning and Online Teaching Learning Objects Repository. MERLOT is a free and open resource created for faculty and students in higher education. The resources in MERLOT include: links to thousands of discipline specific learning materials, sample assignments that show how the materials can be used in the classroom, evaluations of the learning materials by other individual users and panels of faculty, and links to people with common interests in a discipline and in teaching and learning. You will leave this demo with materials and information about integrating these discipline specific, peer-reviewed online tools into your courses, whether classroom-based or on-line, to enhance teaching and learning.

- * **Dugan, Larry**, Finger Lakes Community College
Using Virtual Environments to Conduct an Internship
Friday, June 1, 8:30 - 9:00 am, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)
Co-Presenter: Cassy Kent

It is always a challenge to place students in an internship for the paralegal program. There are many privacy concerns making confidentiality a roadblock to placement. In the Spring 07 semester, ten students from FLCC participated in the first ever virtual internship using GoToMeeting, Second Life and WebCT. Here is an explanation of the course:

This hybrid course provides students who are unable to complete a traditional internship with the opportunity to experience life in a law firm through simulation. The students will meet with the instructor once a week to discuss issues pertaining to the paralegal profession. Further, the students will be assigned work which will simulate the types of assignments a paralegal will receive in the workplace. The first weekly meeting will be on campus; all future weekly meeting will be via webinars or some other hybrid format. In this course, the instructor will assume the role of an internship supervisor. During the week, the students will be required to check in with the instructor / supervisor on a regular basis regarding assignments which will be provided via email, phone, or WebCt. During the semester, the student will be required to complete a total of 96 hours of internship work which may include, but is not limited to, the preparation of the following: letters, court documents, billing sheets, real estate documentation, wills, and probate petitions. Attendance at a court session or shadowing a paralegal or an attorney in a legal setting may also be required.

This presentation will focus on the results of this project.

- * **Ebrahimi, Alireza**, SUNY College at Old Westbury
Teaching Approaches for Object Oriented Programming Online: An Empirical Study of an SLN Course
Thursday, May 31, 2:15-2:45, Yokum 205
Strategies for Teaching, Learning, and Assessment (Papers, Intermediate)

Co-Presenter: Christina Schweikert

Learning programming has been a challenging task: retention of students in programming courses and their comprehension of concepts are problems for MIS and Computer Science instructors. Several studies indicate that many students drop the course as a result of difficulties in learning object-oriented programming.

There have been two approaches to teaching object oriented programming. The most common approach is to teach objects at the beginning stages of a programming course. The second approach is to introduce objects at a later time. The problem with introducing objects at the beginning of a course is that objects require some basic foundation that students have not yet learned, making it difficult for novices to understand what is happening. Teaching objects at the end of the course, after covering the needed material, defeats the purpose of the object oriented paradigm since students have already developed a mental model that is not object oriented; therefore, they will see objects from a procedural point of view.

This study introduces a new approach known as plan oriented objects, which sets a context for an object. Plans make objects more concrete and concise at a given time. Introducing plans with objects makes it easy for students to assimilate OOP concepts at an early stage by lowering the burden of learning massive material all at once. A teaching for learning technique delays the material not yet learned until its ripe time. WPOL is based on this technique of plan oriented objects and has three levels for novices: beginner, intermediate, and advanced. Each level has three phases of observation, integration, and creation. This study investigates the impact of plan oriented objects on students' retention and comprehension.

* **Elwess, Nancy**, SUNY College at Plattsburgh
Using ISTE Standards And Letting Students Guide Their Peers

Wednesday, May 30, 2:45 - 3:15 pm, Yokum 203

Reflections on Technology in the Disciplines (Papers, Introductory)

Co-Presenters: Sandra Latourelle, Michele Snyder

Four of the six broad International Society for Technology in Education (ISTE) Standards are addressed in the learning environment of the biological sciences(1):

1. Basic operations and concepts
2. Technology productivity tools
3. Technology communication tools
4. Technology research tools

The presenters will share their ideas, approaches, and expertise in incorporating technology into the standard curriculum. Attendees will receive reference manuals featuring tutorials (how-to-do-its) generated by students over a three year period of time. The very best way to learn a new piece of content or skill is to have to teach it. Our students took up this challenge and have allowed us to share their endeavors with many classes and instructors as well.

(1)http://www.travisusd.k12.ca.us/travisusd/tusd/Administration/Departments/Information_Services/tech_standards/

* **Evans, Rob**, Desire2Learn

Overview and Demonstration of Brand New Teaching and Learning Tools

Wednesday, May 30, 2:00 - 2:30 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Learning Platform:

The D2L Learning Platform offers you a complete web-based suite of easy-to-use teaching and learning tools with a focus on course development, delivery and management. D2L combines all the features and functionality in a learning management system (LMS), a course management system (CMS), a learning content management system (LCMS), basic portal, and more, in one learning platform.

The D2L Learning Platform offers you the flexibility and control over the learning environment to match your unique approach to education, taking into account the different perspectives of learners, instructors and administrators.

Learning Object Repository:

The Learning Object Repository enables the storing, tagging, searching and reusing of learning objects (LO). The D2L LOR can be used with other Desire2Learn technology, or as an LOR for other learning systems.

Cost Savings:

The LOR minimizes costs associated with course development by enabling the reuse of learning objects developed for one course in the creation of additional courses. D2L clients save significant training and support costs, compared to third party LOR products, because of the seamless integration and similar interface between the D2L Learning Environment and the D2L LOR.

Effective Content and Delivery Management:

The D2L LOR facilitates efficient management of content by sharing and reusing resources while improving the overall quality of the course.

Time Savings:

The D2L LOR saves time for your course development since duplication is eliminated through the consolidated pool of learning objects.

Future Focus-Federated Searches and Harvesting:

The D2L LOR enables users to conduct federated searches across other repositories and library systems, and enables the sharing of learning objects with other institutions and organizations worldwide including the Multimedia Educational Resource for Learning and Online Teaching (MERLOT) cooperative.

New LiveRoom Collaboration Suite:

The suite allows for Live Chat between users, and creates an ideal environment for real-time online discussions. For example you can set up a teacher as the administrator of a chat room, where students can join. The instructor has numerous tools at his/her disposal, including a paint-style canvas, or a slide show. The students can even click a button to 'put up their hands' so that the teacher can respond to them when he/she desires.

Find out how this easy-to-use new technology is helping faculty to engage students in deeper levels of learning, track progress on learning objectives and standards, deliver timely feedback, and improve the process of online delivery.

* **Fahs, Joseph**, Elmira College

Interactive Language Learning with iPod, iTunes, and ANGEL

Thursday, May 31, 3:00-3:30, Yokum 200

Exploring and Implementing Emerging Technologies (Papers, Intermediate)

The iPod was designed as a portable music player for entertainment, but has evolved into an effective educational tool. iPods equipped with snap-in recorders enable learners to record lectures, maintain audio diaries, conduct live interviews, and practice speaking skills. Such audio recordings combined with Podcasts, audiobooks, and music, are especially suitable for the teaching and learning of languages. This session demonstrates how to engage students in interactive language learning using these audio technologies and the ANGEL learning management system (concepts also apply to other systems such as WebCT and Blackboard). Included in the presentation are methods to organize MP3 audio files for transfer and linking between iPods, iTunes and ANGEL courses, although a MP3 player is not required. A handout with illustrated examples is available for attendees.

* **Feinblatt, Eric**, Fashion Institute of Technology

The University (as we know it) has No Future

Wednesday, May 30, 11:15-11:45, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

Co-Presenters: Beth Harris, Steven Zucker

In a prescient 1997 article for the Journal of Asynchronous Learning Networks, James Duderstadt, President Emeritus of the University of Michigan, argues that monolithic universities are ill equipped to meet the knowledge-intensive needs of modern societies and, like other institutions that are being deregulated, must unbundle their many functions 'from admissions to counseling to instruction to certification' in order to remain relevant. While universities try to figure out how to evolve from faculty-centric knowledge purveyors to learner-centered knowledge facilitators, technology is already empowering student learners to make their own choices on their own terms, effectively chipping away at the authority vested in Higher Ed institutions.

Why, for instance, do I have to attend that famously boring professor's lectures at my university when I can listen to the exhilarating podcasts of that equally famous (according to ratemyprofessor.com) professor who teaches at an institution on the other side of the globe? Do I have to take the courses that my university says I have to take in the order that they prescribe? Why not cobble together my own curriculum and pick the best of what's available to me on the web via audio or video, asynchronously, synchronously and/or virtually? And what about faculty? Do I have to stick with those who have allegiances to my institution, or can my friends and I study with someone from that guild of unaffiliated expert mentors whom we contract to work with us for a specific course of study?

What happens when learners really take control and direct their own learning? What pressures do they put on universities and the way that they habitually function? How must universities change in order to survive?

* **Fowler, Cathy**, ANGEL Learning
Wikis, Blogs & Podcasting in ANGEL LMS

Thursday, May 31, 11:15 - 11:45 am, Yokum 207

Social Networking, Collaboration, and Sharing (Vendor Presentation, Intermediate)

Easily include today's most innovative communication and collaboration tools in your courses with the ANGEL Learning Management Suite. Highly intuitive, ANGEL LMS makes incorporating blogs, wikis and podcasts into your courses simple. We'll show you how. These newest student engagement tools are built into ANGEL at no additional cost.

Topics for discussion:

- Blogs and Wikis - Engage students in your classes, foster collaborative learning and greater peer-to-peer and student-to-faculty communication.
- Podcasting- User-friendly course syndication tools allow students to download course content to iPods or other RSS ready devices.
- ANGEL's Synchronous Tools - application sharing, virtual office hours, whiteboard, IM and chat.
- ANGEL Inline HTML Editor - With the new inline HTML editor users can access an even more powerful editor, and still not lose the context of the current page. The new editor integrates ANGEL-specific functions that make it much easier to create compelling course content. Full WYSIWYG editing is available anywhere that content is editable within ANGEL.

* **Fowler, Cathy**, ANGEL Learning
Live ANGEL LMS Demonstration and Follow-up Q&A Session

Friday, June 1, 12:45 - 1:45 pm, Yokum 207

The Politics and Policies of Technology Deployment, Use, and Maintenance (Vendor Presentation, Introductory)

Enjoy an overview of the ANGEL Learning Management Suite in a relaxed setting. See how:

- ANGEL saves time by distilling and displaying student activity and performance data for you.
- Agent Technology monitors student activity and executes actions you pre-define.
- Assessment design and delivery flexibility and Learning Outcomes Management capabilities help improve performance.

There much more - hope to see you there!

- * **Franks, Patricia**, Broome Community College
Website Design & Development: Using Technology to Create a Real-world Experience

Thursday, May 31, 4:45-5:15, Yokum 208

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Websites are developed to inform, entertain, or communicate. In every case, the success or failure of the website depends on audience reaction to it. Audience feedback in website development and management is used to refine and revise the website to make it more effective. It stands to reason then, that feedback from the instructor, other students, and members of the public at large should be an essential component of web design and management courses.

At Broome Community College, Computer Resources has teamed up with faculty teaching web design courses to provide a real-world situation that allows students to publish their work for the world to see. Students can then invite their friends and families to test the interface and provide constructive criticism.

Students in the course can easily share ideas with each other. And the instructor (yours truly in this case) can grade student projects by viewing them over the Web, which is the best way to evaluate their work.

Attend this presentation to view student projects on the Web and learn how students receive feedback from faculty, other students, and - at times - the public at large. You'll learn how the instructor grades students for their participation in the online course and for the work posted to the Web. You'll also learn how BCC's Computing Resources Department facilitates this success through the creation of student public accounts and a Citrix server used by students to transfer files.

- * **Fried, Aaron**, SUNY College at Cortland
Student Response Systems as a Motivation Tool in Large Lecture Sections

Friday, June 1, 10:00-10:30, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Co-Presenters: Mary Beth Voltura, Brian Rivest

Student response systems (SRS) are an emerging technology in higher education, developed as a tool to help improve attendance and increase student performance in large enrollment lectures. Student response systems typically have three components; handheld devices that students use to answer questions, a receiver that collects information sent by the student devices, and software that works with a presentation system to store response data and control the interaction between student devices and the receiver.

The SRS can be used in the context of large lecture sections to create an interactive dialogue with students. The instructor can ask questions, and students then use their SRS to respond. The SRS software collects and instantly analyzes the student responses, and students receive immediate feedback. The SRS gives all students a voice, instead of limiting involvement to those few students brave enough to answer questions in a large lecture setting. The SRS benefits students by helping them recall their prior learning, helping scaffold their current learning, and enhancing the transfer and reinforcement of long term learning.

The SRS has been shown to improve attendance in these large lecture courses. In addition to providing students with an effective method of answering questions, the SRS can measure attendance. Increased attendance may be one factor that leads to student achievement in large lecture sections.

The SRS may also increase student motivation in large lecture sections. Keller (1987) described an instructional design theory that leads to more motivational instruction. Keller's ARCS model describes four fundamental ways to increase motivation in learners: A-attention, R-relevance, C-confidence, and S-satisfaction. It may be possible that these variables could be affected with the use of the SRS in conjunction with a questioning strategy.

The initial implementation of an SRS in large enrollment lecture sections of an introductory biology course, analysis of the pilot study for motivation and attendance, and plans for the long term assessment of the SRS benefits in the classroom are addressed in this presentation.

A variety of questions will be answered about the SRS during the paper presentation:

- How effective are the Student Response Systems?
- How does the SRS affect student performance?
- How does the SRS affect attendance?
- How does the SRS affect motivation (ARCS)?
- Who benefits the most from the SRS in terms of attendance, motivation, or performance?

* **Friesen, Peter**, SUNY College at Plattsburgh

Building a Streaming Media Solution

Thursday, May 31, 2:15-2:45, Yokum 203

Reflections on Technology in the Disciplines (Papers, Advanced)

There are good reasons for pursuing streaming media (instead of HTTP downloadable media files):

- a stream can honor fair use by preventing a persistent copy from being downloaded by the end user;
- a stream can be tailored to the download speed of the end-users, while a download is always a set size and bandwidth; and
- multiple streams can be delivered at once without choking available bandwidth on a network.

Nonetheless, there is a pretty good reason why faculty haven't flocked to a streaming technology that has been available, in one form or another, for the past decade: quite simply, the process often required a half-dozen tools, when those tools existed at all. And, in the face of this overhead, many faculty simply avoided audio and video altogether or -- as was sometimes worse -- opted to pursue audio and video over HTTP connections with little consideration for the end-user or the network.

In 2000, Plattsburgh State developed its first working version of MediaFileThingy, a program which served, at the time, the end of encoding existing media to streaming media standards, providing an interface to allow the faculty to upload and manage their own media files on the college's media server, and providing a one-click mechanism for generating the playlists and HTML pages that would embed the media players. In 2005, the interface was overhauled and

new features were added to support live recordings (from web-cams, for instance), and to allow pages to be built directly within the college's course management system. The program now serves as a one-stop mechanism for the rapid creation and dissemination of media files for ANGEL.

Some of the objectives in creating MediaFileThingy, the needs that it addresses, and the tools and programming interfaces make it work, will be explained.

* **Friesen, Peter**, SUNY College at Plattsburgh

Digital Video: Tools and Practices

Tuesday, May 29, 1:00 - 4:00 pm, FL 302

Strategies for Teaching, Learning, and Assessment (Workshops, Intermediate)

The Digital Video: Tools and Practices workshop is designed to introduce faculty with an interest in digital video to a variety of tools, formats, and practices. The workshop will offer a hands-on introduction to all aspects of creating a video, from the preliminary steps of actually video-taping something through the capture process in which the video moves from video-camera to computer, the editing process (as it can be performed in multiple programs), and the generation of the final finished product. Along the way, the workshop will introduce a variety of software packages, ranging from Adobe's Premiere and After Effects through the more pedestrian Windows Movie Maker and Nero Vision.

The workshop, with an enrollment cap of 5, will be held in Plattsburgh State's Instructional Technology Resource Center, a facility that puts high-end multimedia capabilities within the reach of all of the college's faculty.

* **Fujiuchi, Ken**, SUNY College at Buffalo

The Renaissance Librarian: Using Web 2.0 to Rediscover the Culture of Learning in Your Library

Thursday, May 31, 4:00-4:30, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

Co-Presenters: Lisa Forrest, Dennis Reed, Jr.

The Renaissance brought about a flourishing of artistic and scientific activities, ultimately revitalizing all of European culture. How can librarians make practical use of Web 2.0 technologies to revive their libraries as places of culture and learning? The practical application of Web 2.0 technologies to energize traditional library services is the focus of this presentation. Become a Renaissance librarian: join us and see how Web 2.0 technologies can enhance the culture of learning in your library.

In a culture where we are bombarded with information, how does the library remain a visible and unique entity? What are practical ways which we can utilize Web 2.0 to revitalize the library as an engaging place of community, culture, and learning?

Although the establishment of our 24 hour computer lab increased foot traffic in the library, we felt that the library's resources were being under utilized. A sense of community within the physical library seemed to be lacking. An information commons model created an environment that allowed for collaboration among library services, technology, and the college community. In

order to improve upon the marketing of our services and revitalize the library community, we introduced an initiative. The library's Rooftop Poetry Club now provides a creative venue for writers of Buffalo State College, employing Web 2.0 technologies to develop a sense of cohesiveness. The newly developed library blog is an unconventional meeting place for library users to interact with each other, librarians, and the academic community. Our Rooftop Poetry Club, which markets literary resources, continues to grow in membership and community involvement. The development of our blog has created an interactive virtual place to connect users with the library and promote valuable services.

By marketing library resources through Web 2.0, E.H. Butler Library has recreated itself as a dynamic place for interaction and collaboration of ideas and has benefited the college as a whole.

* **Fuller, Lawrence**, SUNY College at Oswego

Experiences Using Clickers in the Classroom

Wednesday, May 30, 11:15 - 11:45 am, Yokum 203

Reflections on Technology in the Disciplines (Papers, Introductory)

A new technology challenge for instructors is whether or not to use clickers. I took the initiative for the first time in the Fall 2004 semester using IR clickers in an introductory nonscience major chemistry course with an enrollment of 200 students.

The students first asked if they really needed to spend another \$40 for a clicker along with a textbook and study guide. As clickers work pretty much like the polling of the audience on the TV show *Who Wants to be a Millionaire?*, the reluctant students soon discovered they would be left out of the fun. After the first class, they quickly bought their clickers.

The new technology also brought about new problems for our IT department. The classroom had to be physically wired with 2 receivers directly in the room and software installed on the PC. How do you register 200 students with clickers in your grade book? Students had to be instructed to point their clickers, just like a TV remote, directly at the receiver or their response would not be recognized. And how do students know that their responses have been received? How do you handle a student who comes to class with a backpack full of his friends' clickers? And what happens when every once in a while, the battery or clicker dies or the student forgets or loses it?

These are examples of some of the difficulties that I have had to address over the last six semesters of using clickers. Some of these problems have been resolved by changing to an RF clicker that indicates that a response has been received by the computer.

Lastly, does using this technology make our students smarter, better learners, or more engaging in a large lecture hall classroom? These and other questions and experiences encountered using clickers in the classroom for the last six semesters will be shared with the audience.

* **Glass, Richard**, Nassau Community College

Incorporating Blogs Into the Syllabus: Making Their Space A Learning Space

Thursday, May 31, 4:00-4:30, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Intermediate)

Co-Presenter: Marsha Spiegelman

Blogs (weblog) are the interactive medium of the web. A particular component of what is known today as Web 2.0, they are used heavily by journalists, news agencies and experts. Our students use blogs to interact in social network environments such as MySpace and leave comments on topics important to them. Blogs allow an asynchronous threaded discussion through the use of posts and comments. How can we in academia use this technology to enhance the student learning experience and extend the student-faculty contact zone?

The presenters will focus on how blogs may be implemented to create a learning space where students collaborate with their peers and instructor. Blogs extend the contact zone of the classroom to an online forum where the 'we'll get back to that' and the 'look that up' questions are explored. The technology permits students to interact, augment the learning process and research obvious or tangential course topics in a social-networking environment with which they are familiar. New findings are reported in the virtual classroom or in the physical one, while questions and comments are posted for the entire class to read. This technology allows the instructor to cover certain topics asynchronously, freeing up time for more complex topics and discussions during face-to-face lectures. Alternatively, the modality may be used with CMS environments such as WebCT, where the asynchronous interaction is paramount.

The authors' implementation of course blogs in two disciplines will be showcased and demonstrated. Actual and anecdotal evidence will document how students benefited from the new learning activities and how the curriculum was enhanced with assignments and discussions normally difficult to incorporate in the traditional lecture. Handouts with configuring instructions for a blog will allow participants to incorporate a blog into their syllabus in a timely and efficient manner.

- * **Gleeson-Kreig, JoAnn**, SUNY College at Plattsburgh
Maintaining the Human Touch in Online Education through Creative Use of Angel

Friday, June 1, 10:00-10:30, Yokum 200

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Online learning as a means to deliver higher education has expanded in use. Programs that previously relied on face-to-face instruction or distance videoconferencing are moving to the asynchronous method of educational delivery. Although this trend allows flexibility and possibly cost effectiveness, various issues arise. Online education changes the dynamics of student-teacher interaction. The computerized interface can dehumanize the learning environment by removing nuances that promote enthusiasm and motivation. Personal characteristics of both the instructor and learner are not revealed as easily when the usual social conventions are missing. Lack of face to face contact can be detrimental for students, particularly those who are social learners. Students who must focus on acquiring computer skills have difficulty focusing on the content to be learned. These factors contribute to stress, further making learning more difficult. A dehumanized environment can present a challenge for educators, especially those who teach content related to human interaction. The purpose of this presentation is to examine the teacher-student relationship in online learning, and to propose strategies for maintaining a human touch in web-based learning, particularly with use of the Angel course management system. Based on information found in the literature and from the presenter's experience, specific examples of course design techniques to encourage interpersonal connections in the online environment will be provided.

Many of the ideas have been evaluated by students and faculty participating in an online nursing education program. The consensus is that they clearly contribute to learning satisfaction.

- * **Glynn, Graham**, State University at Stony Brook
Personal Knowledge Management - Strategies And Technologies To Make Information Work For You!

Tuesday, May 29, 6:00 - 9:00 pm, FL 103F

Exploring and Implementing Emerging Technologies (Workshops, Introductory)

Learning new information and incorporating it into one's knowledge is a very individual and personal process, affected by existing knowledge and experience, learning styles, emotional impact and biases. Knowledge management is therefore most effective at the individual level where new information can be incorporated into existing knowledge, classified, interrelated and structured based on individual needs and criteria.

There are many sophisticated information distribution methods and systems such as BlackBoard, and ANGEL. We invest a great deal in developing rich media to convey ideas and a large majority of both student and faculty information is received in electronic form. Because we don't have the tools or know the best strategies, most of us print information to work with it. We therefore lose all the power of the digital format for searching, structuring and cross linking the information. KnowledgeWorkshop is a powerful free personal knowledge management utility for the PC designed to empower information workers and enable them to capitalize on digital information. It is a lifelong learning tool which enables students and faculty to integrate information across multiple sources and times. Its knowledge sharing tools, which include sharing structure, relationships and metadata, can form the basis for a unique educational approach.

- * **Gold, Peter**, Academic Management Systems

Getting More From Course Evaluations

Wednesday, May 30, 2:45 - 3:15 pm, Yokum 207

Strategies for Teaching, Learning, and Assessment (Vendor Presentation, Introductory)

CoursEval by Academic Management Systems offers a tested, reliable, flexible, secure and friendly web-based system for course evaluations. It is appreciated by students, faculty, managers, and administrators. There are now more than 120 installations. A variety of attractive course-by-course reports and comparisons are available to teachers and administrators. CoursEval reports use benchmarks and comparisons to better interpret the student's views of their courses and teachers. The surveys and reports may also be used as part of assessment protocols.

CoursEval supports a variety of teaching arrangements and may be customized by course, instructor, department, discipline and campus. Special teaching arrangements are also accommodated (e.g. internships, independent study, clinical placements, team teaching, and guest lecturing) and the installation will work for programs and campuses of all sizes.

The University at Buffalo has adopted CoursEval in several schools. The presenter will focus on the use of CoursEval for the past seven semesters by the College of Arts and Sciences and show how the results have been extended beyond the course-by-course evaluation reports for

faculty. The successful introduction of a comprehensive course evaluation system and the factors (biases) which concern faculty and others will be discussed.

Several customized summary reports have been developed to provide a broader view of teaching and curriculum for chairs, deans, program reviewers, students and others. Continuing studies of reliability and validity have also clarified the relationship between evaluation ratings and response rates, class sizes, in-class or on-line administration, the influence of grades, semester-by-semester variations in ratings, and benchmarked student course evaluations with other measures of teaching quality. These studies clarify both the strengths and limitations of student-generated evaluations.

While protecting the anonymity of evaluators, CoursEval background data has been used to characterize responders and non-responders, measure faculty buy-in, and validate incentives as a way to encourage voluntary participation.

- * **Gradel, Kathleen**, SUNY College at Fredonia
Universal Design for Learning (UDL): YOU Can Make it Happen in Your Courses!
Thursday, May 31, 2:15 - 3:30 pm, MFA 228
Strategies for Teaching, Learning, and Assessment (Hands-On Demo, Intermediate)
Co-Presenters: Laura Geraci-Crandall, Michael Jabot

On today's higher education campuses, the mix of students is increasingly diverse. Classroom seats are likely to be filled by students who face any one of many possible learning challenges, including learning disabilities, English language barriers, emotional challenges, low motivation/engagement, physical disabilities, and sensory disabilities.

Students range from adolescents to second-career professionals. Further, post-secondary students arrive on campus with a broad range of skills (or lack of them) in managing their own learning and study. Higher ed faculty and staff who want their students to succeed know that a singular approach to teaching does not work.

Universal Design for Learning (UDL) helps educators respond to student learning challenges. UDL is based on a framework of three approaches (CAST, 2004):

- (a) multiple representation alternatives or recognition networks, to give learners multiple ways to acquire information and knowledge;
- (b) multiple expression alternatives or strategic networks, to give learners alternatives for showing what they know; and
- (c) multiple engagement alternatives or affective networks, to maximize learner motivation/interests and target challenges.

UDL builds flexible goals, methods, materials, and assessments that accommodate student differences. UDL features embedded in learning tasks, materials, and targeted outcomes can help students with disabilities, and can benefit those without disabilities. UDL uses technology as the basis of many of these potential strategies, to make education more inclusive. According to CAST (2005), 'Flexible digital media makes it easier than ever to provide these multiple alternatives and therefore customize teaching and learning.'

Case-based IHE examples will be used to highlight UDL alternatives employed in a variety of IHE coursework taught by the presenters (e.g., methods, field-based, traditional lecture). Participants will be given practice in UDL applications via:

- (a) digital media available to IHE faculty; and
- (b) off-the-shelf and web-accessible applications.

Further, presenters will highlight feasibility concerns, including

- (a) accessing materials and software;
- (b) upgrading faculty comfort and skills in UDL;
- (c) organizational variables and supports; and
- (d) building students' own self-management of their access needs and preferences.

* **Gustafson, Judith**, Adirondack Community College
Getting More Out of PowerPoint in the College Classroom, Part I: PowerPoint Redesign

Tuesday, May 29, 9:00 am - 12:00 noon, FL 108

Strategies for Teaching, Learning, and Assessment (Workshops, Intermediate)

While the buzz on the blogs is all about Web 2.0, wikis, podcasting, virtual realities, social networking, and the latest hot applications, PowerPoint is still the first tool most instructors turn to when they begin teaching with technology in the classroom and PowerPoint is all the instructional technology many of them will ever need or want. The popularity of PowerPoint in the classroom is understandable: PowerPoint has the virtue of being pretty easy to learn, it is a useful tool for organizing ideas and helping both instructor and students stay on point, and its multimedia capabilities provide a convenient single platform for collecting diverse images, sounds, and movies for show-and-tells that appeal to a variety of learning styles. Yet we have all seen the negative side of PowerPoint lectures: a single slide that appears to display the complete contents of War and Peace, slide transitions that induce vertigo, bullets that fly in from every which way with annoying pings and whooshes, and presenters who read every word of every slide.

Part I: PowerPoint Redesign couples a few simple principles for clean graphic design along with cognitive theories of multimedia learning offered by Richard E. Mayer (Multimedia Learning, 2001) and other researchers to guide workshop participants in redesigning one of their own PowerPoint presentations. Techniques for actively engaging students in the presentation will also be examined, including the use of a classroom response system (i.e. clickers).

Upon completion of this workshop, participants should be able to:

- create a basic PowerPoint lecture with effective graphic design
- integrate graphics, text, and narration according to cognitive principles for better learning
- incorporate active learning techniques into their presentation.

Participants should have at least beginning level skills using PowerPoint and should plan to work on one of their own presentations during the hands-on portion of the workshop.

- * **Gustafson, Judith**, Adirondack Community College
Getting More Out of PowerPoint in the College Classroom, Part II: PowerPoint Beyond the Bullets

Tuesday, May 29, 1:00 - 4:00 pm, FL 108

Strategies for Teaching, Learning, and Assessment (Workshops, Intermediate)

While the buzz on the blogs is all about Web 2.0, wikis, podcasting, virtual realities, social networking, and the latest hot applications, PowerPoint is still the first tool most instructors turn to when they begin teaching with technology in the classroom and PowerPoint is all the instructional technology many of them will every need or want. The popularity of PowerPoint in the classroom is understandable: PowerPoint has the virtue of being pretty easy to learn, it is a useful tool for organizing ideas and helping both instructor and students stay on point, and its multimedia capabilities provide a convenient single platform for collecting diverse images, sounds, and movies for show-and-tells that appeal to a variety of learning styles. Yet we have all seen the negative side of PowerPoint lectures: a single slide that appears to display the complete contents of War and Peace, slide transitions that induce vertigo, bullets that fly in from every which way with annoying pings and whooshes, and presenters who read every word of every slide.

Part II: PowerPoint Beyond the Bullets throws out the lecture format entirely and, instead, explores ways to use PowerPoint as a tool for active learning and student-centered learning. PowerPoint offers interactive hypermedia features ideal for playing games and building self-paced reviews and explorations. Participants will begin by adding their own materials to ready-made templates for Jeopardy-like and multiple choice reviews. (Move up a couple of levels in Bloom's taxonomy and turn this activity into student-centered learning by handing over the templates to small groups of students so they can build their own lesson reviews!) They will also learn how to make flash cards with images and sounds as well as explorations with hyperlinks that invite them to look around as their interest takes them, much as they do on the Web.

Upon completion of this workshop, participants should be able to:

- insert images and sound files on a PowerPoint slide
- use the Drawing toolbar to create simple buttons and graphics
- use Action Settings and Custom Animation to create interactive objects
- add Hyperlinks to navigate to other slides
- explore PowerPoint multimedia / hypermedia features for active learning.

Participants should have at least beginning level skills using PowerPoint. Prior to the workshop participants should prepare a Word file containing their own Jeopardy-like review with five categories and 25 answers and questions.

- * **Guydosh, Ray**, SUNY College at Plattsburgh
Son of Fear Factor: Migrating From SLN Lotus Notes to Angel CMS

Thursday, May 31, 10:30 - 11:45 am, Yokum 200

The Politics and Policies of Technology Deployment, Use, and Maintenance (Panels, Introductory)

Co-Presenters: Mark Gultek, John Parmelee, Karen Volkman,

SUNY Plattsburgh faculty have a long standing history as early adopters of the SUNY Learning Network via Lotus Notes for online teaching. This past year the College implemented a policy of

exclusive use of the Angel CMS for online classes. Given their long experience, familiarity, and developed pedagogical expertise with the Lotus Notes Platform, most faculty who had been teaching with the SLN platform were reluctant to make the conversion. Many have not yet done so even now, in spite of the College's announced ending of support for SLN in Fall 2007. The authors discuss their various experiences, and the issues, incentives, disincentives, problems, and successes in converting, or planning to convert, their courses across platforms. Included are comments on financial incentives, early use of automated conversion software, and the rethinking of how to accomplish course pedagogy and learning objectives.

- * **Hart, Delbert**, SUNY College at Plattsburgh

Supporting Computing Education

Thursday, May 31, 10:30 - 11:00 am, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

Computing education has become increasingly specialized and important across a variety of fields. Computing education used to be housed solely in computer science departments, but now occurs as well in computer engineering, information science, information technology, bioinformatics, and multimedia, etc. As computing education changes and spreads out to different departments, how must the support for the laboratory activities of computing education change? One size labs will not best serve the needs of these different disciplines, and dedicated space, equipment, and personnel for each of these may be inefficient. The presenter will discuss ideas and share experiences of which resources can be shared, what problems are encountered, and what solutions have been developed.

- * **Hollister, Amanda**, SUNY College at Cortland

Podcastin' the Library Scavenger Hunt

Wednesday, May 30, 6:30 - 9:00 pm,

Exploring and Implementing Emerging Technologies (Posters, Introductory)

Co-Presenter: Lorraine Melita

Memorial Library works closely with the Cor 101 program which is a one credit class for incoming freshmen. Many of the Cor 101 classes ask the students to take a library tour and complete a scavenger hunt in the library. To try and make the tour and scavenger hunt more fun for students, we have created podcasts. Both the tour and the scavenger hunt have been supplemented by enhanced podcasts. Students can obtain these podcasts from within SUNY Cortland's iTunes U.

- * **Howd, Eric Machan**, Tompkins Cortland Community College

Teaching Online Through Learning Styles

Friday, June 1, 8:30 - 9:00 am, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Once educators and students discovered the various learning styles preferences and approaches to learning, it became harder for educators to justify continuing to teach in the read/write mode. Recent research demonstrated that curricula and teaching strategies responsive to students' perceptual orientations not only motivated students to learn, but improved their performance. Or as Jensen (1996) insisted, learners who appeared indifferent and uninterested became keen or

even excited learners when educators included course materials and instructional delivery aimed at their individualized learning styles.

By concentrating on students' learning styles, we have designed an online course in academic writing to produce positive learning outcomes. These can increase students' satisfaction with their coursework and improve their grades. In addition, TC3 can benefit both students and the college through increased student retention.

Students who enroll in the three online sections of ENGL101 Academic Writing will be given the VARK Questionnaire developed by Fleming and Mills (1992) to determine their preferred learning styles. Based on these results, students will be divided into three groups. The three instructors will follow the standard English 101 master syllabus in terms of the number of assignments, types of assignments, and time lines. It is the instructional delivery, however, that will be altered to better align with students' learning styles, which are: Aural-Visual, Read-Write and Kinesthetic.

Visual instruction. Resources include pictures, charts, graphs, videos, PowerPoint presentations, and slides for visual learners. The instructor delivers instructions and lectures by means of such items as video segments, PowerPoint presentations, images, etc. loaded onto the LMS to be accessed through the course site by the visual-oriented students. For students who do not have access to the higher speed Internet connections needed to download video segments, video instructions and lectures will be made available to those students on DVD or VHS tape.

Aural instruction. Resources include audio recordings, lectures, and pertinent music for aural learners. The instructor delivers instructions and lectures orally for aural-oriented students.

Read/Write instruction. Resources include materials such as articles, short pieces of fiction, written speeches, poetry, etc. posted onto the LMS. The instructor posts written instructions and lectures on the course site for read/write-oriented students.

Kinesthetic instruction. Resources include such materials as virtual field trips, case studies, simulations, and role playing exercises for kinesthetic learners. The instructor delivers instructions and lectures by means of the LMS and Internet links.

- * **Iannaccone, Carmen**, SUNY College at Buffalo
Carmen's Home: A Portal to Build Resources and Communities for Higher Education Teaching and Learning
Wednesday, May 30, 2:00-3:15, Yokum 201
Strategies for Teaching, Learning, and Assessment (Panels, Intermediate)
Co-Presenters: Carmen Iannaccone, Faizan Haq, Tim Gallineau, Angelo Conorozzo

Although academia is making use of different forms of Web-based discussion boards and blogs as teaching and learning tools, the use of wikis is relatively fresh idea. Combining these tools to form communities and instructional resources remains an exciting idea. Carmen's home brings this idea to life.

The Guidebook Project has evolved through many improvements. Now it has been reborn with the implementation of wiki technology combined with a database-driven, dynamic Website.

These developments have empowered the project's managing committee to not only include multifaceted usage of the Website, but also to envision and implement one portal of information, interaction, and collection of sources of validated research (or for validation of research) regarding teaching and learning. This panel presentation will describe the new features and provide a demonstration of the project's metamorphosis from The Guidebook to Carmen's Home (<http://www.carmenshome.org>). The Guidebook remains a critical and integral part of the new online information portal, but now also includes three distinct areas of interest for users.

1. Carmen's Faculty Orientation: Once fully functional, this site will provide an online opportunity for new or part-time faculty to share information, problems and solutions with each other.

2. Carmen's Courses: Carmen's home also will offer online course setup with the help on ANGEL for its participants and contributors to develop content or content enhancers such as multimedia concepts and learning points. This site can eventually offer courses developed to address the learning and teaching needs identified in Carmen's Guidebook.

3. Carmen's Roundtable: Within this site of general discussion and content development, participants and contributors freely exchange ideas, share findings and initiate collective research projects.

Originally, the intent of this project was to develop virtual instruction and learning communities designed and supported through the expertise of accomplished, reputable practitioners. Carmen's Home content deepens not only the understanding of the content but also invites application of ready-to-use strategies that are empirically supported in diverse higher education learning and organizational training environments.

* **Jeschofnig, Peter**, Colorado Mountain College

The Evolution of Distance Science Lab Options and Current Practices

Friday, June 1, 9:15 - 9:45 am, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Co-Presenter: Venkat Chebolu

I am a professor and Science Department chair at Colorado Mountain College in Glenwood Springs, CO and a CCC-OnLine science instructor. I have developed and taught chemistry and physics distance learning classes for over 15 years in a variety of formats from hybrid to 100% online courses. I recently spent a year as a Fulbright professor at the University of Namibia guiding the development of their online science courses.

I will examine basic assumptions underlying the science laboratory experience within a distance learning environment. Why do we perform laboratory experimentation in science classes? What are students supposed to learn in the laboratory? How can these objectives effectively be met at a distance where a student will not come onto campus?

After answering these fundamental questions, I will explore the evolution of attitudes regarding distance laboratories. In response to the previous questions, I will survey and evaluate current acceptable and unacceptable distance science laboratory learning options, including:

- A) Computer Simulations & Virtual Labs
- B) Hybrid Labs
- C) Kitchen Labs
- D) Remote Access Labs
- E) Instructor Assembled Laboratory Kits
- E) Commercial Laboratory Kits

My co-presenter, Dr. Venkat Chebolu, teaches Organic, General and Introductory Chemistry plus Forensic Science at Jefferson Community College, Watertown, NY. He is originally from Mumbai, India, received his Ph.D. in inorganic chemistry from SUNY, Stony Brook, and did post-graduate research work at Pennsylvania State University. Before joining Jefferson in 1993, he taught chemistry and directed a water quality lab in the chemistry and environmental science departments at Wilkes University, Wilkes-Barre, PA.

Dr. Chebolu will discuss and contrast his experiences with online and campus-based Chemistry students. Since the spring semester of 2005, he has used a commercial laboratory kit, CK-1, produced by At Home Science, Inc., to provide hands-on Chemistry lab experience for his online CHE 107 Introductory Chemistry course.

These lab kits allow his department to meet its objective of aligning the online course as closely as possible to its brick and mortar version. The use of these lab kits sparks a unique element of discovery into the course and forces online students to become more creative in solving problems. These students are genuinely learning by doing. They also seem more attentive to discussions of problems and solutions that arise through the discussion forums, to be better able to relate those discussions to their lab work, and to better understand what they experienced while performing lab work.

* **Kahn, Russell**, SUNY Institute of Technology at Utica/Rome

New Tools for Teaching: Free, Fast, and Immediate

Tuesday, May 29, 1:00 - 4:00 pm, MFA 228

Exploring and Implementing Emerging Technologies (Workshops, Introductory)

In Information Anxiety 2, Richard Saul Wurman explores the problems we face with a surfeit of data we have neither the time nor the resources to make use of. He notes, 'Accessibility is the breeze through the window of interest'(p. 20). In this workshop I will provide faculty, staff, and administrators ways to use technology in new ways to bring information to students, hopefully giving them a fresh perspective on the discipline, their environment and their lives.

The workshop takes standard software and uses it in new ways to improve faculty teaching and to enhance student understanding. It describes how to set up Wikis, which are websites that can be created collaboratively and without using html or web design software. It shows how to create a portable Firefox that you can carry on a Flash drive. The workshop will explain how to create a scrapbook for Firefox with captured websites that won't disappear or change when you need to use them in the classroom.

The presenter describes how to add narrations to PowerPoint slides, how to run PowerPoint so the slides appear on the overhead while your notes appear on your monitor, and how to convert PowerPoint slides to Flash format.

Finally, he explains how to use Adobe Flash 8 to create presentations and to compose short interactive review quizzes complete with feedback, hints, and multiple testing styles.

All of these tools come standard with the current versions of PowerPoint, Flash, and Firefox, and Wikis can be created free of charge at a number of public websites. Moreover, the discussion will focus on how to use these tools in the classroom to move information from data to information and how to best present it to aid in understanding. Furthermore, these tools should help faculty move traditional classroom teaching to an effective online learning format complete with sound, images, and a variety of multimedia tools.

- * **Kahn, Russell**, SUNY Institute of Technology at Utica/Rome
A Proposed Redesign of Overhead Presentations: Moving from Verbal to Visual
Thursday, May 31, 4:00 - 4:30 pm, Yokum 205
Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

This presenter shows how to redesign overhead presentations replacing the title/bullets format with an assertion/example model. The change in emphasis from verbal to visual promotes active learning and increased comprehension, encourages deductive reasoning, and improves retention.

Assertion/example overheads have a number of pedagogical advantages over the traditional title/bullet slideshow. The sentence assertion orients students to the topic and clarifies the point of the slide, while the example supports and clarifies the claim. A small number of short supporting statements may be used to clarify and further drive home the point. When the assertion/example slide is done well the relationship between the example and the assertion is clear and listeners play an active role in making the connection. They reach conclusions based on visual evidence, rather than being told what to think.

For instance, in a presentation on design techniques (the author's field) a traditional title/bullet format might place 'Balance' as the title on a slide followed with a bulleted listing of the elements of balance. This format is largely an outline of the talk which students are likely to copy verbatim. Because bulleted lists can be clicked through rapidly by the speaker, listeners may have to scramble just to keep up with the slides, leaving little or no time for digesting or considering the content.

In the assertion/example format the presenter starts with the declarative statement such as 'Balance involves equal distribution of visual 'weight' side to side, top to bottom, and diagonally' followed by an illustration of well-balanced design that supports the claim. The presenter would then show or ask the audience what is meant by 'weight.' The assertion/example format is more mentally engaging and memorable as there is less to write down, more to think about, and because the audience plays an active role in connecting the assertion to the example. Furthermore, this type of presentation fits with the lifestyles of many incoming students who grew up in a visual environment -- searching the Web, playing Xbox, and participating in cyberworlds.

The presenter will explain the technique and show examples of the assertion/example format, explain why it works, and provide ways in which faculty in all disciplines can begin using it in their classroom. The presenter will also review a series of templates for creating assertion/example slides.

- * **Katz, Robert**, Audio-Video Corporation

Simple Classroom Control Systems

Friday, June 1, 10:00 - 10:30 am, Yokum 207

The Politics and Policies of Technology Deployment, Use, and Maintenance (Vendor Presentation, Intermediate)

Co-Presenter: Narayan Kamial

As more display technology is installed in the basic classroom, Crestron has developed simple and cost effective control systems to automate the instructional equipment. In addition, remote monitoring, diagnostics and control can easily be incorporated into a campus AV help desk. Crestron System Builder software allows your technical staff to easily and quickly configure the process.

- * **Kelder, Richard**, SUNY College at New Paltz

Changing Faculty Roles, Student-Centered Learning, and Centers for Teaching and Learning

Friday, June 1, 9:15 - 9:45 am, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Co-Presenter: Linda Smith

During the past decade faculty development and support in the area of instructional technology was an essential part of the mission of many Centers of Teaching and Learning. As new learning technologies developed, faculty required support in adapting them to the smart classroom, on-line learning, ALNs and course management software. This is still an important function of most faculty development centers. However, many Centers have recently broadened their scope and mission to reflect changes in the role of faculty and to address a multiplicity of topics and issues associated with these changes. Some centers have initiated mentoring programs for new faculty and developed programs to address academic integrity and ethics, the scholarship of teaching and learning, integrative learning, grant writing, diversity, and assessment. Centers are also playing a pivotal role in responding to administrative agendas. For example, the central focus on teaching and learning at many institutions has shifted from faculty driven content delivery to an emphasis on student learning. This major paradigm shift is changing the culture of higher education: faculty are expected to redesign courses so that the emphasis is on student learning and assessment rather than solely on the transmission of knowledge or content. This is unfamiliar territory for many faculty since they have not received training in this area. In general, CTLs are where faculty learn to adapt to a rapidly changing and dynamic academic environment.

This presentation will discuss some of the changes affecting Centers for Teaching and Learning and offer suggestions about how Centers may maintain their viability and dynamism given these new challenges. A series of questions will be raised and discussed. In looking to the future, how do we envision the goals and missions of CTLs? What are some alternative models? How can the demand in activities and program development be addressed with limited resources? How can new learning technologies assist in program development and faculty development?

This presentation can be given as an individual presentation but it would be more effective in a panel discussion format with other Directors of Centers for Teaching and Learning. In either

format, it would contribute to an important discussion about the role of faculty development within SUNY.

* **Kendall, Martha**, Monroe Community College

Bank on B.O.S.S.-Building Online Student Success

Thursday, May 31, 10:30-11:45, Yokum 201

Strategies for Teaching, Learning, and Assessment (Birds of a Feather, Introductory)

Co-Presenter: Peggy VanKirk

Successful online learning programs include a caring faculty, a supportive technical staff, and a comprehensive orientation program for students. Monroe Community College, in its history with the SUNY Learning Network and asynchronous/blended learning, has shown much innovation and support to its online students. This presentation will outline the support services that Monroe Community College provides via the Building Online Student Success (B.O.S.S.) Program. B.O.S.S. provides an opportunity for online students to attend a face-to-face workshop designed to help them become successful online learners. Participation in the workshop results in an increased familiarity and comfort level with working in the online environment, which we believe can lead to increased student retention and satisfaction rates.

Many colleges and universities offer online orientations, a key component of which is assessing readiness for online learning. To support student success and increase retention in online classes, Monroe Community College's B.O.S.S. Program offers optional orientation venues for online students, including a face-to-face hands-on workshop and a fully online component. This program has been revised and enhanced over the years and now includes a readiness assessment, distance learning handbook, and a variety of additional support services for students. Presenters will share their insights as well as some statistics gathered from student satisfaction surveys from 2006. Discussions will include strengths, concerns, best practices and future plans for the B.O.S.S. Program and for the College's distance learning program.

Participants will be able to link to Monroe's distance learning website and utilize the materials found on the site. These include the distance learning handbook (B.O.S.S.), and a comprehensive online orientation.

* **Keys, Terry**, Monroe Community College

SLN Angel Pilot: Lessons Learned Part 2

Wednesday, May 30, 2:00-3:15, Yokum 200

Reflections on Technology in the Disciplines (Birds of a Feather, Introductory)

Co-Presenters: Bill Pelz, Greg Ketchum, Alexandra Pickett,

This informal group discussion will focus on the experiences of the faculty and staff who participated in the SLN Angel Pilot program. Faculty will share their experiences with the conversion process for moving existing SLN course into Angel, including training, instructional and workload issues. The campus project leaders will share implementation decisions, student orientation plans, campus conversion plans and more. This is your opportunity to ask any questions of this group and share any experiences that you may have.

We highly recommend that you also attend the session titled SLN Angel Pilot: Lessons Learned and use this birds of a feather to session to ask more questions.

- * **Kim, Heeyoung**, SUNY College at Plattsburgh
The Persuasion and Diffusion of ePortfolios in Plattsburgh State
Friday, June 1, 10:45-11:15, Yokum 200
Strategies for Teaching, Learning, and Assessment (Papers, Intermediate)
Co-Presenter: Gary Kroll

The use of electronic portfolios for authentic student assessment is rapidly growing (Batson, 2002). Many institutions of higher education are developing or acquiring electronic portfolio systems for student learning outcome assessment purposes.

Researchers have supported potential advantages of implementing electric portfolio systems. Many agree that ePortfolios are the only powerful tool both for an institutional assessment and instructors' assessment of students' learning progress. Recently, research has focused on implementation for institutional assessment, and assessment of students learning gain. There are a number of considerations that have been proposed (Batson, 2002; ePortConsortium White Paper, 2003). However, not much research is focused on systematic analyses of instructional wide adoption and diffusion of ePortfolio as a case study.

An ePortfolio system developed by ANGEL course management system has been running at the college for the past 2 years. Thus, the ANGEL ePortfolio system can be integrated into existing student information systems and course management systems.

Now that we have decided to adopt ePortfolio systems, how do we make assessment meaningful for accrediting agencies, administration, faculty, and, most importantly, students?

As Angelo and Cross (1993) pointed out, although portfolios have major advantages, using this technique requires a great deal of time and careful integration. As Love and Cooper (2004) commented, Portfolios are complex educational tools that require full integration into carefully crafted course designs (p.66). Cheney and Arashior (2006) report ePortfolio initiative has been planned one year for pilot testing at University of Kansas Medical Center, but they had to postpone due to lack of faculty involvement. Any successful ePortfolio project requires more than technology. We also need key faculty members, administrators, and technology partners to discuss, shape, and embrace the concepts and culture of ePortfolios. Without buy-in from key academic leaders, faculty members and students will never discover the ePortfolio's power and potential payoff. We must carefully foster ePortfolio culture.

We will present a case study describing the process of persuasion and consequent diffusion of ANGEL electronic portfolio at SUNY Plattsburgh. Presenters will discuss how Plattsburgh State is beginning to foster ePortfolio cultures. Second, we will define the concepts in student learning outcome assessment and the ePortfolio assessment at Plattsburgh State. Finally, we will describe how we develop a plan to make sure it is designed to scale and will meet the needs of the entire university's curriculum.

- * **Kimber, Kathleen**, Genesee Community College
Building Vocabulary Power: Student Projects Using Technology
Thursday, May 31, 10:30-11:00, Yokum 205
Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Helping students to master new vocabulary is an important part of many disciplines. Traditional methods of instruction include creating vocabulary lists, visual and auditory input, matching exercises and practice in context. The ultimate goal of building vocabulary skills is to use the words spontaneously and appropriately in context. New technologies allow students to integrate auditory, visual and contextualized practice in new and unique ways.

The results of four vocabulary projects created by students during the Spring 2007 semester will be presented. Although examples will be taken from an intermediate Spanish class these projects are replicable in a wide variety of classes from English to biology. Suggestions will be made for disciplines other than foreign language.

The first project is the creation of a class PowerPoint presentation. Students will find or create digital images that represent the meanings of the words. They will also record each of their assigned vocabulary words to practice pronunciation. These images and sound files will be combined to create a cohesive vocabulary presentation.

The second project focuses on finding authentic examples of vocabulary in context using advanced search options on the Internet and posting these examples to a class discussion board. Students will post a translation of their examples as well as the link to the source of their examples. This project increases time spent reading authentic sources as well as the ability to identify appropriate examples.

The third project involves the concept of corpus linguistics and language for specific purposes. On-line corpora (searchable, digital, archives of texts) allow students to search for a specific word and see examples of this word in context accompanied by the words that surround it. This project will help students distinguish words in a language that are almost always found together. For example in Spanish certain verbs take certain prepositions, in history 'antebellum south' would serve as a model. Seeing multiple examples of these words in context gives students adequate input to derive the meaning.

The fourth project involves the creation of a brief interactive text using the vocabulary words in context, links to informational websites and digital images. Through the incorporation of technology these projects allow students to participate actively in their learning, contextualize vocabulary practice and create a product that will serve to help review vocabulary in the future.

* **Kroll, Gary**, SUNY College at Plattsburgh

The IT Mentoring Program at SUNY College at Plattsburgh

Wednesday, May 30, 3:45 - 5:00 pm, Yokum 201

Strategies for Teaching, Learning, and Assessment (Birds of a Feather, Introductory)

Co-Presenter: Jeanne Ryan

The Teaching and Learning Technology Advisory Group (TLTAG) is a faculty committee at Plattsburgh that deals with IT recommendations for faculty. The committee received feedback from a faculty survey indicating that 83% of faculty respondents expressed an interest in a mentoring program to provide readily accessible guidance on teaching with technology. And so we proposed a program to supplement Instructional Technology (IT) workshops and Center for Teaching Effectiveness activities on an as needed basis by designating a mentor in each campus

building who would be available for faculty consultations on matters concerning teaching and technology. This program is based on the understanding that instructional technology training often takes place during informal contact between colleagues. The mentoring program is intended to harness that opportunity and develop it to better meet the IT needs of our faculty. TLTAG has recently received approval for an IT Mentoring Program to begin in fall 2007.

A subcommittee of TLTAG will spend the spring semester designing the program at all levels--responsibilities, training, selection, compensation, etc.; mentor training will begin in the summer. Our paper will simply describe the program--why we think we need it, and what we think it will do for our campus. We are hoping to generate a conversation among people who may benefit from similar programs, and we would also like to bounce our ideas off an enthusiastic audience.

- * **Kroll, Gary**, SUNY College at Plattsburgh
Angel's e-Portfolio: Assessment in the Classroom and Beyond
Thursday, May 31, 2:15-2:45, Yokum 200
Strategies for Teaching, Learning, and Assessment (Papers, Intermediate)

While many educators are interested in the possibility of using e-portfolios for assessment purposes, there is very little data demonstrating their effectiveness. In the Spring semester, I will be teaching a course that rigorously uses Angel's e-portfolios for assessment and student reflection. I will present my (and my students') impressions of the technology.

The use of the e-portfolio in facilitating student growth over the course of the semester is the first topic for special attention. The use of the e-portfolio to assess the level of achievement of class objectives will next be highlighted. Angel's ability to meet these classroom objectives will then be reviewed. Finally, I will also reflect on the possibilities of extending the e-portfolio assessment model to the program level.

- * **Krueger, Stephanie**, DRAM
DRAM: A New Music Resource with Interdisciplinary Utility
Friday, June 1, 11:30 am - 12:00 pm, Yokum 207
Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

DRAM, <http://dram.nyu.edu>, is a new online listening resource designed to facilitate the research of scholars, teachers and students across disciplines by offering on-demand, streaming access to an extensive and ever-growing catalog of essential music. Recordings are accompanied by complete and original liner notes and are keyword-searchable using any number of criteria, including composer, performer and label of origin.

DRAM provides a unique collection of works by contemporary composers, many not available from any other source. Composers represented range from Milton Babbitt to Joan Tower to John Cage on New World Records, CRI and other labels (see highlights below). Recent New World releases feature Henry Brant, Carl Ruggles, Harry Partch, Charles Ives, Christian Wolff, Gordon Mumma, David Tudor, Julius Eastman and Ben Johnston.

The presenter will provide an overview of the resource, its functionality and its content. The session is not just for music faculty -- because of the historical nature of many of the recordings,

representatives of other disciplines will likely learn about new alternatives for supplementing instruction. Please join us!

Highlights of other DRAM labels:

- Cold Blue Music: Works by West Coast minimalist and post-minimalist composers (Jim Fox, Kyle Gann, Chas Smith, Daniel Lentz, Rick Cox, Michael Byron).
- Artifact Recordings: An artist-run experimental and electronic music label (Tim Perkis, Blue Gene Tyranny, David Mahler, Chris Brown, John Bischoff, The Bifurcators, The Hub).
- Frog Peak Music: A composer and artist collective (Ann La Berge, Ruth Crawford Seeger, Larry Polansky, Benjamin Boretz, Charles Dodge, Alvin Curran, Anthony Braxton).
- Innova Recordings: Composer-supervised recordings from its parent organization, the Minneapolis-based American Composers Forum (Robert Carl, Andrew Violette, Erik Belgium, Harry Partch, Mark Applebaum, Greg Carr, Henry Gwiazda).

* **LaRiviere, Peter**, eInstruction Corp.

Why Have More Than 1000 Colleges And Universities Adopted Wireless Classroom Response Pad Technology?

Wednesday, May 30, 11:15 - 11:45 am, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

I will show how an interactive wireless response system can actively engage the entire population of a class or lecture hall. Interactive teaching has been demonstrated to lead to considerably larger learning gains and to allow the instructor insight into what goes on in the heads of the students. A teacher can sample the thinking of all students, at any time, without students having to risk embarrassing themselves in front of their peers. Clicker technology will engage every student in the lecture hall, facilitate discussion and provide a platform for peer instruction. Among other time saving features, it can also automatically take attendance.

With the use of individual hand held clickers and one signal receiver attached to a computer, the dynamics of a classroom or lecture hall have been dramatically changed. In the past two years clicker technology has evolved from infrared clickers and receivers, which require line of sight one to the other. One infrared receiver could handle approximately 60 students and for larger classes receivers required a power source and would be linked to other receivers by a hub. This limited the portability of clicker systems and in some cases required hard wiring of classrooms.

Today's state of the art technology provides Radio Frequency clickers and receivers. With RF no installation is required beyond plugging an RF receiver into the classrooms computer USP port. One RF receiver can handle up to 1000 students at one time without requiring line of sight. RF clickers currently available feature LCD screens so students can confirm the answer they entered, and that their answer has been sent and received. The integrated LCD screens also indicate the battery strength of the clicker. With the version being demonstrated, instructors can use their PowerPoint presentations and add new slides which will be engaged within CPS. Lessons can be entered into your personal data base with or without using PowerPoint.

Right out of the box, with no advance preparation, this technology allows instructors to use ad hoc verbal questions and have the responses recorded. It is also possible to use pre-existing tests and quizzes by simply completing an 'Answer Key.' New content, quizzes, and tests, separate from PowerPoint, can be quickly imported from any word document without retyping or using cut and paste.

- * **Langlie, Nicholas**, Hudson Valley Community College

The Future Instructional Technology Leader

Wednesday, May 30, 12:00-12:30, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

The role of the technology leader in education in the future is the subject of this presentation. The distinction between what is called an instructional technology administrator/ director and the average educational administrator is disappearing: eventually, all educational administrators will be technology leaders.

Technological competence, a broad understanding of educational administration, and exceptional soft skills will be required of educational administrators. Books like *The World is Flat* and *A Whole New Mind* speak to the need for soft skills and the rising value of them: Technology is advancing in a way that those who can perform rote and difficult technical tasks (in the past the purview of the highly technical and often socially awkward person) are being replaced by individuals who can think creatively and interact well with others. This example is from the business world, but it applies equally to education. Thriving in cultures of change and providing empowered and empowering leadership are now essential in education and provide the building blocks of the future technology leader. Books like *Leading in a Culture of Change* and much educational research on transformational leadership support this claim.

Current instructional technology leaders have traditionally been ahead of the curve when it comes to the value of technology and technological acumen; we are finally coming to a point where the rest of education is quickly catching up because the quality and speed with which technology is being adopted and incorporated well are now facilitating the process, as opposed to hindering it as it once did.

- * **Larzelere, Elizabeth Dobbertin (Liz)**, New York Chiropractic College

Survey on a Shoestring

Friday, June 1, 10:45-11:15, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

A needs assessment would assist Information Technology personnel to know how to support users with emergent technologies. How should IT go about accumulating this data? Say that a faculty member is excited about a new technology he or she is using in a course. Is the quality of student learning the same, better or worse because of this technology? A new customer service program for staff has been rolled out. Has the training been effective?

A great deal of insight can be gained by surveys which are effectively developed and deployed. There are guidelines to help maximize effectiveness while minimizing challenges whether the survey is formal or informal.

Creating survey questions is one of the most important and difficult steps. What types of questions will result in the data you are looking for? Be careful not to use leading or lengthy questions. What types of scales are best? How many questions should the survey have? Consider the target population and demographics when you design the questions and vocabulary. Have several people review your questions.

Free or low cost survey instruments abound on the Internet. Many instruments allow the downloading of a free demo. Others allow limited use of the free survey tool. Try some of the various possibilities.

Once you decide on the questions and the survey tool, you need to think about how to increase the response rate, especially for online surveys. If do not have a captive audience in a classroom or computer lab, you may need to encourage replies through marketing. For example, give a small prize drawn from all those who respond, or give extra credit to help draw responses.

Results of the surveys will need to be analyzed. Depending on the nature of the survey, you may write a report about it, create graphs, draw up action steps or publish it on a webpage. It is important to share the data and conclusions, both the good and the bad, with those who answered the questions. This helps build credibility for future surveys as well as reward respondents.

* **Lee, Jacqueline**, Nassau Community College

Podcasting: A Method of Focusing Course Instruction As A Result of Assessment

Wednesday, May 30, 3:45 - 5:00 pm, MFA 228

Strategies for Teaching, Learning, and Assessment (Hands-On Demo, Intermediate)

Co-Presenter: Wesley Doody

A step in the SUNY Assessment Matrix is the modification of the presentation and/or delivery of course content for the purpose of improving understanding and student learning. Ideally, modifications ought to be accomplished without sacrificing class time. A mini-lecture format can devote the needed instructional time to clarify many challenging topics. Podcast technology can meet this need by allowing instructors to create mini-lectures in the same teaching style and format used in their scheduled class time without drawing away from the time allocated to the syllabus. We have investigated a method of providing course and instructional materials asynchronously using podcast technology. Asynchronous learning allows for self-paced studying and access to material on a 24 hour basis. Providing course content for review in this manner does not reduce lecture time spent on other course topics. With a PowerPoint presentation, we will describe how we presently use podcasts in our introductory biology courses at Nassau Community College. We will explain our application of podcasts as tools for review and enrichment of course topics. Podcasts provide an audio and/or video explanation of some challenging course topics as determined by prior course assessments and examinations. Podcast formats include audio only, audio with slides and audio with video. Where suitable, podcasts may be converted to a DVD format. It is also possible to create multiple podcasts on the same topic with each podcast presenting a progression from basic explanatory concepts to more focused and complex descriptions. Creating brief podcasts offers a succinct review of these topics. Podcasts can be made available via iTunes and are therefore accessible on a PC or a Mac. Our presentation will demonstrate the software necessary to design, create and publish a variety of podcasts.

- * **Lending, Craig**, SUNY College at Brockport
Reducing the Total Cost of Ownership: A Pilot Project to Integrate ANGEL and HarvestRoad Hive

Thursday, May 31, 4:00 - 4:30 pm, Yokum 207

Social Networking, Collaboration, and Sharing (Vendor Presentation, Introductory)

Co-Presenters: Kathy Fowler, Peter Lamothe

SUNY Brockport has funded a consulting project to integrate the federated digital repository, HarvestRoad Hive, into our existing Learning Management System, ANGEL. The integration will allow us to leverage our existing ANGEL user base and utilize the power of federated digital repositories. One of the goals of this pilot is to reduce the total cost of ownership by keeping technology very simple and accessible, with as few different interfaces as possible. The integration offers the full functionality of most of the features of Hive, and expands the ANGEL LORs within ANGEL's 'Add Content' tab.

Many forms are typically filled out by hand in various departments on campus, passed through several individuals (Chairs, Deans, General Education Committee, Faculty Senate, Registrar) as paper copies and are eventually put into Banner. We would like to have these forms on-line, and to trigger workflow so that everything can be managed electronically. One possibility is to use Angel surveys, which would then trigger a Hive Workflow.

Many additional possibilities will be discussed in this session. These include integration of Library systems, sharing of research data, and course content sharing within institutions as the SUNY-wide rollout of Angel proceeds.

- * **Light, Stephen**, SUNY College at Plattsburgh
The Dark Side of Online Learning: Questions from the Dean's Office

Friday, June 1, 9:15 - 9:45 am, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

Co-Presenter: Kathleen Lavoie

From the perspective of the dean's office, online learning or e-learning presents a number of pros and cons. The personal computer and the Internet have become indispensable tools for transmitting and receiving college-level instruction. Courses are now being offered completely on the Internet or as hybrid courses that combine web-based learning with traditional classroom methods.

Perhaps the foremost issue relating to online learning is whether or not it provides a learning experience as rigorous as traditional classroom courses. Can a high quality educational experience be provided by faculty members who never meet face-to-face with their students? Some research suggests that employers value online degrees less than traditional degrees. Should deans worry that online courses and degree programs may lower the prestige of their institution's diplomas? What is a good balance between online and traditional courses?

Deans and department chairpersons are responsible for ensuring that sufficient course sections are being offered to meet the needs of all of the institution's students. If students and upper administration are pressuring deans and chairs to offer more online courses, what incentives and rewards can be offered to faculty members who switch from a classroom format to an online

format? How can instructors be encouraged to buy in to the e-learning format? And what about instructors who teach courses from locations far away from the main campus? Can faculty who teach online courses from faraway locations be admitted to the tenure track? What does effective teaching mean in an online environment and how shall the quality of instruction be assessed?

Should web courses have lower maximum class sizes? Should online instructors be paid more? Such workload and compensation issues may require negotiation with faculty labor unions. Similarly, questions may be raised over intellectual property rights and course ownership. Can an online course be presented multiple times or even sold?

As online learning becomes increasingly popular in the coming years, deans will struggle to ensure that online courses provide high quality learning in an environment that benefits students and faculty alike.

- * **Linden, Jeremy**, SUNY College at Fredonia
Making History: A Collaborative Project Between The Archives And Students Using Wikis

Wednesday, May 30, 11:15-11:45, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Introductory)

Co-Presenter: Kathleen Sacco

This paper outlines the outcomes of a Freshman First Year Experience Course combining archival research skills with Web 2.0 technology. This course was to be the beginning of an experiment to see if wikis would naturally create an online collaborative environment for the students in the class. Students were introduced to archival research in College History and then translated it to the web via editing an entry in Wikipedia. Results of the students' research as well as initial findings of the collaborative aspects of the course will also be discussed.

- * **Luyben, Paul**, SUNY College at Cortland
Comparative Effects of Video-Plus-Text versus Text-Only Formats on Acquisition of Concepts in an On-Line Tutorial: A Pilot Investigation

Thursday, May 31, 4:45-5:15, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

One model of instruction suggests that teaching involves three basic domains: concepts, operations, and rules. Concept learning involves recognition that examples either do or do not fit within particular stimulus classes. For example, the learner might be asked whether a sample of rock is sedimentary or not; whether a picture of an animal represents a zebra; or whether a teacher is using a procedure called differential reinforcement in a series of interactions between the teacher and a child. Concept learning involves a straightforward discrimination: The example is, or is not, a member of a particular stimulus class. The second domain, operations, is different: in learning operations, the learner learns a series of responses that, taken together, produce a common outcome; there is a cumulative outcome of the linked responses. Examples include opening a door, performing a surgical procedure (an operation), writing a poem, conducting a chemical analysis, or baking a loaf of bread. The third domain, rules, involves verbal statements that guide performance of an operation. Rules are used to indicate what to do, how to do it, and other dimensions of behavior, such as when or where to do something. A statement such as 'i

before e except after c' is a rule specifying how to spell words such as 'believe,' 'receive,' or 'yield.' Instructional signs, recipes, manuals, and the like are rules that guide performance of operations. Published research shows that incorporating video content in instruction can aid learning of operations but there is little evidence showing that incorporating video materials into instructional programs improves concept acquisition. This paper presents pilot research comparing the effectiveness for the acquisition of basic concepts in learning theory of on-line tutorials presented in either of two formats, text-only versus text-plus-video. Pilot data are presented.

* **MacLeod, Antoinette**, State University at Stony Brook

Facilitating Interactions - Teacher Presence and the Virtual Office

Wednesday, May 30, 4:30-5:00, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

A growing body of literature highlights instructor presence as a critical element in the process of developing quality asynchronous learning experiences. (Shae, Picket & Pelz, 2003; Richardson and Swan, 2003; Shea, P., Swan, K., Fredericksen, 2002; Tu, 2002).

Anderson, et.al. (2001 p.5) define teacher presence as: the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.

Garrison (2006) proposed a set of principles for the development and implementation of effective asynchronous learning. He advises instructors to design courses that establish a 'community of inquiry' and suggests practices to facilitate this process. Garrison further suggests that instructors should be receptive to the idea of online office hours. (p.27)

This project investigates how students enrolled in an online course respond to online office hours. Four research questions guide the study: Will students use the virtual office to seek instructor feedback? Will students who use the online office hours perceive higher levels of teacher presence than students who do not visit the virtual office? How will student perception of teacher presence in a course which provides a virtual office hour compare to the perceptions of students enrolled in a course that does not offer this option? Do students who visit the virtual office perceive higher levels of satisfaction there than in an actual office? Selected items from the end of course evaluations and follow-up interviews will be analyzed to assess student perception of teacher presence.

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* **Macho, Steve**, SUNY College at Buffalo
The Impact of Home Internet Access on Test Scores

Thursday, May 31, 2:15-2:45, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

The purpose of this study was to examine differences among the standardized test scores of students due to factors of Internet access at home, household income, and the highest level of education attained by mother, father or guardian. If students with Internet access at home have a different academic standing, is it the result of the Internet connection or confounding factors of family affluence?

The San Miguel GEAR UP program at New Mexico Highlands University, located in Las Vegas, New Mexico had existent data on program participants for Internet access at home, household income, highest level of education in the household, and standardized test data. The population of the participants consisted of students from two public school districts in northern New Mexico. These students were in grades six to ten, and standardized test data and demographic data were from the 2003-2004 school year. The independent variables were: A) Internet access grouped as yes versus no, B) highest level of education of the parent and/or guardian grouped as those with or without a bachelor's degree, and C) household income in three categories (\$0-\$20,00, \$20,001-\$30,000, and \$30,001+) of annual income. The dependent variable was the NCE total score from Spring 2004 CTB/McGraw-Hill TerraNova. The method of analysis was a 3-way factorial ANOVA.

There were two significant differences in the primary analysis students' NCE total scores: 1) the main effect for the education level of the parent and/or guardian, $F(1, 544) = 20.412, p < 0.001$, and; 2) the three way interaction of the factors of Internet access at home, household income and highest level of parent education, $F(2, 560) = 3.234, p = 0.040$. Only the education level of the parent and/or guardian proved to far exceed the level of rejection in this study.

Outlying data were removed for further analyses. An unbalanced factorial ANOVA, fully crossed and balanced factorial ANOVA, and two sets of one-way ANOVAs were performed. Findings were consistent among all further analyses performed. The highest level of education within the household was the only determinant factor of student NCE total score performance.

- * **Marcus, Sara**, CUNY / Queens College

Information Commons: Common to the Distant Learner?

Wednesday, May 30, 2:00-2:30, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

The presenter will discuss the Information Commons and how adaptations to serve the distant student can also benefit the traditional student. With the growth in distance education, there are more and more students taking courses without physically accessing the campus, including the Information Commons. How should the Information Commons address the needs of these students? How can this help the traditional student? Is it the responsibility of the Information Commons, 'a reconfigured physical space that offers a host of services beyond reference, print materials and computer access' to serve those students not enrolled in traditional classes?

Servicing those students not physically on campus, those on-campus students taking online courses for a variety of reasons, and the faculty teaching these courses are the goals of our librarians. How can these students and instructors be supported by the Information Commons, if they should be supported at all? How do the needs of these potential users and those of the traditional students and instructors in the face-to-face classroom compare and contrast? How can those who are not physically able to attend the Information Commons be made aware of the services available to them? Should there be a separate Information Commons for those on-campus and those face-to-face? How might additional resources for off-campus users be advantageous to the traditional user of the Information Commons?

- * **Marler, Megan**, ARTstor

Leveraging ARTstor as a Campus-wide Digital Image Library

Wednesday, May 30, 4:30 - 5:00 pm, Yokum 207

Reflections on Technology in the Disciplines (Vendor Presentation, Introductory)

Co-Presenter: Kim Henrikson

The use of digital images is revolutionizing teaching and learning in higher education. However, as any institution that has moved from an analog to digital environment can attest, going digital is a multi-faceted endeavor. In order to capitalize on the efficiencies, innovation and promise of a digital environment, a wide spectrum of institutional professionals, including librarians, visual resources curators, and instructional and information technology staff, must collaborate in new ways.

Thanks in part to initial funding from the SUNY System's Office of the Provost and Office of Library and Information Services, nearly every SUNY campus has access to ARTstor, a digital library containing hundreds of thousands of images in the areas of art, architecture, humanities and social sciences.

Originally founded by The Andrew W. Mellon Foundation, ARTstor is an independent, not-for-profit initiative whose mission is to enhance scholarship, teaching and learning in the arts and associated fields through the use of digital images and technology. By providing broad and deep collections of images along with sophisticated software specifically developed to support teaching, research and collaboration, educators are able to reach students in ways not possible using analog media.

The ARTstor Digital Library currently serves over 700 institutions worldwide and consists of 500,000 digital images and data that support the visual needs of an increasing variety of academic disciplines. In addition, faculty can supplement ARTstor content with their own images in ARTstor Personal Collections. On a larger scale, those participating in the Institutional Collection Hosting Pilot Program can add their local collections to ARTstor. Combining faculty and institutional content with the vast and growing array of materials already in ARTstor enables institutions to realize new efficiencies in local collection development strategies -- shifting from systematic scanning of the entire slide library to more selective digitization of specialized content not yet available in ARTstor. Currently, three SUNY institutions, Binghamton, Cortland and FIT, are hosting their local collections within ARTstor.

The panelists, SUNY library and visual resources representatives, will discuss how ARTstor meets curricular needs across a wide variety of disciplines at their institutions and the downstream impact of ARTstor on local collection development strategies and policies. The technical and non-technical tactics the panelists have found most effective for promoting use of this important electronic resource, as well as some of the successes and pitfalls they've experienced in their journey to the digital realm, will be highlighted.

* **Marte, Vicki**, Twin State|Voice.Data.Video

Making the Grade with Intelligent Communication

Friday, June 1, 10:00 – 10:30 am, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation)

This presentation will focus on improving student results and the educational institutions' technology ROI through the leveraging of advanced communications technologies.

* **Masson, Patrick**, SUNY College of Technology at Delhi

Let the Dogs Make Their Own Food: User Designers and Other Agile & Iterative Approaches in Technology Deployment, Use, and Management

Friday, June 1, 11:30 am - 12:45 pm, Yokum 200

The Politics and Policies of Technology Deployment, Use, and Maintenance (Birds of a Feather, Introductory)

Co-Presenter: Ken Udas

In 1994 the Standish Group shocked the IT community with the publication of the CHAOS report; 'a staggering 31.1% of projects will be canceled before they ever get completed' and 'only 16.2% of software projects...are completed on-time and on-budget.' For those initiatives that do make it into production, 52.7% will cost 189% of their original estimates. Other studies report similar dysfunction for ERP projects.

Reasons often cited for failure focus on poor design/planning during initial project phases, and an inability to control development. Agile Project Management allows initiatives to be modified, and features to be developed at the same pace as users can articulate them, reducing the impact of the two failure modes cited above. This is a stark departure from traditional front-loaded project management practices, where success often hinges on the ability to identify all of the system's features before development begins. The fundamental difference between front-loaded and lightweight approaches used in APM boils down to planning vs. practice.

Front-loaded project management starts out with a heavy investment in 'planning.' Needs analysis, requirements gathering, gap analysis, resourcing, etc. all take place before development begins and are expected to remain consistent. Changes are discouraged and may result in financial penalties. Planning is emphasized to mitigate risk and the key to successful technology development. Success in front-loaded projects is often defined by how well a project adheres to the plan, not on the quality of the work or the value of the finished project.

Lightweight approaches, such as APM, do not attempt to plan for the entire project, but rather provide practices for undertaking tasks as they are identified. APM addresses needs for which there is evidence for implementation, rather than perceived or anticipated need. Lightweight approaches accept that change will occur based on new information or technologies. This is why lightweight management practices are sometimes called evidence or event-based processes.

APM practitioners argue that there are no new projects. Rather new systems or services are simply extensions of the organization's current scope of services. Small iterations, executed as the environment demands, results in a broader set of services/systems and greater usability among the campus community. Risk is lessened by expanding existing systems that extend current features and functionality. Through APM, organizations can capitalize on their existing staff, skills, infrastructure and understanding rather than working through the discovery processes required in developing new services.

* **Maurino, Paula**, Farmingdale State

Online Threaded Discussions: Purposes, Goals, and Objectives

Thursday, May 31, 4:45-5:15, Yokum 202

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Co-Presenters: Francine Federman, Lorraine Greenwald

The purpose of this study was to understand the perspectives of instructors as they participate in an online classroom setting. It sought to find the purposes, goals and objectives set by online instructors for the utilization of threaded discussions. The methodology employed was qualitative. A case study of a public two-year and four-year degree granting college was conducted. Thirty online instructors were interviewed in depth. These interviews were triangulated with analysis of 'starter' discussion questions, class database transcripts, and focus groups from private colleges. Findings showed that most instructors set interwoven cognitive and social goals for their classes and wanted to create a social environment conducive to student learning from each other, the instructor, and course materials. These goals were not always met, and only 47% of the instructors considered their discussions successful. Most instructors did not participate in the discussions after posting the initial starter question. Teacher presence was not evident in the discussions. Instructors were intent on replicating their face-to-face class online in the selection of textbooks, grading policies, and learning activities. Threaded discussions were considered very successful for evaluation and assessment purposes and transmittal of simultaneous information. Recommendations included changing the mindset of faculty and administrators about perpetuation of the classroom genre online and modifying learning activities, methods, schedules and policy to better serve students and faculty in the virtual environment.

- * **McBride, Mark**, NYS College of Ceramics at Alfred University
Pick A Life Any Life: A Team Taught Class And The Museum That Followed
Wednesday, May 30, 2:45 - 3:15 pm, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)
Co-Presenters: Barbara Lattanzi, Mark McBride

The co-presenters will discuss how the ART 300 Network Practices and interactive media environment was created through the merging of two disciplines brought together through new technologies and in the ever changing landscape of our digital age.

They explore the concept of team teaching across disciplines and converging art forms in Second Life to create art within art. Emerging technologies and social networking were employed to develop a unique learning environment. This coursework resulted in a student-created virtual art gallery in Second Life, showcasing student art work and the ability to collaborate in a social network environment.

The presenters are from The New York State College of Ceramics: Mark McBride, Public Services/Head of Media Services Librarian and Barbara Lattanzi, Assistant Professor of Expanded Media.

- * **McClenon, Deb**, SUNY College at Oneonta
How to Move From Blackboard to Angel in 30 Days
Wednesday, May 30, 3:45 - 4:15 pm, Yokum 200
The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

The presenter will highlight SUNY College at Oneonta's pilot of the Angel Course Management System in the spring of 2007. Twenty-five faculty who previously used Blackboard, on very short notice (4 weeks before the semester started), were asked to use Angel instead. Oddly, all agreed to do so!! An overview of the time table followed, programs implemented, and an assessment will be provided. How this change transpired from the faculty perspective is the focus. Campuses considering a conversion can benefit from a close look at our effort.

- * **McCormack, Dan**, Binghamton University
Grant Writing
Tuesday, May 29, 9:00 am - 4:00 pm, Yokum 203
The Politics and Policies of Technology Deployment, Use, and Maintenance (Workshops, Introductory)

- Introduction
- What do we want to accomplish today
- General thoughts/comments about grant writing
- What does a grant proposal look like: Handout 1
- Overview of the grant seeking process/ There is more to it than just the writing the grant application

- * **McIntosh, Steven**, Schenectady County Community College
Mixing Of Oil And Water, Or How To Get Interdisciplinary Cooperation And Not Salad Dressing

Friday, June 1, 8:30 - 9:00 am, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

If you are a professor or a computer specialist, the title of this paper should have immediate saliency for you. In my own career as a technologist in higher education, non-profit healthcare, and manufacturing, I have been either the protagonist or antagonist in any number of real-life plays where all the main characters possess - and act on - their frequently divergent and often polemic beliefs about each other. Why is this so? Beyond a simple 'Why can't we all just get along?' there are concrete reasons for miscommunication, or no communication, and these are almost always resolvable. Before you resort to psychological analysis, demand a mediator, or take the day off to escape your adversaries in the workplace, perhaps a reframing is in order. The combining of the highly educated academic and the highly skilled technologist can often form a reactant agent that exhibits highly explosive characteristics! If you are an administrator or dean, you are all too familiar with these deadly encounters (and for the uninitiated, here's advice: Safety glasses won't make a difference). During the presentation, the reasons for miscommunication and misunderstanding will be examined, from both theoretical and pragmatic perspectives. Informed by these, the presenter will add his twenty-five years of experience practicing and managing communications in organizational settings. The outcome is that participants will come away with techniques for establishing and maintaining channels of communication that are essential to achieving important teaching and information technology objectives.

- * **Meskill, Carla**, University at Albany
The Language of Learning Object Review: A Cross-disciplinary Study

Friday, June 1, 10:00-10:30, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Introductory)

This study undertook linguistic analysis of over 2,000 peer reviews in the MERLOT learning objects collection. The primary aim was to compare and contrast the language used in these peer reviews, specifically that of the sciences versus that of the humanities. Language concordancing software was used to identify trends particular to the disciplines. Findings underscore the variation in word choice, sentence length and cohesion between the disciplines while suggesting points of convergence and divergence that may be useful as tools in promoting cross-disciplinary dialog and collaborations around instructional technology.

- * **Meskill, Carla**, University at Albany
Best of MERLOT

Friday, June 1, 12:15 - 12:45 pm, Yokum 202

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Co-Presenters: Jennie Dautermann, Peter McCoy, Surajit Sen,

Presenters will share the 2006 MERLOT learning object award winners. Each year MERLOT editors select a learning object from each of its discipline communities. The learning objects

selected for this honor are of the highest quality and represent optimal uses of online resources for teaching and learning.

- * **Miller, Cheryl**, SUNY College at Potsdam
Encouraging Faculty to Incorporate Technology in the Classroom
Friday, June 1, 12:15 - 12:45 pm, Yokum 206
Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

A Center for Teaching and Learning has the unique opportunity to encourage the use of technology in a faculty friendly environment. At SUNY Potsdam the Learning and Teaching Excellence Center (LTEC) offers events related to technology while keeping the focus on teaching and learning. The result is to encourage the use of technology by all faculty, even those who are just wetting their feet. The types of technology related events offered are discussed. Faculty are encouraged to share their experiences in the classroom, good or bad.

- * **Mohammadi, Rameen**, SUNY College at Oswego
A Model for Institutionalizing Hybrid Instructional Modes from the Ground Up
Wednesday, May 30, 11:15-12:30, Yokum 201
Strategies for Teaching, Learning, and Assessment (Panels, Introductory)
Co-Presenters: Greg Ketcham, Marcia Burrell, Kathi Dutton

Oswego's hybrid pilot program began in May 2005 with the following goals: to solicit faculty proposals to develop pilot courses; to engage in ongoing assessment of the courses in the project in terms of student satisfaction; and to recommend policies and procedures to support the ongoing use of hybrid learning.

During this pilot, key elements of developing a system to approve, deploy and support hybrid courses were crafted. Among the areas the committee has defined and explored are selection mechanisms such as: faculty qualifications in terms of course management system (CMS) expertise, a pedagogical rationale that supports the use of hybrid learning as an effective means of teaching established courses, and a documented plan that explains the exact balance between online and face-to-face instructional activities.

Twelve faculty have implemented fourteen hybrid courses during the one and half years of the pilot. Each faculty member teaching a hybrid course had a member of the Pilot Oversight Committee as his or her liaison. The committee members who acted as liaisons were mostly experienced online instructors themselves.

Student reporting on satisfaction with hybrid learning was collected at the end of each semester, and data available at the time of the conference presentation will be presented. We have established a student learning outcome assessment instrument as well, the results of which will also be shared at the conference.

We will be reporting on the following tasks:

- Implementing an approval process for the creation of new hybrid courses.

- Defining the support needs for students in terms of end-user training in using the course management system and in defining the expectations of effective participation in a hybrid course.
- Defining the support needs for faculty in terms of faculty development and instructional design support for developing hybrids.
- Creating a process to list and uniquely identify hybrid courses to better inform student decision making during registration.
- Determining ongoing needs for a mechanism to examine modes of learning with a focus on the effectiveness of hybrids.
- Examining faculty issues in terms of encouragement and/or possible incentives to create hybrid courses.

The list of potential issues and recommendations above is not meant to be exhaustive, nor is it clear that Oswego's Hybrid Pilot Oversight Committee will resolve all open questions by the end of the pilot, or in time for the CIT conference, but we anticipate being able to share what conclusions we have and questions that remain open with our peers.

- * **Morrow, Margaret**, SUNY College at Plattsburgh
Online Mathematics Courses: Strategies for Active Learning and Group Work
Thursday, May 31, 4:00 - 5:15 pm, Yokum 203
Reflections on Technology in the Disciplines (Birds of a Feather, Introductory)

In face-to-face mathematics classrooms, it is fairly straightforward to create opportunities for active learning and group work. What kinds of activity can replace these in online classrooms? In particular is it practical to hope for active learning and group work in the online setting, and if so, what kinds of strategies can be used to promote these? We will explore activities and assignments useful for this purpose, both in fully online and hybrid courses. For example, students can be asked to explore applets, and to discuss their findings with others on their team. Such activities are not only pedagogically sound, but can also contribute to a rounded assessment of student performance. The coordinator will bring several specific examples to share. Other participants are encouraged to bring strategies and sample activities to share.

- * **Muehl, Diane**, SUNY College of Technology at Canton
Implementing an Online Course Review Process
Tuesday, May 29, 1:00 - 4:00 pm, FL 103F
The Politics and Policies of Technology Deployment, Use, and Maintenance (Workshops, Introductory)
Co-Presenters: Molly Mott, Diane Muehl, Debra Backus

Research indicates that good instructional design is one of the most important factors in the success of online courses. As a result, SUNY Canton's Center for Excellence in Teaching and Online Learning implemented an online course review process in summer 2005 to address issues of course design in online environments. Based on standards of best practices in distance learning programs set forth by the Middle States Commission on Higher Education, the review process specifically focuses on those issues most relevant to course design such as accessibility of course materials, consistency among stated objectives and learning outcomes, navigational information, assessment and measurement strategies, and learner interaction and support.

Central to this process is the course review rubric which was originally developed by Maryland Online. Maryland Online is a statewide consortium of 19 Maryland community colleges and senior institutions. The consortium received a grant from the U.S. Department Fund for the Improvement of Postsecondary Education (FIPSE) to develop a replicable pathway for inter-institutional quality assurance and course improvements in online learning. SUNY Canton has received permission from Maryland Online to reproduce and use the rubric.

This workshop will include an overview of the review process. Workshop participants will practice applying the standards of the course review rubric to a demonstration online course. Management and implementation of the process will be detailed as well.

- * **Murage, Francis**, SUNY Empire State College
Using Technology Development Fund (Tdf) Programs To Support And Engage Faculty

Friday, June 1, 10:00-11:15, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Panels, Introductory)

Co-Presenters: John Hughes, Eileen O'Connor

Several approaches have been used to encourage, support and motivate faculty to use technology in teaching and learning. Most of these approaches are centered on a workshop model that tends merely to train faculty in the use specific digital tools. However, given the diversity of the teaching faculty, relying on only one specific approach fails to accomplish a long-term, sustainable impact on their teaching practice. Studies on best practices in professional development have revealed that faculty vary considerably in their abilities and their attitudes toward technologies, and any successful attempt to engage them must take these variations into account in order to be successful. This presentation will examine the use of Technology Development Fund (TDF) program at Empire State College as an alternative approach to support and engage a diverse group of faculty in technology use and integration. The underlying principle of this program is that faculty will gain valuable skills by engaging in authentic tasks and by sharing and collaborating with peers. Presenters will describe how the fund program was established, how it operates, technical support and the dissemination structures that are built in it. In addition, a faculty member who is a recipient of this fund will discuss her experiences from the instructor point of view.

- * **Mwanika, Thomas**, SUNY College at Cortland
Online Teaching and Learning Statistics: Efficacy of WebCT Discussion Forum

Friday, June 1, 9:15 - 9:45 am, Yokum 203

Reflections on Technology in the Disciplines (Papers, Intermediate)

Statistics is one subject about which many students tend to have negative attitudes. Many students tend to think that statistics is not as integrated into their lives as are other disciplines in the college curriculum such as anthropology, biology, chemistry, communication, economics, geography, psychology, etc. To these students, statistics is irrelevant. Moreover, some students have high levels of anxiety about statistics or math. They fear or even hate anything to do with numbers. These negative attitudes are exacerbated by the traditional models of teaching which tend to make statistics unattractive subject to study. One traditional model tends to concentrate inordinately on teaching statistics content such as numbers, formulae, algorithms, equations,

symbols, and notations, all of which are abstract concepts which frustrate and overwhelm students. This model treats statistics content as isolated facts and discrete skills to be 'learned.' Teaching content per se tends to encourage students to engage in rote calculation and memorization of the domain-specific ideas and to regurgitate them on demand in so-called 'objective' tests, which usually have nearly identical items. Another traditional model is the one-way didactic approach in which the instructor talks all the time and the students simply take notes and listen passively with little or no opportunity to ask questions or discuss relevant issues. This behavior tends to frustrate and put off students, interfere with the normal two-way human communication process, and ultimately hamper learning.

It is axiomatic that student active participation in the teaching-learning process enhances their learning. However, improvement depends on the extent to which the instructional environment encourages and rewards active participation and provides students with interesting, relevant, and timely material and resources easily accessible for discussion to generate new knowledge. The type of subject matter and students' attitude about it are also factors. A low level of student involvement is expected if many students already hold a negative attitude about the subject. In this situation, the instructor must design an effective activity or communication channel for combating the negative attitudes so as to involve students in substantial and overtly active ways to foster learning.

This project used the WebCT discussion forum facility to promote active participation to enhance the learning of statistical concepts, principles, and procedures. This paper will report the quantitative and qualitative results, share the lessons learned, and describe the project's limitations so that future projects may be improved.

- * **Nahmias, Howard**, Panasonic Presentation Systems Company
New Tools and Methods for Projecting Information in the Classroom

Friday, June 1, 12:15 - 12:45 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Intermediate)

Co-Presenters: Henry Kazmierski

This presentation will discuss sharing and collaboration in a wireless projection environment;

16x9 Widescreen Projection and its impact on the education process; and

Utilization of Panasonic projectors on your campus

- * **Notebaert, John**, Affinity Enterprises
Video Distribution over IP with Video Furnace

Wednesday, May 30, 12:00 - 12:30 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Co-Presenter: Clayton Bozquez

Join us as we present Video Furnace, the first true enterprise-class, software-controlled video distribution and media retrieval solution for converging live and stored video to the desktop and other IP devices.

Video Furnace lets end users view stored lectures, labs, curriculum and live TV or events at the click of a mouse. The Video Furnace solution handles all the heavy tasks of capturing and encoding live video to standards-based MPEG streams with quality from VHS to full D1 broadcast, while seamlessly managing the distribution of client viewers to your Windows, Mac and Linux users. In a phrase, 'It just works!'

Affinity Enterprises and JDL Technologies have collaborated to bring SUNY campuses the value and innovative use of Video Furnace's ground-breaking, centrally-served, 'clientless' video over IP. This solution simplifies and enhances new approaches to staff development, curriculum delivery, and the delivery of and access to campus-wide video-on-demand and Cable TV. Better still, Video Furnace is a client/server scaleable, very easily maintained solution that offers SUNY the lowest possible total cost of ownership combined with the highest level of video quality and availability.

The presenters will illustrate how current University customers create and distribute high-quality, cost-effective digital content for their faculty, staff and students, and discuss how digital content-- whether self-created, delivered via the Internet, or via Cable TV -- is easily broadcast at DVD-quality across networks to any data outlet.

The following Benefits of a Video Furnace solution will be covered:

- Ease of use
- Low cost of ownership
- Highest quality video
- Convergence of network services
- Flexible bandwidth delivery
- Legacy equipment integration

* **O'Connor, Eileen**, SUNY Empire State College
Creating and Using Reality-Based, Urban Student Videos with Pre-Service Teachers

Friday, June 1, 9:15 - 9:45 am, Yokum 201

Professional and Continuing Education (Papers, Introductory)

Research and common knowledge find that teaching urban students poses challenges and complications. The Empire State College's (ESC) Master of Arts in Teaching (MAT) program, an alternative teacher certification program, has been designed to help adults in non-teaching careers transition into teaching in high-needs schools. An additional challenge facing ESC's MAT program is that these adults will become classroom teachers without student teaching, the traditional apprenticeship component of teacher preparation. Therefore, this instructor in ESC's MAT program felt the need to provide her future teachers with exposure to urban students. Video became a logical way to increase their experience and to provide common ground for discussion.

However, securing footage of real students is more than a videotaping task. The presenter will begin by discussing the instructor's philosophy of urban K12 education and the ongoing and persistent 'opportunities' that she developed over several years to serve as the basis for the taped urban and urban-student learning situations. The logistics, permissions, and the technical and funding support (provided by ESC's Technology Development Fund) will be considered as well.

These videotapes, some already available, and some presently being developed, will be used in a hybrid course (online and in person) in the spring 2007, serving as discussion topics for these pre-service teachers. After they have seen these videos, MAT students will be prompted to examine their own assumptions about urban students and to consider ways to create effective instructional environments for such students. The preliminary findings from these online and in-person discussions will be addressed.

The ESC MAT program is a clinical model and this is the third year of the program. The instructor will also be able to work with these students next year as they become teachers with their own classrooms. The intent is to study the development of those students who were exposed to the urban-student videos, comparing their assimilation into urban teaching to that of those students from the two previous years who did not have exposure to such videos.

* **Ortega, Rose**, Stony Brook University

The Impact of Learning Styles on Blackboard Website Usage

Wednesday, May 30, 6:30 - 9:00 pm,

Strategies for Teaching, Learning, and Assessment (Posters, Introductory)

Co-Presenter: Dawn Blatt

I. Purpose:

Learning style and its impact on classroom education has received a great deal of attention. Successful instructors seek innovative ways to meet the needs of students. Hybrid courses that incorporate online content with face-to-face interaction may provide another means of enhancing the quality, quantity and frequency of student interaction by providing additional learning options that may be better suited to students with certain strengths and preferences.

Data collection for this study focused on interest in three possible relationships: the association between learning style and academic record/ semester grade, the relationship between web site utilization and semester grade, and the correlation between learning style, personality type, sensory preference and internet use.

II. Subjects, Methods and Materials

This study examines the correlation between web usage and learning style in a group of 31 first-year physical therapy students enrolled in the entry-level doctoral program at the State University of New York at Stony Brook. These students were followed through a full academic year consisting of two hybrid courses in wound care and modalities. Learning styles were tracked using the Kolb questionnaire, Modified-Myers-Briggs personality types for introvert versus extrovert, and a sensory learning style inventory to gauge auditory, tactile and visual preferences. Internet instruction was provided using the Blackboard teaching platform.

III. Analyses

Data was initially examined using scatter plots to visually assess possible correlations between learning style and internet usage as well as learning style and grade, and grade and internet usage. Analysis of variables (ANOVA) will be calculated for each category observed.

IV. Results

Preliminary analyses suggest a correlation between internet usage and grade, i.e. - those with the highest scores per semester exhibit the highest usage of online resources using Blackboard. Additionally, there is a positive relationship between sensory preference and internet usage: visual learners exhibit the highest usage of online resources. Lack of a distinct pattern between learning style and grade suggests absence of educational bias.

V. Conclusions

A variety of instructional approaches improves educational outcomes by accommodating students with different learning styles. Successful course design should address potential differences in student personality, propensity in learning, and sensory preference. Outcomes as measured by grade should not reveal preferential performance according to learning preference. Internet usage, as part of a hybrid course design, can enhance outcomes for all course participants regardless of learning style.

- * **Pence, Harry**, SUNY College at Oneonta
The Homeless Professor in Second Life
Thursday, May 31, 10:30-11:00, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)

The virtual online world called Second Life can be deceptive. It looks like a game, but no clear goals are presented for the participants. Indeed, it may be said that the goal of Second Life is to create your own goal. As a result, the residents of Second Life are pursuing many different directions. Some choose to develop their land; some try to earn money; some try to master the computer languages that make it possible to create objects; and, frankly, some pursue a life of total hedonism. As a new resident of Second Life, I was faced with a problem. Neither my campus nor the SUNY system showed any tendency to provide me with land for a home, and so I joined knowing that I would be homeless. Making a virtue out of adversity, I also chose expand the homeless image by not having any money. Instead, I set two goals for myself, to learn more about how teaching in a virtual space was different from the real world and to have interesting conversations with the most fascinating people I could meet. These goals have served me well, allowing me to avoid the initial disorientation that is common among new Second Life members and to learn a great deal about teaching in both virtual and real worlds. The adventures and misadventures of a homeless professor as he wanders through a virtual world will be described.

- * **Pereira, Meghan**, SUNY College at Buffalo
How to Use Automates in ANGEL to Keep your Students Engaged
Tuesday, May 29, 6:00 - 9:00 pm, FL 129
Strategies for Teaching, Learning, and Assessment (Workshops, Intermediate)
Co-Presenter: Melaine Kenyon

Automates allow you to create actions to be taken when certain events and conditions occur within an ANGEL course site. For example, an e-mail can be generated to students who have not completed assignments by the due date, or as students submit an activity such as a quiz within

ANGEL, agents can release the next content module. This feature can also help manage Milestones and alert students to new content. Automates promote efficient course management which in turn provides faculty with more time to interact with their students.

Within the ANGEL Automates tab there are three types of agents: scheduled, content, and event. Once created, scheduled agents will run at a pre-arranged time. They can be set up on demand, on a specific date, or be made to recur daily, weekly, or monthly to retrieve course and/or student data. Content agents can run when a student views, takes or submits a content item. Event agents are triggered when students access a specific area within ANGEL such as entering a course, exiting a course or sending course e-mail.

The workshop will provide attendees with authentic situations, immediately employable, to keep students actively engaged. As participants learn the benefits of using Automates, they will be asked to share their ideas of how Automates may benefit their course or discipline.

- * **Petrick, Joseph**, SUNY College of Technology at Alfred
Mass Digitization and Scholarship: Attitudes on the Future of Learning
Thursday, May 31, 11:15-11:45, Yokum 203
Reflections on Technology in the Disciplines (Papers, Introductory)

A number of mass digitization projects are being conducted in various partnerships with Google, Microsoft, academic libraries, and government agencies in the United States and abroad. Several commentators have reported that these mass digitization projects will have a massive impact on scholarship and learning. The presenter will briefly examine the status of mass digitization projects and their relationship to what has referred to as cyberinfrastructure. Potential impacts of mass digitization on scholarship and learning will be examined, particularly in light of copyright questions, as well as traditional usage patterns of materials in relation to curricula and research. The paper will also examine popular attitudes toward the projects: Content analysis of reports from popular media using CATPAC textual analysis software will illustrate how issues relating to mass digitization are being framed in the media. In addition, in order to better understand the importance of mass digitization on scholarship, research gathered from surveys of students, faculty, and other stakeholder groups on their attitudes towards mass digitization will be discussed.

- * **Pfaff, William**, SUNY College at Plattsburgh
Promoting Active Learning in an Online Course Management System, Two Case Studies: Music Theory and Music Appreciation
Friday, June 1, 11:30-12:00, Yokum 202
Strategies for Teaching, Learning, and Assessment (Papers, Intermediate)
Co-Presenter: Drew Waters

The presenter demonstrates software and techniques utilized in the delivery of two five-week summer courses. Judging from the quality of student submissions and student Course Opinion Surveys, the interactive platforms we developed helped promote positive learning outcomes.

A) Fundamental Musicianship

Music theory must be taught incorporating an aural component. Our challenge was to design an online fundamentals course that incorporates an aural representation of a notated example. We innovatively used Sibelius Scorch (a free web browser plug-in) to convert notated musical examples into sound. The plug-in works on virtually any computer.

Talking about music is a challenging, abstract endeavor. To encourage instructor/student and peer dialogue, we made participation in daily discussion forums mandatory. We guided students through their discourse using the vocabulary they needed to acquire to better express their aural perceptions.

(<http://www.sibelius.com/products/scorch/index.html>).

B) Music Appreciation

A component of Music Appreciation study traditionally requires that the professor test students' knowledge of style, form and the works of specific composers through the identification randomly chosen required listening excerpts. To make this possible in the online environment, we posted links to pre-edited mp3 excerpts that could be repeated as many times as necessary within a time-limited examination environment.

To emancipate the students from a linear, textbook approach to music appreciation and history, we introduced Freemind MindMaps course outlines. Using this free shareware, it was possible to integrate textbook resources, publisher website resources and information on the web. The ability to actively link all components of the virtual learning environment transcends that which can be offered in a traditional classroom.

(http://freemind.sourceforge.net/wiki/index.php/Main_Page)

* **Pickett, Alexandra**, SUNY System Administration

SLN Support and Services and Migration Planning

Friday, June 1, 8:30 - 9:45 am, Yokum 200

The Politics and Policies of Technology Deployment, Use, and Maintenance (Birds of a Feather, Introductory)

Co-Presenters: Carey Hatch, Sharon Gallagher, Michael Walker, Rick Costanza

The purpose of this session is to meet with SLN campus MIDs, ACs or faculty who are planning to migrate from SLN Lotus Notes to SLN ANGEL. Support and services will be discussed and SLN staff will engage/assist participants in preliminary discussion and planning for migration to ANGEL.

There will be opportunity for question and answer, planning, and discussion with SLN staff.

* **Pickett, Alexandra**, SUNY System Administration

SLN ANGEL Pilot: Lessons Learned

Wednesday, May 30, 11:15-12:30, Yokum 200

The Politics and Policies of Technology Deployment, Use, and Maintenance (Panels, Introductory)

Co-Presenters: Terry Keys, Bill Pelz, Greg Ketcham, Carey Hatch

Panelists will provide an overview of the SLN spring 2007 ANGEL pilot migration with SLN campuses: Monroe, Herkimer, and Oswego. The ANGEL migration planning process as it was

implemented in this pilot will be described and lessons learned shared, including campus decisions, the course migration process, content conversion, synchronization with banner, training/faculty development, student orientation, and the project process approach itself.

Outstanding issues and questions will be discussed, and suggestions and recommendations and pitfalls will be detailed to assist campuses in their own migration planning. Plans for campus conversion and faculty impressions will also be presented.

A question and answer session with pilot campus leaders, pilot faculty, and SLN staff will follow

- * **Pickett, Alexandra**, SUNY System Administration
Second Life: What Is It And Can It Be Used To Build Community For Online Students Or For Instructional Purposes?

Thursday, May 31, 2:15 - 3:30 pm, FL 103F

Social Networking, Collaboration, and Sharing (Hands-On Demo, Advanced)

The purpose of this hands-on session is to introduce the participants to Second Life (<http://secondlife.com>) and to explore this virtual reality first hand.

Participants will create their own avatars in SL and explore existing education sites in SL.

The group will discuss the potential for creating institutional virtual reality spaces like SL as a mechanism to provide and promote a sense of community for fully online students, student services, marketing, etc.

Additionally, we will discuss and explore the potential of virtual reality spaces for instructional uses both in online and hybrid courses. Innovative learning environments for students and faculty can be created.

- * **Roche, Catherine**, Rockland Community College
Beyond Googling..

Thursday, May 31, 10:30 - 11:45 am, FL 108

Exploring and Implementing Emerging Technologies (Hands-On Demo, Introductory)

Co-Presenter: Lynn Aaron

Beyond googling... Computer Use Today and Tomorrow

Today's generation of search engines is expanding beyond the scope of simple searching. As the world becomes more connected, the well-known search engine companies are developing new ways to help people find and share information. This trend has implications for our communication with and among our students, both in and out of the classroom.

Google Docs & Spreadsheets

Google Docs & Spreadsheets is an application which demonstrates the way experts envision computers to be used in the future. Instead of using programs on our individual computers, we will be using programs residing on the WWW. When new features become available, they will be added centrally and will automatically become available to all. No more patches, upgrades, or incompatibility issues! You'll be able to work on that report or novel or your students' grades

from anywhere. Consider the convenience during team activities in your courses or, later, for collaborative activities in the workplace, or, for your own committee or department projects now.

Google Notebook

Who hasn't had an interesting idea triggered by some Web page! Have you made a note or printed a page to remember it, and then wondered where it was when you needed it? Google Notebook adds a new tool. You can use it to save your notes, clippings, images, and URLs and have them available from anywhere with a Web connection. Or, you might see an online resource you'd like to suggest to your students, perhaps along with some questions for them to consider. You can also make your notebook publicly available and share it with them. You may see an interesting Website, jot down observations or questions in your Notebook, then ask students to view your Notes when they visit the site.

And More...

Google offers other applications you may find useful in your classes: Blogger -- for an online journal, Groups -- for synchronous communication, Earth -- for views of places all over the world, and Calendar among others.

We suspect that as the Web becomes omnipresent, we'll find more uses for it. In this presentation, we'll look at what's available now and consider the future.

* **Rofofsky, Sara**, Queens College/CUNY
Education: The 21st Century's Vaudeville

Tuesday, May 29, 6:00 - 9:00 pm, Yokum 201

Strategies for Teaching, Learning, and Assessment (Workshops, Introductory)

Since 1985, when Neil Postman wrote *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*, educators have noticed that the standard faculty lecture no longer engages students' attention. Ever since the 'Sesame Street Generation' has reached college, faculty have found that the traditional lecture no longer suffices in addressing students' needs and wants in the classroom. Faculty are no longer educators, they are now 'edutainers.' No longer seen as the 'sage on the stage' the faculty member is now encouraged to be not only 'a fount of knowledge spouting wisdom to students' but a performer as well. With the growth of the entertainment industries, students are no longer able to sit still during a traditional lecture for the same amount of time as have their parents or instructors. Instead, a change from the behaviorist, teacher-led session to the student-centered discussion where students are engaged through entertaining active and practical learning is called for. One might ponder, how can this change be done? There is an abundance of academic discourse available on constructivism, and most of us are aware of project-based learning. However, how does one entertain the student? One way is through humor. During this session, Marcus will share best practices and techniques for utilizing humor in the classroom, drawing on their real world experiences in bibliographic instruction, library skills, public speaking, international communications, and other required classes.

Through examples and scenarios, the session will lead participants in brainstorming ways to bring humor to the classroom without offending or boring the student or compromising the serious business of education. By creating a safe space, Marcus will allow participants to explore their inner sense of comedy, experiment with their peers, and gain inspiration from the work of fellow

participants. Participants will gain a toolbox of techniques, tips, and tricks to take back with them to their own students at their home campuses.

- * **Rowezak, Amal**, SUNY College of Technology at Alfred
Reflections on Technology: Grid Computing and Student- Faculty Collaborative Research

Wednesday, May 30, 2:00 - 2:30 pm, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Intermediate)

Co-Presenters: Seth Jacob, Kyle Hunt

Reflections on technology at Alfred State College using Grid Computing: what we have learned and our plan for phase II

The Grid Computing Project at Alfred State is funded through faculty development fund and IBM Academic Scholars Program to promote teaching, learning and undergraduate faculty/ student research using new technologies. We introduced a model for undergraduate research to help Alfred State College be recognized as active partner in the Global Grid Project. This model is successfully implemented in many undergraduate as well as graduate schools to promote teaching, learning and information sharing. Grid Computing and open source enhance the capabilities for collaboration and information sharing.

- * **Rubin, Jon**, SUNY College at Purchase
Collaborative Online International Education - The COIL Center

Friday, June 1, 10:45-11:15, Yokum 208

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

In 2006, The Office of International Programs and the Office of Learning Environments at SUNY System Administration joined with Purchase College to create the SUNY Center for Collaborative Online International Learning. The mission of this center is to develop more on-line courses with an international dimension throughout SUNY.

The COIL Center will work with faculty and staff on all campuses to develop courses that will be team taught with an international partner, and which will enroll students both from SUNY campuses and from institutions abroad. It is hoped that COIL will be a source of information for those who are interested in developing such courses and that its website: <http://coilcenter.purchase.edu> will be a place where questions can be raised about online international learning and where all members of the SUNY community can learn from each other.

I will give examples of such online international courses presently or recently being offered across SUNY. I will also discuss the pedagogical, technical and administrative issues likely to be encountered in developing such courses. Concerns about cultural translation, accreditation, registration, technical support, team teaching in a blended learning environment, and working with students for whom English is a second or third language, will be raised.

I will share video material from my Cross Cultural Video Production course offered at SUNY/Purchase for the past four years. My students have collaborated with students in Belarus, Russia, Turkey and Mexico to make these videos about their lives.

The presentation will be split approximately in half. The first 15 minutes will be a general overview of what the SUNY COIL Center is doing, with some words of advice regarding international online course development. The second 15 minutes will include a very short overview of my video course followed by a screening of 10 minutes of students' videos.

- * **Ryan, Melanie**, SUNY College of Technology at Alfred
Bridging the Gap Between Mainstream Instruction and the Learning Disabled Student Using Technology

Thursday, May 31, 2:15-2:45, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

In the past, students with learning disabilities were heavily reliant upon others to assist them with their learning. Technology assistance available to students with learning disabilities just ten years ago was cumbersome, slow, obvious, and not very user friendly. Because of this, students had to rely upon highly limited means of assistance. The use today's technology is allowing for learning disabled students to keepup with the rest of the class during the lecture period and to take personal control of their accommodations.

Furthermore, changing needs, abilities, and the prominence of students with learning disabilities in the college setting have actually caused colleges to improve upon and adapt their services for students with disabilities. Integrating these students into the college community's rigorous academic and social demands, and also teaching them how their adaptive services will be handled are challenging tasks. The use of modern technology, however, is helping to make these tasks less daunting for the student and college professionals alike.

Technology is growing and improving in every arena, including technology that can assist students with learning disabilities. Technology is rapidly helping to bridge the learning gap between mainstream students and those with learning disabilities. Innovations commonplace in main steam society, such as MP3 players and computers, are helping students with learning disabilities to become more independent and self reliant, are allowing these students to fully interact in the classroom setting. Furthermore, they can feel increasingly comfortable with the other students.

The Office of Student Disability Services at Alfred State College has been working to implement technology assistance for students with learning disabilities in order to increase their independence. Audio e-text CD textbooks and podcasting/MP3 players (to make tests audible) are two such implementations introduced in the last two years.

The presenters will outline how ASC is using podcasting and e-text textbooks to enhance the learning of students with learning disabilities, and will demonstrate exam recording using podcasting and the e-text conversion process. We also invite you to share innovations that your institution has adopted to assist the student with learning disabilities.

- * **Rysdyk, Len**, Nassau Community College
Here Comes Everybody: A Multi-Media Approach to Teaching Writing Through Universal Design

Thursday, May 31, 11:15-11:45, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

For many years, members of my department struggled with the central difficulty of teaching college-prep writing skills to remedial students: because the students cannot read at a college level, they cannot easily improve their writing. It was a vicious circle. Attempts to use video were hindered by time constraints. Show our students a video during one class period and they are nearly as unlikely to remember it well enough to discuss it the next day as if they had read something at home.

Then came WebCT...

Computer aided instruction allowed us to stretch out the intellectual tasks that made up a writing assignment. A video is shown in class the usual way, though usually with the closed captions turned on. Then, through Web CT, a quiz or study guide can be accessed at home along with a transcript and sometimes streaming video. The essay is done on computer with the transcript available for quoting and the graded papers are broken down and turned into grammar and rhetoric lessons. Students who do not read well can watch and listen. Students who do not remember well can review. Students who need more time can have it.

Remedial level students are now able to take on intellectual topics reserved for upper level classes and therefore can develop writing skills equal to the tasks required in those classes.

Because the design is universal, this method can be utilized in other classes besides remedial writing. Because it does not use dumbed down material, it can be used in Comp 1 or 2 and in any college course. Though in its initial iterations, it is based on commercially available documentary videos, its use can be customized. Lectures can be recorded and transcribed in any discipline thereby customizing the content while keeping the method. This method enhances the delivery of information, keeping the neediest students in mind without slowing down the strongest ones.

* **Sanders, Matthew**, MatchWare, Inc.
Concept Mapping: Visual Learning and Thinking

Friday, June 1, 8:30 - 9:00 am, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Participants will learn how to create visual mind maps such as idea maps, concept maps, and organizational maps. You will also learn how to build automatically a multimedia presentation or web site from your maps.

The purpose is to show how, through the use of mind maps, you can help facilitate students' analytical thinking, comprehension, creativity and writing across the curriculum.

MatchWare's Mind Mapping Visualization tool allows students and teachers to visualize, organize, and implement ideas rapidly and export them to HTML, Word, or to an Interactive Timeline.

- . Built-in templates and examples get you started quickly.
- . Images, sound and hyperlinks help students express ideas.
- . Automatically export to HTML, Word, or MatchWare Mediator 8 environment

- * **Sanders, Matthew**, MatchWare, Inc.

Flash and Web Design Made Easy

Wednesday, May 30, 3:45 - 4:15 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Participants will learn to create comprehensive Flash websites in a matter of minutes with interactive navigation, object animation, and much more.

Mediator 8 is an icon-based authoring tool that lets you drag and drop your way to interactive websites, Flash presentations, and multi-media CD-ROMs - no programming or experience is necessary.

Easy to use, with 'one-click' exports to Flash and HTML, auto-run CD-ROM and automated FTP upload, Mediator 8 allows students and teachers to focus on content rather than technology!

- * **Scantlebury, Barbara**, Mohawk Valley Community College

Bridging the Digital Divide

Thursday, May 31, 3:00-3:30, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

Information Technology has become widespread. Yet there is a substantial sector of our population which does not have access (or whose access is very limited) to the technology. That population to be in danger of being further marginalized. This paper will examine the impact of Information Technology on the African American community and explore ways in which the 'Divide' can be bridged and subsequently eliminated.

That term Digital Divide had been used rather loosely for some time now. What exactly does the term mean? The expression is often used in reference to the level of the acquisition of information technology skills when comparing individuals or groups. Oftentimes that comparison is between Caucasians on the one hand and people of color on the other. The digital divide refers to the disparity between those who have access and opportunities to learn computer skills and use the various electronic technologies and those who do not. Access to these digital technologies has become of vital importance to society because of the wealth of usable information that one is afforded through their use.

It is therefore of paramount importance to provide the opportunity and the training to enable everyone to acquire the literacy and technological skills to make effective use of the technology. Doing so will not only level the 'playing field of equality' but it will also provide the tools to become socially mobile.

The digital divide seen as a barrier to the concept of social inclusion and the equality of opportunity -- in short the American Dream.

- * **Schacht, Paul**, SUNY College at Geneseo

Collaborative Writing with Wikis: The Geneseo Collaborative Writing Project

Wednesday, May 30, 12:00-12:30, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Introductory)

As open-source wiki software and free hosting services for wikis have proliferated, educators have gained a powerful new tool for facilitating collaboration with - and among - students.

At SUNY Geneseo, the Collaborative Writing Project has been home to experiments in online collaboration since fall 2005. I originally launched the site in connection with a first-year writing seminar; since then, I've used it as a tool in literature courses as well, and I've succeeded in persuading a few colleagues to share the space with me. The CWP has rapidly become a showcase for wiki software's wide range of pedagogical possibilities. Five different types of collaborative writing currently inhabit the site - annotated bibliography, dictionary, annotated text, essay, study guide - and the list of future categories is limited only by the imagination of the site's users.

I've contributed a chapter on the CWP to the wiki-based book *Using Wiki in Education*, edited by Stewart Mader. *Using Wiki in Education* is located at <http://www.wikiineducation.com>.

The present paper draws on my experience as creator and administrator of the Collaborative Writing Project to address some of the pedagogical opportunities and practical issues presented by wikis as a teaching tool. Among the specific questions I'll address are: How do wikis foster active learning? How do different varieties of collaborative writing help students develop different types of writing and cooperative skills? Why do wikis promote a more democratic learning environment? How do wikis alter an instructor's ability to evaluate individual students' contributions to collaborative work? How can instructors best overcome the reluctance of some students to use this technology?

In exploring these questions, I'll also provide a tour of the CWP, explaining how the specific examples of collaborative writing on the site were integrated into my courses and those of several colleagues. As part of this tour, I'll demonstrate how I provided help to users of the site through instructional screencasts accessible from the site's Help page. Finally, I'll explain how attendees can create similar sites using free hosting services such as pbwiki and wikispaces. Attendees will be invited to register for their own accounts at the CWP so that the site can begin to serve as an information source for anyone interested in using wikis as a pedagogical tool, and as a place for those already using this technology to share their experience.

The CWP is located at http://node51.cit.geneseo.edu/WIKKI_TEST/mediawiki/index.php/Main_Page

- * **Schlesinger, Lynn**, SUNY College at Plattsburgh

Interactive Audience Response Systems

Thursday, May 31, 4:00-5:15, Yokum 201

Strategies for Teaching, Learning, and Assessment (Birds of a Feather, Introductory)

Co-Presenters: David Franzi, Mary Roden-Tice

Increasingly publishers are offering faculty the option of choosing an audience response system, sometimes referred to as 'clickers.' Three faculty members will share their varying experiences using clickers in the classroom.

Questions to be addressed in this session include:

- For what purposes can one use clicker systems (e.g., student learning, assessment, administration)?
- Are such systems effective?
- What are some of the advantages and disadvantages of using audience response technology, for students and for faculty??
- In what ways do systems differ (software, hardware, ease of use, usefulness for specific purposes)
- What is our wish list -- what would we like to see in future versions of software and hardware?

This is an interactive session: We encourage participants to bring their own examples to share.

- * **Schmidt, Anita B.**, Ulster County Community College
Blended learners: Who are they, and what do they want?
Thursday, May 31, 3:00-3:30, Yokum 208
Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

SUNY Ulster began a blended learning pilot program in fall 2005 with six classes presented in the hybrid format. Since then, over 20 classes have been offered in a range of disciplines. In addition, Ulster is developing an international blended program, an accelerated academic program, and is offering some courses in a 'piggy-back' format: two blended evening classes in the seat time usually allotted for only one class.

This paper presents the results of questionnaires distributed to students taking blended courses over the past three semesters (Fall 2005, Spring 2006, and Fall 2006). The typical 'blended' learner is a traditional-aged student, working over 33 hours outside the home, female, and residing within 30 minutes of campus. She is confident her computer skills are adequate for blended learning, and she is generally satisfied with the experience.

Comments from students show that clear instructions on what is expected of them are paramount. They feel that the face-to-face portion of the class kept them motivated and allowed them to understand the course material better than they would have had they taken the course fully online. Of those having taken both a blended and a fully-online course, students preferred the blended courses more than two-to-one. Expectations and further comments from students are discussed and the implications for practice are examined.

- * **Schneider, Steve**, SUNY Institute of Technology at Utica/Rome
Enthusiasm Gets You Going: Putting Technology In Faculty's Hands
Wednesday, May 30, 11:15-12:30, Yokum 205
Strategies for Teaching, Learning, and Assessment (Panels, Introductory)

Universities committed to excellence in teaching and learning should strive to create a campus culture that encourages teaching and technology innovation. Creating a collaborative environment to serve as the incubator allows faculty to discover emerging technologies, adapt and/or adopt them for educational use, and share their experiences with the larger campus community. This incubator approach must balance 'technology push' with 'demand pull' to promote the use of instructional technologies, as well as balance the sometimes conflicting desires and needs of administrators, faculty members and students. The panelists describe the Technology Now! grant program -- one approach to creating this kind of collaborative environment through a small grants program aimed at encouraging technology innovation and adoption by faculty members.

The SUNY Institute of Technology (SUNYIT) created a faculty-led Center for Excellence in Teaching and Learning (CETL) to encourage, support and expand the use of technology in teaching. Getting emerging technology into the hands of faculty and providing them with a supportive, collaborative environment to develop skills are the main objectives of CETL. For the Technology Now! grant program, CETL identified and purchased specific technologies not commonly used by faculty but that showed great promise in the instructional context. In its first year, these technologies included Tablet PC's, iPods and accessories and Webcams. The Center conducted short demonstrations to introduce faculty to the use of each technology in teaching, offered opportunities for demonstration attendees to submit requests for the technologies, randomly selected recipients of the equipment, and created consulting relationships with recipients to support technology use.

The CETL Director will describe and assess the Technology Now! Program. Faculty members who received equipment will discuss and demonstrate the specific projects designed and implemented through the program.

Presenters and their topics on this panel include:

Joseph Gerard, Assistant Professor, Business, 'Adopting the TabletPC in the Strategic Management Classroom'

Kevin R. Lefebvre, Assistant Professor, Telecommunications, 'Technical Lectures Using a TabletPC'

Kathryn Stam, Assistant Professor, Anthropology, 'Bringing Online Learning to Life: Enhancing Faculty Presence Through Short Video Clips'

Gina Meyers, Assistant Professor, Nursing, 'Expanding the Classroom: Distributing Lectures as Podcasts'

Mona De Vestel, Assistant Professor, Communication, 'iPods and Teaching: An Exploration'

- * **Simard, Denise**, SUNY College at Plattsburgh
Using a Conversation Framework to Foster a Sense of Community and Promote Learning

Friday, June 1, 8:30 - 9:00 am, Yokum 203

Reflections on Technology in the Disciplines (Papers, Intermediate)

The presenter will focus on the use of Laurillard's Conversation Framework in an online learning environment as a means for building community, setting goals, facilitating member discourse and promoting student learning. Participants will examine the discursive, adaptive, interactive, and reflective stages of discourse and their uses in establishing and maintaining facilitator and

member conceptions of learning. Models and examples for negotiating goals and schedules, defining norms and codes of conduct, setting up new discussion threads and topics as the conversation progresses, nurturing peer-to-peer interaction, and encouraging learners to draw on their own experience in making contributions will be shared.

- * **Sinclair, Tom**, Binghamton University
Moving up the Back Row: Designing and Implementing Technologies for Lagging Organizations

Wednesday, May 30, 12:00-12:30, Yokum 203

Reflections on Technology in the Disciplines (Papers, Introductory)

Within public administration education, there is increased attention on the need to train managers who are competent in 'information management' but most programs lack faculty with expertise in that subfield. Binghamton University has created a new College of Community and Public Affairs with an institutional structure that emphasizes outreach, service, and collaboration among faculty, researchers, students, and members of community-based organizations. However, the legacy information management systems are ill-equipped to support this innovative mission. Academic public administration and the College are innovation 'laggards' with respect to information technology and are less effective than they might be in identifying and responding to community issues.

The principal author proposes to address these problems simultaneously by designing a Masters of Public Administration (MPA) semester project (in Spring, 2007), requiring students to conduct a needs analysis for the public information technology system and draft a request for proposals for a sustainable public IT system. By 'public information technology' we mean those elements of the system intended to be accessible by the public, including webpages, blogs, wikis, event planning, etc. Students will develop evaluation criteria for the proposals, interview stakeholders, review technologies and the legal and procedural requirements for procurements in the SUNY system. Thus, their projects will provide a comprehensive look at how managerial and procurement practices either support (or inhibit) the acquisition and utilization of new technologies.

We will review the pedagogy for the project including the resources that we utilized, discuss the critical issues that emerged in the needs analysis, detail our findings, and evaluate the prospects for introducing a flexible and sustainable public information technology system. The winning draft RFP (based on peer and faculty evaluations) will be attached as an appendix. The co-author of the paper will be the MPA student who prepares the winning draft in the RFP competition, which will be determined in May, 2007.

- * **Spiegelman, Marsha**, Nassau Community College

Wikis: Collaboration Made Easy

Wednesday, May 30, 3:45 - 4:15 pm, Yokum 202

Social Networking, Collaboration, and Sharing (Papers, Introductory)

Co-Presenter: Richard Glass

The growth of online learning has generated new interest in collaboration. As faculty from different disciplines and different campuses work together to develop new curricula, the ability to collaborate quickly and effectively has become essential. Until recently, the process among

scholars has been crude at best. Passing of text files, email attachments, and word processor files that track changes offers rudimentary document management, but lacks realtime authentication. Web pages require knowledge of coding and tags.

Wikis, which appear as web pages, are dynamic and reside on a server but are written without any knowledge of HTML. The application supports multiple authors and lets them easily track who has made a change, what has been changed, and how the change compares with the earlier work. Reversion to a prior version is as simple as the click of a button.

The presenters describe how they created a wiki site on PBWiki.com for academic endeavors. Acting as both a collaboration space and digital repository, the wiki allowed the authors to develop curricula, collaborate on course material for traditional and/or WebCT courses, coauthor presentations for conferences, and generate papers for peer-reviewed journals, all very efficiently. The presenters will exhibit their work and demonstrate PBWiki.com in action. They will discuss the initial learning curve, best practices for success, and how the wiki increased their productivity. Wiki terminology, issues of security and privacy, and a comparative overview of other free wiki sites will be addressed. Handouts with configuring instructions for a PBWiki will be distributed.

- * **Spindler, Matthew**, SUNY College at Oswego
Student Perception of Psychosocial Support: A Comparison of Online and Technology-Enhanced Live Course Environments
Thursday, May 31, 2:15-2:45, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)
Co-Presenter: Susan Camp

The purpose of this study is to describe and compare the extent to which the teacher student dyad relationship meets the psychosocial needs of students in two online courses and students in two technology enhanced live courses and to measure student satisfaction in both kinds of courses with the teacher student dyad relationship. The sample consists of 30 online and 25 live class pre-service career and technical education teachers in a teacher education program. The technology enhancement for the live course will include the use of a course blog incorporating written dialogue, podcasts, and videocasts; the online course will employ the SLN interface as its online learning context. Data will be collected during the 2007 spring semester using a modified version of the Mentoring Relationship Questionnaire (MRQ) developed by Greiman, Birkenholz, and Stewart (2003). This instrument generates data related to psychosocial support using the constructs of acceptance, counseling, friendship, role modeling, and social sharing. In the modified version of the MRQ the construct of acceptance is operationalized by measuring the degree to which the students feel that they have become accepted into the profession as a pre-service teacher by the course instructor. The function of counseling, in the modified MRQ, refers to the extent to which the course instructor served as a personalized resource or offered divergent perspectives to the student. The construct of friendship is operationalized by describing the extent to which students believe they can trust and confide in the course instructor. In the modified version of the MRQ role modeling is defined as the extent to which the course instructor provides a desirable example identifiable by the student. Lastly, the function of social sharing is operationalized by describing the extent to which the course instructor and student shared personal experiences as a way to deepen their connection within and beyond the boundaries of the course. Useful information for instructors regarding the provision of student psychosocial support

will result from this research, and they will also learn how to modify their learning contexts to provide appropriate supports for students.

- * **Stanton, Kent**, SUNY Empire State College
Google Maps and MapleNet: Two Promising Approaches For Enhancing Online Math and Science Courses
Friday, June 1, 8:30 - 9:45 am, FL 105
Strategies for Teaching, Learning, and Assessment (Hands-On Demo, Intermediate)
Co-Presenter: John Hughes

As part of an effort to develop immersive environments for online math and science courses, Empire State College is using MapleNet and Google Maps to create authentic learning environments. We will demonstrate and discuss the use of these technologies as the basis for learning object development.

MapleNet makes it relatively easy to deliver math-rich content to students using a standard web browser. We are using MapleNet to create and share mathematical models, to publish math content in standard textbook form, to create tutorials, and to create online assessment applications. Because MapleNet does not require a special client it is ideal for including math in non-math courses. We will demonstrate several uses of MapleNet and provide an overview of how MapleNet applications are developed.

We are using Google Maps to create map-based learning objects. The use of interactive maps in learning objects has in the past been restricted by the complexity and cost of server-based GIS platforms. Google Maps provides a free, relatively easy to use platform on which to build map-centric learning resources. We have developed a set of tools to make it easier to author applications based on the Google Maps API and we will demonstrate these applications.

In conclusion we will discuss how the use of these tools fits into a theory based instructional design process with examples of how the technologies are being used in courses.

- * **Stanton, Kent**, SUNY Empire State College
Results by Design: A Theory Based Design Process for Online Math and Science Courses
Thursday, May 31, 2:15 - 3:30 pm, Yokum 201
Strategies for Teaching, Learning, and Assessment (Panels, Intermediate)
Co-Presenter: David Wolf

At Empire State College, The Center for Distance Learning, SMAT faculty, and the Center for Learning and Technology are collaborating on the development of sixteen new, fully online, math and science courses with the potential for high enrollment by adult students. In this project we are combining theory based instructional design with the use of newly available technologies to create learner-centered, authentic, and effective learning environments for the online study of math and science.

As part of the project reusable learning resources for online math and science courses are being created. The instructional design and instructional technology staffs are working closely with faculty to do this.

Working with the Evaluation Consortium at SUNY Albany we have also created a process for both internal and external evaluation of the project. This process includes the use of pre- and post-course content and affective assessments designed to gauge the effectiveness of the courses and ultimately of the design process.

In this panel discussion a faculty member, a member of the instructional design team, and a member of the instructional technology team will present and discuss the process used to create these courses. We will also talk about a process for engaging with and supporting faculty as a critical element in the success of any technology-based initiative. In conclusion, we will discuss the evaluation process and present preliminary data from the first set of courses.

* **Stearns, Karen**, SUNY College at Cortland

But I Love Literature: Media Networks and Disciplinary Values in English Education

Thursday, May 31, 10:30-11:00, Yokum 203

Reflections on Technology in the Disciplines (Papers, Introductory)

Co-Presenter: Alex Reid

Presenters will discuss the challenges of technology instruction in the discipline of English Education. English Education technology instruction must help future teachers develop a new literacy and new relationship with the techno-cultural spaces of networked media so that they enter their profession as adaptive educators who can make creative use of the technologies available to them while also managing to keep up with innovation.

We will present our experience co-teaching a graduate course, Computers and the Study of English. The contexts of English and Education present specific disciplinary challenges in meeting this goal. First, pre-service English teachers often hold tightly to their love of literature and the printed word. They tend to view technological change as a threat to their disciplinary identity and their romanticized view of the profession. Second, many students, particularly our in-service teachers, raise numerous obstacles to technology instruction that exist in public schools (e.g., the demands of various tests and standards, the lack of available technology, and the sometimes draconian district policies regarding the use of technology). In short, as much as our course was about creating facile users of emerging technologies, it also addressed disciplinary identity and the politics of education.

While students contributed to an instructor-mediated blog, maintained individual blogs, produced podcasts, videos and web pages, and collaborated in creating a course wiki, much of the content of this work dealt with the changing contexts of literacy. While we were satisfied with our modest accomplishments in this course, we recognize that our course is not a long-term solution. Preparing students for the future of language arts instruction will require not only an introductory course but strategic integration of technology throughout their English curriculum. This will not only place new intellectual demands on English faculty but increased demands on campus staff and technological infrastructure, ranging from professional development and technical support for faculty to available computers, network infrastructure and peripheral equipment use.

We recognize that English is not the only discipline undergoing changes in the wake of the emergence of networked media from blogs and wikis to iTunes U and YouTube. While each

discipline will have its own issues, we believe our experiences might offer some insight into the broader institutional challenges the integration of networked media will present.

* **Steinitz, Jason**, Erie Community College
Distance Learning Program Assessment - A Model

Friday, June 1, 10:00-10:30, Yokum 208

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Co-Presenter: Mary Beth Orrange

Erie Community College began a distance learning program in the Fall of 2001 and was approved to offer degrees at a distance by the State Education Department of New York State in the Fall of 2003. Currently ECC offers several degrees at a distance with approximately 160 distance courses running each semester. As part of the evolution of the distance program, ECC conducted a comprehensive assessment of its distance learning program for the academic years 2004-2005 and 2005-2006. The major components of this assessment included: a comparison of passing and withdrawal rates between distance and seated courses; analysis of when and why students withdrew from courses at a distance; student demographics and surveys of student satisfaction; characteristics of online faculty; an analysis of the student outcomes of pairs of identical course sections, one at a distance and one seated, taught by the same instructor in the same semester. Results of this project can be found at <http://south.ecc.edu/dl> under Assessment.

The findings of this project are used throughout the College in a variety of ways. Individual faculty review the assessment data to improve and modify their distance materials and methodologies. Academic departments use the data to determine the structure and number of distance courses to be offered each semester. Programs utilize the data in their program review and long term planning.

* **Stepanova, Tatyana**, Rockland Community College
Method of Presentation of the Educational Information for the Distance Learning, Online, Hybrid and Tele-courses

Friday, June 1, 9:15 - 9:45 am, Yokum 202

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

One of the problems in the implementation of distance learning is the contradiction between the personal setting and spiritual contact of the traditional classroom and the disconnected, though interactive, nature of the distance taught course. Only with emotional involvement in reasoning can the student actually acquire the course logic and philosophy. Recording the college professors' lectures brings out their improvisation and personality but often lacks clarity and organization. On the other hand, using professional actors and a prepared screenplay brings no personality and spirituality.

Other problems arise from the need to accommodate students with different individual learning styles. People with visual, auditory and kinesthetic learning styles, or those with left-brain or right-brain preferences need different approaches to learn effectively.

My method is to supply students with real-time supportive information during their viewing of online lectures, allowing them to make necessary clarifications and adjustments for learning style, and provide other incentives to effective learning. With contextually linked video clips, review

sheet problems, tests and useful textual and graphical materials, students will be able to understand the course deeply in a self-paced mode.

* **Stephens, Lisa**, University at Buffalo

Coursecasting: New Lessons Learned

Wednesday, May 30, 2:00 - 3:15 pm, Yokum 205

Strategies for Teaching, Learning, and Assessment (Panels, Introductory)

Co-Presenter: Natalie Simpson

This is a continuation of 'lessons learned' from the 2006 CIT conference proceedings regarding coursecasting (and why it is distinct from traditional distance learning). Initially this 2005 research focused on why coursecasting should be considered an important teaching tool, and addressed the changing values of the 'millennial generation' and how faculty and administrators came to value coursecasting. Research findings from over 300 School of Management students demonstrated that students valued coursecasting as a primary mode of instruction. One year later (Fall 2006) additional investment in capture tools was introduced in the School of Medicine to a new cohort of students and faculty.

The similarities and differences among students in different academic disciplines and the challenges faculty faced teaching in the medical school are presented. Furthermore, the new student data prove the value of coursecasting and argue for its increased support in the technology budget and planning cycles.

We will specifically address:

- How introducing coursecasting impacts in-class attendance
- Student and faculty perception of the value of coursecasting
- The differences in technology: audio only vs. integrated audio/video/content
- The cost and quality course capture - automated vs. broadcast model.

* **Stephens, Lisa**, University at Buffalo

State of the Union... SUNY and iTunes U

Wednesday, May 30, 3:45 - 5:00 pm, Yokum 208

Exploring and Implementing Emerging Technologies (Birds of a Feather, Introductory)

Co-Presenters: Beth Harris, James Greenberg, Cindy Stoner, Kitty Hubbard

Panelists will discuss the trials and tribulations of implementing iTunes U. on their campus.

Topics will include:

- The SUNY iTunes contract
- How to manage Mac-based tools on a Microsoft Campus
- What kind of content is suitable for the 2x3 screen?
- What are the applications? (tutorial, primary instruction, learning modules incorporated into regular class content).
- The type of technical issues involved.

In a roundtable discussion, panel members will take a few minutes to describe experience on their campuses, focusing on a pre-determined topical area (based on the above issues plus whatever else we consider important to include).

Technology permitting, we anticipate a demonstration of iTunes, followed by active Q&A among the panelists and the audience.

* **Stoner, Cindy**, Adirondack Community College

An Adventure in iTunes U

Thursday, May 31, 10:30-11:00, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

Curious what iTunes U is all about? Want to get started podcasting on your campus? Follow me on Adirondack Community College's adventures in iTunes U. At ACC, several of our teachers had personal websites offering podcasts for their classes. Knowing there was interest, we started looking into podcasting. This presentation is a synopsis of our research into what to buy and use.

We will start with some definitions to help clear up the confusion of podcast, vodcast, coursecast, and sound files. We had not budgeted for podcasting, and have not been able to afford a streaming server, so iTunes U caught our attention. It is free, but has been extensively tested for stability and functionality by millions of users in the form of iTunes. We will look at some of the pros and cons for iTunes U, mention some alternatives, suggest what hardware and software you need (and want), and note some of the difficulties we faced in getting started.

* **Su, Mila**, SUNY College at Plattsburgh

Inside the Web a look at Digital Libraries and the 'Invisible' Web

Wednesday, May 30, 2:45 - 3:15 pm, Yokum 208

Exploring and Implementing Emerging Technologies (Papers, Introductory)

The digital library encompasses those documents that archives, libraries, and historical societies have digitized and posted on the web for others to access. Given that Google and Yahoo cover huge portions of the web, it is very easy to consider them as the only search engines that one needs to use. However, when it comes to locating the rich stores of digital information on the 'invisible' web (hidden behind passwords, registration requirements, and dynamically generated pages that do not have stable links, including primary source materials or even certain types of scholarly information, other search engines and searching techniques are actually more effective.

Digital itself actually covers a very broad, often overlooked perspective. According to Wikipedia, 'The term digital library is diffuse enough to be applicable to a wide range of digital entities. Divisions can be made between libraries that have some physical presence, where patrons are able to access physical holdings as well as digital holdings and libraries where collections are almost completely digital. Project Gutenberg, ibiblio, and the Internet Archive can serve as examples of the latter case.' Additionally, there are special search engines structured to identify types of materials which are not always easily accessible. To add to the complications, some of the access issues are related to the materials being in the 'invisible' web.

* **Surdey, Carine**, Broome Community College

Supporting Emerging Technologies - One HelpDesk's Approach

Thursday, May 31, 11:15 - 11:45 am, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Papers, Introductory)

Co-Presenter: Scot Beekman

Students and Faculty face many challenges as the use of technology expands and changes. Using a variety of software tools, the Computer Center HelpDesk and Teaching Resource Center at Broome Community College have found creative ways to assist students and faculty in overcoming these challenges. These tools have proven to be especially useful during off-hours when face-to-face HelpDesk support is unavailable.

These challenges stem from a wide range of causes including problems with home PCs, learning curves with new software, and simple password/logon issues. Solutions have been designed which require a limited amount of interaction with support personnel. Examples of tools which will be highlighted in this presentation are:

- The 'HelpDesk HelpDisk,' is a CD Rom containing information, tools, and software to assist students and faculty with issues on their home computers. The disk also contains the 'HelpDisk Troubleshooter,' an interactive diagnostic tool where users find answers to commonly asked questions and solutions to common problems.
- Online tutorials for common tasks such as logging into campus computers, obtaining grades from the student portal, and accessing network software and files from home.
- Online versions of faculty and student guides to campus computing.
- The 'Wall of Answers' -- one page quick guides covering a number of software titles.

We will discuss the evolution of these materials, demonstrate the tools and methods used to create and maintain them, and outline our plans for future expansion and development.

* **Teres, Michael**, SUNY College at Geneseo

Reflections on Technology in the Visual Arts - Digital Photography & Graphic Design

Wednesday, May 30, 3:45 - 5:00 pm, Yokum 203

Reflections on Technology in the Disciplines (Birds of a Feather, Introductory)

Technology facilitates and encourages new types of alliances, helping to produce better visual solutions and expand awareness of the design process.

This Birds of a Feather session in the graphic arts will focus on Reflections on Technology in the Disciplines. Graphic design users will be encouraged to enable, enhance and expand their ability to be successful in their computer graphic design projects. New alliances, such as on-campus partnerships, intercampus partnerships, and partnerships between campuses and outside agencies will increase the creative potential inherent in graphic problem solving. Several people who regularly attend this session will make short presentations to the attendees showing their visual solutions to some of their everyday graphic design problems. Likewise, participants are invited to

bring in examples of their own work and the work of their students, their questions about process and design, and their own examples of available resources helpful to their everyday visual design projects.

The aim is to develop closer ties with our colleagues at other SUNY campuses and develop new avenues for creative collaborations. Participants will have an opportunity to share information, processes and thinking about their efforts to solve photographic and graphic design problems and explore and discuss new possibilities or alternate solutions to the design problem(s) they encounter in their daily activities. SUNY experts can use this forum to share examples of innovative and collaborative problem solving in the worlds of ever-changing computer graphics technology, thus opening the door for creative collaboration in teaching, learning, research, production and academic support among SUNY colleges.

As an initial springboard for this process, we have started a list serve for bringing people and graphics solutions closer together by creating and supporting a virtual learning community.

If you plan to attend this Birds of a Feather please send me a CD of examples of visual work and that of your students. Mail the CD to Michael Teres, SUNY Geneseo, One College Circle, Brodie-SOTA-Art, Geneseo, NY 14454-1401

* **Trainor, Donald**, Buffalo State College

InDesign: The Basics

Tuesday, May 29, 6:00 - 9:00 pm, MFA 228

The Politics and Policies of Technology Deployment, Use, and Maintenance (Workshops, Introductory)

InDesign is a professional page layout and design program that can be used to create class handouts, newsletters, and posters.

This workshop covers the fundamental skills needed to create documents using InDesign. Hands-on projects include setting up a document, using master pages, working with text, importing graphics and images, and outputting to print and PDF.

* **Trainor, Donald**, Buffalo State College

Photoshop: Creating Complex Images Using Layers

Tuesday, May 29, 9:00 am - 12:00 noon, MFA 228

The Politics and Policies of Technology Deployment, Use, and Maintenance (Workshops, Intermediate)

Layers are one of the most powerful features in Photoshop. They can be used to add text to an image, make non-destructive color corrections, or create sophisticated images that can easily be modified without compromising quality. Layers can also be used to experiment with multiple versions of a layout without the need to save multiple Photoshop files.

This workshop covers the fundamental skills needed to work with layers and their uses in real-world projects. Topics include Layer Basics, Layer Masks, Adjustment Layers, Layer Styles, and Layer Comps.

A basic knowledge of Photoshop (or similar image editing program) is required.

- * **Trenholm, Sven**, Herkimer County Community College
An Investigation of Assessment in Fully Asynchronous Online Math Courses: A Survey of Fall 2006 SLN Math Faculty
Thursday, May 31, 3:00-3:30, Yokum 205
Strategies for Teaching, Learning, and Assessment (Papers, Intermediate)

A voluntary survey, with a 40% response rate, of all listed fall 2006 SUNY Learning Network (SLN) math faculty is the basis of this presentation. The survey focuses on the use of assessment instruments in SLN math e-learning.

The paper examines the differences in use and weighting of formative and summative assessments in proctored versus un-proctored courses and then in un-proctored courses utilizing a project assessment component vs. un-proctored courses not using a project component.

A top-ten list of suggested strategies for assessing fully asynchronous online math courses is provided.

The paper concludes with questions and suggestions for further research.

Introduction:

The State University of New York Learning Network (SUNY Learning Network or SLN), recently recognized by the U.S. Distance Learning Association (USDLA) for best practices in distance learning, is one of the nation's and world's leading online learning networks with more than 100,000 enrollments annually. SLN provides an ideal field for the study of Internet-based education or e-learning.

Of particular interest in the arena of online pedagogy is the instruction of mathematics. Given the young age of e-learning there is little surprise that the research base is slim. While the need to create and expand this research base is recognized, also recognized is the need to use new pedagogical approaches when a course is to be delivered in an e-learning modality (Smith,1). Online instructional designers commonly agree that successful online courses are generally not carbon copies of their bricks and mortar counterparts.

While there is much to be learned about how we can teach math online effectively, as a major component of pedagogy, how do we successfully and effectively assess learning objectives? One huge question is whether we can successfully assess our students in an entirely un-proctored online format. In other words, is the purist view of online instruction, which encourages the maxim of anytime, anywhere and by implication discourages the use of proctored assessments, applicable to math e-learning? Further and more pointedly, is this purist view applicable to different subset categories of math courses but not to others (developmental vs. calculus vs. liberal arts)?

The purpose of this survey is to take a snapshot of the evolution of assessment in math e-learning. Two main questions will be addressed:

1. Which assessment instruments are utilized and how?
2. How does assessment in proctored sections compare with that in un-proctored sections?

* **Trerise, Sharon**, Cornell School of Industrial and Labor Relations
Web Accessibility on your campus: A Toolkit for Moving Forward

Tuesday, May 29, 9:00 am - 12:00 noon, FL 103F

The Politics and Policies of Technology Deployment, Use, and Maintenance (Workshops, Introductory)

Are you the only one on your campus who designs web pages with accessibility in mind? Are you one of the few content providers who follow web accessibility guidelines on a campus where overall compliance is spotty? If so, you are not alone. Prior research by the Employment and Disability Institute at Cornell University found that although more than 50% of community colleges across the nation reported having a web accessibility policy or statement of commitment, less than 1% of web pages evaluated met web accessibility standards. There are many reasons for this discrepancy, including:

- a lack of knowledge about how to design accessibly;
- a lack of commitment to accessibility and usability on the part of web developers and administrators, and/or
- a lack of communication about the policy or statement to the wider campus and
- a lack of a coordinated effort campus-wide to address web accessibility.

Funded by a grant from the U.S. Department of Education's National Institute on Disability Rehabilitation and Research, the Employment and Disability Institute has created a toolkit for addressing these shortcomings in the process of implementing web accessibility on college campuses. The toolkit is a web-based and interactive and is intended to accomplish several objectives:

- 1) provide a process for documenting activities related to improving web accessibility and progress toward compliance with ADA requirements for effective communication;
- 2) provide a framework for evaluating your current level of compliance; provide a system for developing a policy and an implementation plan for campus-wide web accessibility and for prioritizing the elements of the implementation plan;
- 3) provide a mechanism for interacting with other colleges who are addressing these same issues; and
- 4) provide a comprehensive set of resources for increasing awareness of web accessibility issues and knowledge of techniques for accessible web design.

This workshop will give participants a hands-on opportunity to learn how the toolkit works and, through group activities, explore how the toolkit can be used to best advantage on their particular campuses.

- * **Trerise, Sharon**, Cornell School of Industrial and Labor Relations

Accessible Multimedia: Creating captions and transcripts

Wednesday, May 30, 3:45 - 5:00 pm, Yokum 206

The Politics and Policies of Technology Deployment, Use, and Maintenance (Birds of a Feather, Introductory),

The proliferation of video and audio content now being placed on the web raises accessibility concerns for students who are deaf or hard of hearing. According to NY State web accessibility standards:

10.1 Information will not be conveyed by single audio alone.

11.1 State agencies will provide synchronized text captions for multi-media content containing speech or other audio necessary to understand the content.

Podcasts, video clips, audio webcasts and other forms of multi-media fall under these standards. The presenter will demonstrate an array of tools and techniques for creating captions for video content and transcripts for audio content. Similarly, resources for accessible web conferencing systems and real-time captioning services will be provided.

- * **van Putten, Cherie**, Binghamton University

RSS Feeds...How to Access Syndicated Web Content and Relay Feeds to your Students

Friday, June 1, 10:00-11:15, FL 108

Exploring and Implementing Emerging Technologies (Hands-On Demo, Intermediate)

I will familiarize attendees with RSS Feeds. I will give them a good working definition of RSS and explain to them the benefits of syndicated web content. I will show them four different ways to access channels, or feeds, by way of examples: on line news aggregators (NewsGator), Mozilla Livebookmarks, mail programs (Mozilla Thunderbird), and a free downloaded news aggregator (FeedReader or RSS Owl).

I will also show them how to import their channels or feeds using OPML (outline processor markup language) so that a group of feeds relevant to their particular discipline may be easily shared with their students.

A shorter version of this class is taught to the faculty and staff at Binghamton University.

- * **Vega, Eddie**, SUNY College at Plattsburgh

Open Source Technology Solutions: Free Alternatives to Expensive Commercial Products

Thursday, May 31, 4:00 - 5:15 pm, FL 129

Exploring and Implementing Emerging Technologies (Hands-On Demo, Intermediate)

Digital technology is apparently more affordable than ever before, but for whom? How do individuals, organizations, or institutions remain current in technology when the field is in constant motion? If corporations have a difficult time deciding what products to upgrade or

purchase, how do schools, non-profits, or home businesses keep current? Luckily, there are alternative solutions to expensive commercial technology products. The presenter will discuss the uses and types of existing open-source solutions.

Ordinarily, to create a presentation and generate a monthly report, Microsoft products such as PowerPoint and Excel are used. These products are sold in an expensive suite package along with other Microsoft products like Word and Access. Sold individually, these software programs can also be prohibitive. Luckily, open-source alternatives to these applications exist from the Open Office website (<http://www.openoffice.org>). An entire suite called Open Office that rivals Microsoft Office in quality and function can be downloaded for free. Applications include: Writer, Calc, Impress, Base, Math, and Draw - the equivalents of Word, Excel, PowerPoint, and Access. Open Office Math allows you to work with mathematical formulas and Draw is similar to Paint.

Some of the features found in Open Office include the ability to save documents to a PDF file as well as to any Microsoft format. It is also possible to open existing Microsoft documents with Open Office with ease. For a full description of the Open Office Suite, please visit: <http://www.openoffice.org/product>

In graphic design, the leading products used to manipulate and create artwork are Adobe Illustrator, Adobe Photoshop, Adobe FreeHand, Adobe FireWorks and QuarkXpress. These are expensive, high-quality applications and have existed for several years. However, excellent open-source alternatives to these products do exist. These applications include Inkscape and the GNU Image Manipulation Program (a.k.a. GIMP). Inkscape is the equivalent of Illustrator and FreeHand, while GIMP is the equivalent of Photoshop and FireWorks. All of these are very powerful tools and available to download for any platform -- Windows, Mac or Linux. Other free paint programs available only for PCs include: Paint.Net, Pixia, PhotoFiltre, Ultimate Paint, VicMan's Photo Editor, ImageForge and Art Rage.

Thanks to open-source software solutions, now more than ever it is possible to stay on the cutting-edge of digital technology and remain competitive. Whether you're a school, business, non-profit organization, or a student, the options and tools mentioned here are available regardless of budget or licensing considerations.

- * **Walker, Martin**, SUNY College at Potsdam
Wikipedia and Wikis: The New World of Sharing Information by Collaboration
Wednesday, May 30, 4:30-5:00, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)

Wikipedia is now the top reference site on the Web, with about 1.6 million articles in English alone. A Google search on a scholarly topic will nearly always provide a Wikipedia article in the top three hits. This talk will explain how Wikipedia works, and why it has been so successful. The value of Wikipedia in education will then be discussed, indicating the strengths and weaknesses of an open, communal approach to knowledge collection and dissemination. Other successful wikis will then be described, particularly those sites that are most useful for educators. The presentation will close with some lessons and ideas on how to create and use your own wiki in teaching.

- * **Walker, Martin**, SUNY College at Potsdam

Using A Wiki: I Never Thought It Would Be So Easy To Do So Much!

Tuesday, May 29, 6:00 - 9:00 pm, Yokum 100A

Social Networking, Collaboration, and Sharing (Workshops, Intermediate)

Wikis are making the web interactive, adding a new level of sophistication and changing the way information is made available - yet wiki markup language is much easier to learn than traditional HTML. This workshop will teach all the basic skills needed for using a wiki, and to contribute to Wikipedia. The session will cover the following topics:

- Etiquette and style
- What works and what doesn't
- Setting up a user page and a sandbox
- Writing simple text with links and citations.
- Uploading pictures, and inserting these into pages
- Interlanguage wikilinks
- Tables
- Templates and transclusion
- Talk pages
- Using page histories, user contributions, watchlists
- WikiProjects, edit wars -- how online communities function
- Automation -- bots, scripts and AutoWikiBrowser
- Metadata and metasites
- Setting up your own wiki -- both technical and philosophical aspects

Most topics will be done hands-on, so that participants can learn by doing. I have prepared some pages that are deliberately done badly, so that participants can learn to clean up poor English or crazy formatting. There will be a longer assignment, about halfway through -- writing and formatting a complete page -- to give people the chance for a short break from the computer. Everything will be done with some level of collaboration, interrupted by an occasional vandal or troublemaker (me!), so that participants have a chance to feel what it is like to work together online. The session will wind up with some guidelines on setting up your own wiki, along with final questions.

- * **Web, Raphael**, SUNY College at Oneonta

Technology Instruction Program for Students, Episode 2: The Evolution of the Applications Help Desk

Friday, June 1, 11:30-12:00, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

The Technology Instruction Program for Students (TIPS), an Applications Help Desk, was presented last year as providing walk-in, tutoring, and guest lecture support for MS Office and basic web design. The purpose was to provide faculty with a way to instruct their students in using MS Office for assignments, so that the faculty could concentrate on the content of their courses. The basic mission of TIPS has not changed.

This year's presentation is the sequel, covering how the program will evolve, based on what did and did not work over the last three semesters. The TIPS program will now present the following new or modified support modes:

- Student-led workshops based on faculty need (as opposed to guest lectures done by the program supervisor exclusively).
- Instructional content placed online for student use, also driven by faculty need. Specialized, though inexpensive, even free software will be featured.
- Student staff will create the online instructional material
- Modified hours of our support desk, driven by student usage (fewer hours, as opposed to more hours).

Walk-in support and tutoring are unchanged and will remain a basic aspect of the program.

Cooperation with faculty, in terms of faculty sending students to TIPS for extra credit is critical for the success of this evolution, and will also be discussed.

These changes will be presented as attempted solutions to growing pains experienced in the last academic year, including: non-use of the support desk for long periods, and the unsustainable schedule of guest lectures. Aspects of the program which did work well, and which will continue, will also be detailed.

* **Wexler, Jody**, Wimba (formerly Horizon Wimba)

Pronto Me! IM & Voice Changing Online Communication Across the SUNY's

Thursday, May 31, 10:30 - 11:00 am, Yokum 207

The Politics and Policies of Technology Deployment, Use, and Maintenance (Vendor Presentation, Introductory)

By now you know that Pronto, the school-centric instant messenger by Horizon Wimba, is making its way into several SUNY (and CUNY) institutions. Whether you're a Blackboard or WebCT campus, come find out how Pronto facilitates communication between students and faculty within your institution's teaching and learning environment - and even beyond to the larger academic community. Also, for campuses using ANGEL, find out how our Live Classroom, Voice Tools, and Course Genie are being used throughout SUNY to facilitate online interaction.

* **Williamson, Calvin**, Fashion Institute of Technology

Coursecasting Office Hours

Wednesday, May 30, 3:45 - 4:15 pm, Yokum 205

Strategies for Teaching, Learning, and Assessment (Papers, Introductory)

Most college instructors spend some time each week in office hours. Students come by individually or in pairs when they want additional help with problems or have questions they are hesitant to ask in class. Many times the questions or problems covered with these students contain valuable material that would benefit the entire class. As the ability to use technology to capture

what happens during office hours grows (podcasts, vodcasts, Camtasia, etc), so does the opportunity to use these office hour sessions in a more integral way for your course.

We show some examples of setting up screen capture software like Camtasia to regularly record office hour sessions between an instructor and students for a mathematics course.

Recording the instructor and student working together adds a dimension of interactivity not present in videos made of just an instructor working problems or lecturing alone. And since the sessions are not rehearsed they come with all the errors and false starts that students and instructors make when they solve mathematics problems interactively.

In the end the instructor picks representative sessions, produces them as web viewable videos and posts them essentially unedited to the course web site. Students appreciate seeing and hearing common mistakes made by others while working on problems and also hearing the instructor talk about these mistakes.

In the presentation we will describe details of how the sessions were recorded and cover software and hardware issues. We will also talk about how to get students involved with making these coursecasts and about how useful they are.

- * **Yoo, Grace**, San Francisco State University
Bringing The World To The Classroom: Reflections On The Use Of Two-Way Videoconferencing And Satellite-Delivered Guest Lectures
Wednesday, May 30, 2:00 - 3:15 pm, Sibley 416
Reflections on Technology in the Disciplines (Hands-On Demo, Introductory)

The presenter will focus on her use of two-way video-conferencing and satellite delivered guest lectures. She will discuss the benefits and challenges of satellite delivered guest lectures. She will also explain how two-way video-conferencing can be utilized for collaborative classroom projects with other universities teaching similar courses.

- * **Yunker, Frank**, Fulton-Montgomery Community College
The Synchronous Online Classroom: Connecting With Students
Thursday, May 31, 3:00-3:30, Yokum 202
Social Networking, Collaboration, and Sharing (Papers, Introductory)

Online courses through the SUNY Learning Network have developed as an asynchronous, text-based learning experience. There is heavy reliance on student postings and rubrics for grading that reward posting. Class interaction is often spotty throughout the week with a flurry of activity the evening before the module closes. As a result, when students do not fully comprehend a concept, there is no time for the professor to correct understanding before the module closes.

Online courses that benefit from extensive use of visual aids, such as charts and graphs, can utilize these tools by placing the object within the text, but it is impossible to judge student understanding in an asynchronous delivery mode. In short, it is often not clear that students ever read any material or view any of the corresponding charts, graphs or PowerPoint materials.

I regularly teach economics online for Fulton-Montgomery Community College through the SUNY Learning Network. In the fall 2006 semester, I taught an economics course online at a University in Manchester, UK. I will compare student interaction with their success rates in a synchronous, on-line course taught in the fall 2006 semester in England.

The course, International Monetary Economics and International Trade, was taught in a platform called lambdaMOO. It is freely distributed and can be customized for individual universities. The course included asynchronous, text-based class work and a one hour online synchronous class per week. This required students to log into a website at a prearranged time. The website contained a virtual university with buildings, offices and classrooms.

Classrooms were equipped with educational tools including generic lecture note objects, and multimedia-oriented objects such as images, sound and video. The web-projector allowed the professor to project lecture notes, graphs and charts onto each student's computer screen (right side of the screen) while the professor gave typed explanations and answered questions in the chat room (left side of the screen).

A synchronous chat room does not by itself hold much appeal. Students and faculty are not fast typists. However, with pre-programmed objects (that are reusable) professors can make the online classroom as lively, interactive and informative as a traditional classroom. By requiring a prearranged class time, students can address their asynchronous work load with a level of understanding beyond that obtained by just reading the textbook.

* **Zehr, Kari**, Maplesoft

Enrich the Learning Environment with Maple T.A.

Thursday, May 31, 4:45 - 5:15 pm, Yokum 207

Exploring and Implementing Emerging Technologies (Vendor Presentation, Introductory)

Co-Presenter: Louise Krmpotic

Engage your students in the learning process by integrating Maple T.A. into your teaching. Maple T.A., an online testing and assessment system, allows students to practice concepts they have learned in class and take online homework and quizzes that are marked automatically and provide immediate feedback.

In addition to that, schools are starting to use Maple T.A. for entry exams for higher level courses testing whether the student has retained the knowledge needed for the course. Imagine how knowing what areas the students don't remember can help you plan and encourage your students appropriately. Or, provide tutorials to refresh those areas before they are required in the course.

Maple T.A. combines the administration and management capabilities of a full-featured testing system with the mathematical intelligence of Maple's math engine. This gives instructors the ability to better test their students' comprehension of the material taught by using not just multiple choice questions, but free-response questions that actually test for true mathematical equivalence.

Through demonstrations and case studies, this session will demonstrate the many benefits of adding Maple T.A. to your suite of teaching tools.

- * **Zhang, Sen**, SUNY College at Oneonta
Streamlining the Creation of PowerPoint Presentations for Data Structures and Algorithms Using the Latest PowerPoint Features
Thursday, May 31, 3:00-3:30, Yokum 203
Reflections on Technology in the Disciplines (Papers, Advanced)
Co-Presenter: Hanfu Mi

Most computer science concepts, especially Data Structures and Algorithm related concepts, could be abstract enough for new learners. The concepts are formally defined, not in natural languages, but in mathematical and/or logical languages.

PowerPoint, coming with rich supports of various animation and dynamic visual effects, has been used as one of the most popular tools to help students visualize nontrivial concepts, especially for those students who can not visualize the concepts in their minds. For example, we can use PowerPoint presentations to illustrate how nontrivial algorithms such as QuickSort proceed with a sample input data set by designing a set of slides to coherently illustrate every intermediate step. This approach can help students to visualize, memorize and comprehend easily a long sequence of operations.

There is no free lunch though. Although very pleasant to read on from students' point of view, the PowerPoint presentations are usually rather labor intensive from the preparation point of view. The preparation of a set of slides of the running of an algorithm on typical data is very tedious and time-consuming. For example, preparation of a quick sort algorithm on a random array of size 10 could involve hundreds of animation operations, which in turn demands modification from the designer of the slides before all animation and visual effects are consistent among different slides. Another deterrent is that the whole slides usually have to be overhauled if a new sample data set is of interest. Finally, most people design Powerpoint presentation slide by slide, which can easily lead to inconsistent animations of the similar operation on different slides.

To remedy the above drawbacks of the man powered presentation design, we propose a novel approach to automate slide generation by exploring the latest PowerPoint programmable support.

To design a program to generate a set of slides is certainly more difficult than design the set of slides directly, however; once a program is designed, to generate a new set of slides is usually a click away.

In the near future, we plan to cover more algorithms for PowerPoint Presentation generations. We hope this project can release computer science instructors from labor-intensive animation designs, and more quickly and easily generate accurate presentations to help students visualize otherwise invisible concepts, facilitating their learning of abstract concepts in computer science.