



The Scholarship of Teaching & Learning: Making 'IT' Matter

INSTRUCTIONAL TECHNOLOGY CONFERENCE • 2008

**Presented by the Information Technology Council
Subcommittee on Academic Technology**

**April 10 (Pre-Conference Workshops) and April 11 (Conference)
Holiday Inn, Boxborough, Massachusetts**

Keynote Speaker: Chris Dede

Timothy E. Wirth, Professor in Learning Technologies, Technology, Innovation, and Education Program,
Graduate School of Education, Harvard University

PRE-CONFERENCE WORKSHOPS, APRIL 10

TIME	EVENT	CONDUCTED BY
1:30 – 4:30	The Ins and Outs of Designing an Online or Blended Course	Barbara Macaulay, Stefanie Henderson, UMass Online Jeannette Riley, UMass Dartmouth
1:30 – 4:30	Finding a Place in the Scholarship of Teaching and Learning	Moderators: Randy Bass, Steve Ehrmann

MAIN CONFERENCE, APRIL 11

TIME	EVENT
8:00 - 9:00	Registration & Continental Breakfast; Vendor Setup; Poster Setup
9:00 - 9:20	Welcome: Elaine Parker; Remarks: David Gray; Logistics: Carol Ryan, Mark Schlesinger
9:30 – 10:20	Keynote Address by Chris Dede: <i>Reinventing Teaching and Learning Using 21st Century Technologies</i>
10:30 – 11:20	Concurrent Presentation Sessions #1
11:30 – 1:30	Poster Presentations
12:30 – 1:20	Buffet Lunch, Vendor Visits, Continued Poster Visits
1:30 – 2:20	Concurrent Presentation Sessions #2
2:30 – 3:20	Concurrent Presentation Sessions #3
3:30 – 5:00	Closing: Reception, Refreshments, Awards and Prizes

Vendor exhibits will take place in the Grand Ballroom throughout the day.



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Concurrent Presentation Sessions #1 | 10:30 - 11:20 am

CS01-G-UMA Evaluator-Integrated Books in the OWL System (Gross, Moll, Hart): Evaluator-Integrated Books (EIBs) based within the OWL system permit interactive viewing by readers of the book. We discuss details of two EIB texts in current use, including their advantages and disadvantages. The philosophy behind EIBs, the software interface that drives them, and future plans for OWL EIBs will be discussed.

***CS02-UMB Addressing the Question of Quality in E-Learning Environments** (Bacigalupe): Online distance education continues to grow at a consistent and fast pace, and faculty and administrators are asking if online distance education offers quality outcomes. This presentation discusses quality criteria, best practices, conceptual principles, research, and educational efforts locally and beyond addressing the question of learning outcomes and emerging elearning technologies in distance education.

Shared Session – 25 minutes each

***CS02-G-UMA Teaching and Learning with Technology: An Assessment of Best Practices:** (Carbone): Student assessments of online courses are conducted; however, no systematic instructor-based review of pedagogical practices exists. This exploratory study will identify instructors' "best practices". Twenty UMass-Amherst instructors will be recruited to complete a brief interview and teaching survey. Preliminary results will be discussed within the context of faculty development and future research.

***CS03-UML Using Wikis to Transform Teaching and Learning in Project-Oriented Classes** (Martin, Rhine): Students in our project-oriented courses have used integrated wikis and redefined the traditional classroom. Wikis foster community-building and encourage students to collaborate with peers and faculty. We use wiki technology in concert with pedagogical goals of collaborative learning while providing support for commuting students and project coordination.

Shared Session – 25 minutes each

***CS03-UMD Transforming Team Projects with Wikis** (Riley, Gatenby, Russo): Wikis are a tool that can transform team projects. The presentation outlines how to choose a wiki, how to introduce wikis to students, and best practices for wiki use, followed by examples of wiki assignments with commentary from students and faculty on lessons learned from the teaching and learning experience.

CS04-G-UMD Learning Objects and Media Education for the 21st Century (Carrera, King): Radicalizing Instruction for Qualitative UMass Dartmouth faculty and staff have been working to expand the flexibility and interactivity of learning objects through technological experimentation with their production. Aware of recent media literacy research this project recognizes that media environments including those of Web 2.0 technologies are altering our understanding of learning processes.

CS05-G-UMW A Multidisciplinary Simulator-Based Approach for Teaching and Learning Central Venous Catheter Insertion (Pasquale, McGee): This interactive session will illustrate a multidisciplinary teaching with technology, simulation-based, curriculum for assessing student learning via online and face-to-face teaching. The work, a collaboration of multiple departments, and schools of the University of Massachusetts-Worcester, will advance participants' understanding of simulation, an area involving the intersection of learning, teaching, and technology.

VS-1 Vendor Session (Microsoft) Session information, when available, will be listed on the [Vendor](#) page.

VS-2 Vendor Session (Blackboard) Session information, when available, will be listed on the [Vendor](#) page.

Concurrent Presentation Sessions #2 | 1:30 - 2:20 pm

CS06-UMA T-Buddy: Teach Buddy, a Socializing Medium to Enhance Learning (Varadarajan, Gurumurthy, Ganz): We introduce T-Buddy social networking system to enhance students' comprehension of class material through collaborative learning. An effective supplement to traditional lectures, it enables active student participation. T-Buddy was deployed in the Trustworthy Computing course in the ECE department. Students found it instrumental in facilitating better comprehension and learning several state-of-the-art technologies through their friends.

CS07-UMD MUVEing Education: Teaching and Learning in a Multi-User Virtual Environment (Ahrens): Distance learning circles are buzzing about multi-user virtual environments (MUVE's) like Second Life. Breaking down geographical boundaries, MUVE's allow users worldwide to inhabit a shared virtual space, coming together to work, play and learn. Exploring educational potential, this presentation examines exemplary projects and demonstrates a work in progress in Second Life by UMass Dartmouth faculty.

***CS08-G-UML Webinars with Blended Online Technologies: Radicalizing Instruction for Qualitative Research Methodology (Davidson, Jacobs, Siccama, Donohoe, Gallagher, Olson, Robertson):** A team of curriculum developers explored a suite of technologies to be used to provide online instruction in qualitative research methodology. Using multimedia and an online container, they developed a Webinar in the use of NVivo 7 software, which will provide instruction in advanced research skills anywhere in the world.

Shared Session – 25 minutes each

***CS08-G-UMB Interdisciplinary Model of Blended Learning and On-Line Tutoring (Simone, Mraz, Jahn, Downa, Petruzzi, Polley):** We will report on the tutoring model being developed for Nursing and Spanish courses through the collaboration of faculty and staff from IT, Academic Support and the Writing Proficiency Program. The on-line blended tutoring modules developed support the curricula of existing courses with synchronous (text and audio chat) and asynchronous technologies (email, wikis, blogs, podcasting).

CS09-UML Using Video Production to Facilitate the Integration of Sustainability in Academic Curricula (Shuldman, Luskin, Tajik): This project engages students in creating short video documentaries to integrate issues of sustainability and sustainable practices into various academic disciplines. To date it has been offered 16 times in 10 courses with 9 faculty in 8 disciplines impacting over 180 students resulting in 100 video projects that include interviews with faculty and community experts.

CS10-UMW More than a Repository: Using Electronic Portfolios in a Family Medicine Residency to Teach Reflection and Self-Directed Learning Skills (Potts, Hargreaves): Electronic portfolios provide an accessible and comprehensive approach to learner evaluation. Portfolios have been recognized as a flexible and useful tool in documenting growing competency. This lecture will explore the use of electronic portfolios as a tool to develop learners' skills in self-assessment, reflection, and lifelong learning.

VS-3 Vendor Session (Xyθος) Session information, when available, will be listed on the [Vendor](#) page.

Concurrent Presentation Sessions #3 | 2:30 - 3:20 pm

CS11-G-UMA Community of Practice: The Use of Personal Response System (PRS) Technology in Large Lectures (Shih, Rogers, Hart, Phillis, Lavoie): *Community of Practice: The Use of Personal Response System Technology in Large Lectures* at UMass Amherst worked with faculty to collaboratively create consistent principles and instructional strategies for large lectures, identify best practices of implementing "clickers" in classes, "seed" development skills across disciplines, and share results with faculty from the UMass campus and beyond.

CS12-UMB SecondLife: Powerful Places for Teaching and Learning (Hopper): This presentation will provide an explanation of why SecondLife can support new possibilities for higher education and include an interactive tour of SecondLife sites that illustrate how the new possibilities are being realized. The presenter will also outline challenges that need to be overcome to ensure smooth adoption on campuses.

CS13-UMB Using IT to Capture and Analyze Student Learning Outcomes (Novak, Blake, Gutierrez): The College of Management has implemented information technology to assess and analyze student learning outcomes, using (a) course-embedded assessments and (b) a program called MAP to assess students' performance in co-curricular activities. The analytical and reporting capabilities of this technology enable the college's Learning Outcomes Committee to provide objective means for assessing curriculum.

CS14-UMD Addressing Problem-Solving with Technology: A SoTL Project Investigating Teacher Attitudes (Bergandy, Hall): Our SoTL research project investigated teachers' attitudes towards technology in a graduate-level educational research and technology course. Participants (graduate students who also are practicing K-12 teachers) represented the entire spectrum of subject matters. This project is a component of a larger project attempting to address the deficiencies in analytical and problem-solving skills among university students.

CS15-G-UML Using Web 2.0 Tools to Deepen Student Engagement & Faculty Collaboration (Tello, Lewis, Shea): Social software tools (blogs, podcasts, wikis, even YouTube), allow instructors to engage students in new and personal ways. This project pilots the use of such tools within MIS and Management courses taught by faculty at UMass Dartmouth and Lowell. Project faculty will demonstrate the use of these tools within web-enhanced course and will share accompanying support materials.

VS-4 Vendor Session (Apple) Session information, when available, will be listed on the [Vendor](#) page.



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POSTER DEMONSTRATIONS (April 11, 11:30 – 1:30)

PD01-G-UMW Optimizing Learning From Rich Multimedia Objects Using Micro PCs (Billings-Gagliardi, Zottola, Mazer, Baron): This project explores how rich multimedia learning objects deployed on micro personal computers (mPCs) may be used to benefit medical student learning. Its goal is to develop technical and pedagogic recommendations for best uses of this emerging technology that are based on both faculty and students perspectives.

PD02-UMA Using Synchronous Online Learning Tools to Promote and Assess Student Learning (Hamilton, Sullivan, Deschamps, Vargas, Wilson, Sindelar, Alessio, Zhu): This project explores the how different synchronous online discussion formats can be used to promote and assess student learning. Our synchronous discussion formats included traditional text chat (Yahoo Messenger), text chat supported by the provision of visual images (IChat) and participation in a multiuser virtual environment (Active Worlds).

PD03-UMA Instructional Technology with a Human Face (Caffery): "Making IT Matter" is the specific focus of this presentation. Inspired by Web 2.0 and critical analysis of IT, a course was redesigned to use technology precisely to humanize the learning experience, most significantly by incorporating community service learning in blended IT learning environment. Likewise, audience input here is encouraged.

PD04-UMB Using IT to Assess Student Merits – Facing Up to Standardized Testing (D'Alotto): I will demonstrate an online approach to standardized testing preparation for the Massachusetts Teacher Exam for Licensure. The target population consists of Early Childhood educators who are being serviced by Boston Ready, a federally funded professional development grant. Results, experiences, changes and an actual demonstration of the learning modules and structure will be included.

PD05-G-UMA Utilization of Digital Video Recorders and DartFish Software for Student-Athlete Development and Coaching Education (Deitz): This poster presentation demonstrates the use of Digital Video Recording as a teaching aid in the sport of rowing. Different techniques for editing and analysis of new software (DartFish) not only can benefit the student-athlete, but also can enhance the professional development of coaches.

PD06-G-UMA Teaching Writing in a Digital Age (Fleming, LeCourt, Bradshaw, Dich, Houle, Howes, Miller, Paster): Teachers in the Writing Program's Technology Fellows seminar will present the results of new media assignments they designed for our first-year writing course. Student work will be on display and Fellows on-hand to discuss the effect of the new media assignments on student writing and technological literacy.

PD07-G-UMA Curriculum Mapping in Educational Administration: Enhancing Professional Practice Through the Use of Technology (Gajda): Want to know what your colleagues are teaching? Reduce curriculum gaps and redundancies? Increase student learning? Come learn how the UMASS Amherst Educational Administration program faculty are using web-based Curriculum Mapper™ technology to systematically examine and collaboratively improve the content, quality, and delivery of our graduate level K-12 principal preparation program.

PD08-UMA French OWL: Web-based Assessment and Learning in Foreign Language Teaching (Bouvier): This presentation will demonstrate use of the UMass OWL system for written exercises and assessment in advanced foreign language study. I will discuss advantages and disadvantages, data tables and question structure, effective question creation, and the use of OWL as a diagnostic and review tool.

PD09-UMA Demonstrations of the OWL Online Learning System (Hart, Dean, Gross, Mattingly, Moll): The Online Web-Based Learning (OWL) system offers online homework, testing, e-textbooks and training. OWL is used in 25 departments at the Amherst campus and by numerous departments at other UMass campuses. Chemistry OWL has been licensed by Cengage Publishing and is used in over 300 schools across the country.

PD10-UMA-G Using An Eye-Tracking Device to Teach Nursing Students To Conduct Surveillance and Improve Patient Safety (Henneman, Cunningham, Fisher, Plotkin, Roche, Reilly): The purpose of this educational program will be to evaluate the effectiveness of an eye-tracking device to teach nursing students to use selective attention processes (surveillance) to identify medical errors related to patient identification and patient monitoring. Our long term goal is to improve patient safety.

PD11-UMW Using the Apreso™ Lecture Capture System to Orient Students to the New BLS Vista 4 Learning Management System (Levin, Riza, Lydon, Barrett, Theriault): As WebCT Vista 3 upgrades to BLS Vista 4 in January 2008, students at the Worcester campus' three schools will require orientation demonstrating how changes will affect their access to course content. To efficiently reach all students, a BLS Vista 4 orientation session will be captured and streamed using Apreso™.

PD12-UMA Design, Development and Implementation of Audio/Video Capture Technology to Enhance Effectiveness of the Disfluent Speech Transcription Process (Mercaitis): This presentation will focus on the use of audio/video capture to facilitate instruction in transcription and analysis of stuttered speech within a blended learning environment. Graduate students were provided with a selection of audio and video clips to facilitate their clinical proficiency in transcribing and analyzing disfluent speech samples.

PD13-UMW Enhancing Active Learning in a F2F Graduate Nursing Classroom: Capitalizing on the Presence of Student Laptops (Parker): Active learning, in which knowledge is analyzed and applied, facilitates the development of critical thinking in learners. "Wireless" classrooms provide an opportunity to integrate student laptops into active learning activities in the traditional face-to-face (F2F) setting, but there is only limited literature about the practice. The author completed a systematic inquiry of using wireless tablet laptops in a F2F classroom.

PD14-UMW Three-Dimensional Representation of Anatomy and Pathophysiology (Pieters, Stefan, Mayo, Ferrucci, Simkin, Fitzgerald, Gilroy, Csizeck): The Varian Radiation Therapy Treatment Planning System provides the ability to image anatomy in three dimensions. It will be demonstrated as a tool for instruction in anatomy, pathophysiology and trans-sectional imaging. Further, the fusion tool will assist students in learning to read MRI and PET scans.

PD15-G-UML Bridging the Gap Between the PDA and Tablet in Healthcare: The Ultra Mobile Portable Computer at the Bedside (Scollin, Callahan, Koren, Campbell): The Ultra Mobile Portable Computer (UMPC) has the advantages of the PDA in small size and of a Tablet PC in its full computer capability. This project evaluated the use of the UMPC at the point-of-care. Nursing Students attitudes toward using this technology at the Point-of-Care will be presented.

PD16-UMD The Effect of Remote Response Technology on Attendance and Test Performance in Large Classes (Shapiro): Remote response technology (RRT) can be a valuable tool for teaching large classes. This presentation explains how RRT is used. It then reports an empirical study of its effectiveness for boosting attendance and test performance in a class of over 200 students. Theoretical explanations for the learning effects are discussed.

PD17-G-UML Camtasia – Creating Rich Instructional Media Materials (Shuldman, Hickey): Camtasia is a software tool that allows for screen capture with voice-over. In this session, we will describe the process of introducing faculty to the software, how it is being used on campus, the extent of support offered, as well as unexpected results and next steps for the campus.

PD18-UMB Politics, Literary Culture and Theatrical Media in London, 1625-1725: A Website to Facilitate Interdisciplinary Teaching (Smuts): We propose a panel presentation to explain the website we are constructing to facilitate a team-taught interdisciplinary graduate course integrating history, literature and visual culture. We will provide an overview of the project and discuss how we seek to integrate the site into our teaching of a specific course topic.

PD19-G-UMA Enhancing Faculty-Student Interactions in Large Enrollment Science Classes Using Inking, Wireless and Capture Technology (Theis): Our teaching initiative supports faculty in their use of inking, wireless, and capture technology in the classroom to promote student-centered instruction and active learning. We will demonstrate that the technology-enabled teaching style enhances student learning, enables richer content and encourages curriculum development.

PD20-UMD iLearn: Internet-based Active Learning Environment (Vokkarane, Balasubramanian): Internet-based tool Ubiquitous Presenter (UP) allows electronic slides to be accessed and annotated via a web browser. Students click a link to choose a method of interaction. Some of the limitations of using such technology in pedagogy and ways of countering them are presented. We will report our experience implementing UP.

PD21-G-UML Using Inexpensive Educational Robots to Teach Language Engineering (Xu): With budget constraints, teaching language engineering poses challenges. Leveraging the emerging inexpensive robot devices, we present a new approach of using robots as system context. We designed the Chirp-Scribbler language to target the popular Scribbler robot; combined together, they provide an engaging and feature-rich platform to teach a wide range of topics in language engineering.

PD22-UMB Open Courseware at UMass Boston: Course Materials for Everyone (McMahon, Schwartz): The November 2007 launch of the UMass Boston Open Courseware site (<http://www.ocw.umb.edu>) adds momentum to the burgeoning open educational resources movement in Higher Education. This poster session will introduce you to UMass Boston's Open Courseware site and present the benefits of making archival curriculum materials available to the public.