

**CIT 2007 WORKSHOPS
TUESDAY, MAY 29, 2007**

9:00 am – 4:00 pm

Grant Writing

Instructor: Daniel McCormack, Ph.D.
Binghamton University

Rating: Introductory
Room: Yokum 203
Cost: \$80.00

Description:

- 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: Handout 2
- Why will a funding source give us money/ It almost always starts with a problem
- Grant writing is about answering questions: What general questions will you have to answer when developing a grant proposal or a research proposal: Handout 3
- Developing your ideas and collecting information you will need to write a project overview: Handout 4
- Funding Sources: How/Where can you locate Funding sources: Handout 5
- What makes you competitive
- Where do we start from/What is our current situation: Establishing our Need/Problem/Opportunity statement: Handout 6
- Goals/Objectives/Aims: What do we hope to accomplish: Handout 7
- Plan of Operation/Methods/Action Steps: How will we run our project
 - Handout 8: Activities/Methods Grid Sheet
 - Handout 9: Information Funding Sources Generally want in your Plan of Operation/Management Plan
- Budgets/Matching Costs
 - Handout 10: What should you keep in mind when developing your budget
 - Handout 11: Budget Chart – Personnel and Other Resources
- Evaluation: How will we know if we are successful/Why do we need to evaluate projects/programs
 - Handout 12: Glossary of Evaluation Terms
 - Handout 13: Questions that need to be asked/answered when developing an evaluation plan

- Handout 14: Planning Project/Program Evaluations
- Handout 15: Guide to Use When Developing an Evaluation Plan
- Other parts of grant proposals: Handout 16
- Other Topics on Grant Writing
- The writing process/writing to be competitive: Handout 17
- Review of what we covered/Why should you be good at this: Handout 18

9:00 am – 12:00 noon

Web Accessibility On Your Campus: A Toolkit For Moving Forward

Instructor: Sharon Trerise, Coordinator of Accessible IT
Cornell School of Industrial and Labor Relations

Rating: Introductory
Room: Feinberg Library 103F
Platform: PC
Cost: \$40.00

Description:

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.

Getting More Out of PowerPoint in the College Classroom, Part I: PowerPoint Redesign

Instructor: Judith Gustafson, Coordinator of Instructional Technology
Adirondack Community College

Rating: Intermediate
Room: Feinberg Library 108
Platform: PC
Cost: \$40.00

Description:

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.

Photoshop: Creating Complex Images Using Layers

Instructor: Donald Trainor, Instructional Media Designer/Consultant
Buffalo State College

Rating: Intermediate
Room: Myers Fine Arts 228
Platform: Mac Lab
Cost: \$40.00

Description:

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.

Adapting Your Course For Effective Online Instruction

Instructor: Michael Bozonie, Associate Dean
SUNY College at Plattsburgh

Rating: Introductory
Room: Yokum 201
Cost: \$40.00

Description:

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 others groups for additional understanding of the concepts and practices. Finally, individuals will be provided the opportunity to develop a course of their choosing and receive feedback from other workshop participants and the presenters.

1:00 – 4:00 pm

Implementing a Online Course Review Process

Instructor: Diane Muehl, Assistant Professor, Sociology
SUNY College of Technology at Canton

Rating: Introductory
Room: Feinberg Library 103F
Platform: PC
Cost: \$40.00

Description:

Research literature indicates 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. Workshops 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.

**Getting More Out of PowerPoint in the College Classroom, Part II:
PowerPoint Beyond the Bullets**

Instructor: Judith Gustafson, Coordinator of Instructional Technology
Adirondack Community College

Rating: Intermediate
Room: Feinberg Library 108
Platform: PC
Cost: \$40.00

Description:

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 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 that are 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 students 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.

Getting the Most from Angel Learning Management System Tools

Instructor: Fabio Chacon, Coordinator of Instructional Design
Empire State College

Rating: Intermediate
Room: Feinberg Library 129

Platform: PC
Cost: \$40.00

Description:

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.

Digital Video: Tools and Practices

Instructor: Peter Friesen, Instructional Technology Coordinator
SUNY College at Plattsburgh

Rating: Intermediate
Room: FL 302
Platform: PC
Cost: \$40.00

Description:

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.

New Tools for Teaching: Free, Fast, and Immediate

Instructor: Russell Kahn, Associate Professor
SUNY Institute of Technology at Utica/Rome

Rating: Introductory
Room: Myers Fine Arts 228
Platform: Mac
Cost: \$40.00

Description:

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.

Create Podcasts From Your PC With Camtasia Studio 4

Instructor: Tera Doty-Blance, Technology Training & Support Specialist
SUNY College at Cortland

Rating: Introductory
Room: Yokum 100A
Platform: PC
Cost: \$40.00

Description:

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.

Some common misconceptions about Podcasting are the requirement of an iPod for playback or a Mac for podcast production. With Camtasia Studio 4, you can use your PC to enhance your video, still images, and audio with transitions, callouts and other effects to create dynamic audio and video podcasts. Plus, Camtasia Studio 4 still has the screen activity capture functionality and interactive Flash movie production that makes 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.

6:00 – 9:00 pm

Personal Knowledge Management - Strategies And Technologies To Make Information Work For You!

Instructor: Graham Glynn, Executive Director of Teaching, Learning & Technology
State University at Stony Brook

Rating: Introductory
Room: Feinberg Library 103F
Platform: PC
Cost: \$40.00

Description:

Learning new information and incorporating it into ones knowledge is a very individual and personal process. It is 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 students 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 powerful free personal knowledge management utility for the PC that is designed to empower the information worker and enable him to capitalize on digital information. It is a lifelong learning tool which enables students and faculty to integrate information across multiple sources and time. It also provides knowledge sharing tools which include sharing structure, relationships and metadata which can form the basis for a unique educational approach.

How To Use Automates In ANGEL To Keep Your Students Engaged

Instructor: Meghan Pereira, Instructional Technology Specialist
SUNY College at Buffalo

Rating: Intermediate
Room: Feinberg Library 129
Platform: PC
Cost: \$40.00

Description:

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 reoccurring 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 that can be used immediately to actively keep students 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.

InDesign: The Basics

Instructor: Donald Trainor, Instructional Media Designer/Consultant
Buffalo State College

Rating: Introductory
Room: Myers Fine Arts 228
Platform: Mac
Cost: \$40.00

Description:

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.

Using A Wiki: I Never Thought It Would Be So Easy To Do So Much!

Instructor: Martin Walker, Assistant Professor
SUNY Potsdam

Rating: Intermediate
Room: Yokum 100A
Platform: PC
Cost: \$40.00

Description:

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, for example contributing 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 (myself!) 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.

Education: The 21st Century's Vaudeville

Instructor: Sara Rofofsky, Adjunct Associate Professor
CUNY/Queens College

Rating: Introductory
Room: Yokum 201
Cost: \$40.00

Description:

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 and Sheidlower 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 and Sheidlower 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.