DELTC Minutes
The Distance Education and Learning Technology Committee
Wednesday, March 25, 2015 at 3:15pm in Brewster B-104

Attendance: Melissa Beck (for Bob Green), Lida Cope, Wendy Creasey, Elizabeth Hodge (Chair), Xiangming Fang, Timm Hackett (Vice-Chair), Mark Moore, Ginny Sconiers (ITCS Guest), Monica Webb, Karl Wuensch, Biwu Yang

1) The minutes from the January meeting will be approved electronically.

2) Elizabeth Hodge: University Writing Program Technology Workshop (UWP2015 Documents Attached).
Discussion:
   - We should encourage faculty and staff to use the tools & products that ECU has adopted for use; avoid fragmenting the experience (e.g. Microsoft vs. Google products)
   - K-12 Education system using Google products; students in COE must become familiar with it because it is used widely within the school system
   - Using a tool that’s not under the University contract – higher risks
   - Continue educating and sharing

2) Ginny Sconiers – Student Readiness Project

Presentation of the survey
   - Survey connected to the student readiness blog site
   - To offer individual “online readiness results” (students give us info; we give them feedback to act on, pointing them to resources where they have limitations)
   - How will students take it? May be part of the orientation materials (a link to complete); could be built into syllabi for students to complete (even repeatedly because students would be able to move through different levels of ability – view different scripts and/or videos for suggestions for further improvement)
   - Finalizing and disseminating of the student readiness survey – DELTC goal for 2015-2016 academic year
   - When the draft is ready, Ginny Sconiers will send DELTC members a link to test-take it.
   - It would be nice for instructors to receive a copy of feedback to be able to assist students and/or know at what level they are as well as how much they have improved.
   - Timm Hackett and Mark Moore offered their summer session classes to pilot the survey. The pilot should be ready in June and we will have a few classes to pilot it in.

3) Wendy Creasey – IRCC Update (March 4, 2015 -- Web Regulation – Faculty Senate Vote

(from the March 4 2015 meeting minutes)

“PiratePort: (Zach Loch)
Developed in 2000 on 1990's technology
Difficult to develop for and hard to maintain
Pirateport was released in 2012 with modernized UI and technologies. It will eventually replace OneStop.
Applications – Orientation Registration, Advising Central, Pier Quiz, PirateDrive
Plan to transition in August 2015 then migrate applications over time. Not all applications will be available in August which will require the continued use of OneStop. Requesting two IRCC members to give feedback on PiratePort. George Bailey and Jill Twark volunteered.

**College of Education Technology** (Ellen Dobson)
Merged Instructional Technology, Technology, and Assessment
Pervasive use of Taskstream throughout the college. Chosen over iWebfolio due to specialized reporting features with DPI. The tool is part of the culture in college of education with currently more than 300 unique portfolios in students use. It is used for five year reviews, SACS, and accreditation. They are excited about the use of two new video tools. They are using swivel and are examining Edthena.

Working to stay abreast of their P-12 connections. They are seeing the use of surface tablets, chromebooks, smartboards, apple – TV, and ipads. They must keep current on all technology.

Moving toward using google applications and must ensure that their students no how to use these tools. They must be careful what they use. They use google tools for collaborations in their college in place of face to face meetings and for research collaborations.

On the horizons, training “teacherpreneurs”. Helping their students with digital citizenship and literacy, collaborative learning, big data (capture, process, and share), and new learning models (flipped classrooms).

**College of Allied Health Sciences** (Jean Merenda)
Part of the Health Sciences Building. MediaSite and classroom technologies is a huge part of their curriculum. There are a variety of departments in the school of Allied Health. Everyone has very different needs with many labs in the spaces, too. Video Conferencing and specialized recording such as speech and rehabilitation. Large distance education component to their programs.

Lecture capture has been very useful with the class cancellations. Beginning to adopt the desktop recordings outside of the classroom.

**Implementation of ECU’s New Network to Date** (Rich Fraboni)
For the last two months, we have had a lot of issues which were due to the aging of our networks. Several computers were responsible for the issues we have seen. These issues flooded our routers. We have gone from 2,000 concurrent devices to 80,000 concurrent devices. We have had over 300,000 unique devices in the last nine months on the wireless network alone. 77 major closet upgrades have been done over the last nine months. Continuing to upgrade the network. Currently In the process of upgrading the data center so each system gets 1 GB to each system. The next phase is to upgrade the nodes. March 21st is the first upgrade that is like that… The massive updates will be completed by Fall 2015. New network will provide more flexibility. Major portions should have a 7 – 10 year life span.
At this time, there are about 23,000 concurrently on wireless daily.

**Crash Plan** (Brent Zimmer)
Ability to back up PC’s to the cloud. It is fully in production. Company has been around since 2001 and it is an enterprise solution on PC’s and laptops. Continuous backup and backed up immediately. If you delete a file, it can be recovered immediately. It is a cross platform product. Uses our internet2 connection. It is encrypted. There is an appliance on campus, then data is backed up off site. You can use your ECU credentials. More secure and lower fail rate. Unlimited pace for low annual fee of less than $79. Much lower cost than back up to piratedrive if the amount of data is large (> 50gb). Incremental backups – speed of backup is substantially faster than full backup to piratedrive. Used for cases like Coastal Institute and University Publications off campus. Backup is continuous so once a file is created, it is protected by backups. Restores are fast and comprehensive – rebuild OS and restore all files from crashplan. Used for Marketing, too. Can view files on ipad/android devices, too. Dental has been using as their backup solution since their inception – thoroughly tested at ECU. 144 Current ECU users. Up to 4 machines per user license. FERPA, HIPAA, etc... should not be on your computer and should be stored on piratedrive. Paid for out of the unit budget. Net backup remains the server back up.

**Email Phishing** (Ray Drake)
In Feb. blocked 23 million emails just in ECU. 6 million outgoing. About 10% of the email gets in. There is a process on our site to report spam. It is important for you to report and share information with us so we can help block phishing scheme.

**Updates**

**Wendy Creasey**
- **The Web Regulation has been approved by the Faculty Senate.** Next, it will be sent to the PRR committee for finalization
- We are ready to implement the file sharing blocking device. This will require that we communicate and implement a procedure for the unblocking of wired ports for legitimate traffic. Wireless unblocking is not an option.

**Ray Drake**
- Everyone is enabled for email encryption. Great information on the website describing the process.
  We will begin ordering the administrative work stations this month. They will have windows 7 on them.

**Rich Fraboni**
- Sourcefire is not being used for content filtering. Only used for p2p file sharing.”

Wendy Creasey reported that ECU-publisher contracts were finished; Pearson unresponsive; Centage signed (but now with a new attorney) – should get done in the next two weeks. She suggested that DELTC make it a goal next year to draft a regulation to guide and instruct faculty to follow the prescribed processes.
4) Karl Wuensch has brought up the issues associated with registration “by campus” and “by instructional method” Clayton Sessom has addressed the issue:

Campus 650 vs. Campus 8

- A departmental decision whether to block courses as online only
- True DE students register much later than campus students who are immersed in the advising system
- Cont. Studies work with departments to block 650 sections for truly DE students
- GA–request to come up with a system where we don’t penalize fulltime students adding an online class;
- our system: we will build by instructional method (if it’s designated F2F will be a campus class with campus fees; any hybrid with any level of online instruction = billed as F2F classes as well; 100% online – designated as an online class)
- 15 hours 3 FTF 12 online – all campus tuition and fees included
- This summer – billed by campus code, not instructional method; deans received an email only very recently (sent by the Vice-Chancellor for Finance and Administration) that there will be billing by campus code (008 – campus class with campus fees; 650 – as an online class with an hourly rate)
  * When students get their first bills they may realize that’s not what they intended to sign up for because the summer is by campus code whereas the regular semesters are by instructional method!
- We will be back to billing by instructional method by fall.

Search in Banner “by campus” should be adjusted. They should be searching by instructional method (Karl Wuensch)


Item reviewed for information; no action from the committee required

New Business:

- Annual Report (to be prepared by Timm Hackett as the vice-chair and voted on by the committee members via email)

Next Steps:

- Unfinished Business and Goals for next year (discussion)

Lida Cope, DELTC secretary

Attachments:

Technologies for Teaching Writing across the Disciplines Workshop Series
Clayton Sessoms – request and update
Writing intensive courses at ECU
Technologies for Teaching Writing Across the Disciplines Workshop Series
Kerri Bright Flinchbaugh
& Rex Rose

Flipping Your Writing Classroom

Flipping classrooms is an engaging alternative to a ‘sage on a stage’ classroom lecture. Instructors “flip” the class by posting course material online and requiring students to watch it before coming to class. This pedagogical alternative to instructor lectures, transforms class time to time for students to engage in collaborative, hand-on activities that would usually be thought of as homework. The flipped classroom has been proven to promote engagement and information retention by successfully utilizing active and collaborative learning. (Prince, 2004; Tetreault, 2006). For example, Herried and Schiller (2007) compared a flipped section of a chemistry course with another section of the same course that employed traditional teaching methods, such as lecture. The students in the flipped classroom outperformed the students in the traditional section with higher exam and course grades. Students also reported that they felt less intimidated by chemistry when the flipped method was used.

Active Learning

Bonwell and Eison (1991), who first discussed active learning, argued that students “must do more than just listen--they must construct knowledge through activities,” (Tetreault, 2006, p.19-20). In this context, active learning is considered to be in-class activities that require students to engage in the learning process. In a study that compared 6000 pre- and post-test scores for students in introductory physics courses, scores were twice as high in classes that used active learning (Prince, 2004). Active learning seeks to disrupt the traditional lecture where knowledge is deposited into students, therefore, oppressing the students by disengaging their critical thinking skills (Friere, 1970).

Collaborative Learning

One of the leading thinkers in collaborative learning, Kenneth Bruffee, draws important connections between conversation and thought. Bruffee (1984) views thought as an internalized conversation we have with ourselves. If students are to learn how to write, reproducing their internalized thinking, they need to be in social spaces that value and allow room to practice “the kinds of conversation valued by college teachers” (p. 642). Not only should students be allowed to talk with classmates about their topics, but they should be able to talk about their writing process.
at every stage. This vocalization of their process helps writers to internalize their process and then carry it with them to other classes (Bruffee, 1999).

The technological tools we will discuss and play with in this workshop are just a few that instructors can utilize to create active and collaborative learning spaces for their students in and outside of the actual, physical classroom.

Writing Intensive Courses at ECU

The Writing Across the Curriculum (WAC) Program at ECU supports the university’s Writing Intensive (WI) Course Requirement: every student who graduates from ECU has a 12-hour WI requirement, which includes ENGL 1100, ENGL 1200 and two additional upper division WI courses. At least one of the upper division WI courses must be in the student’s major. The WAC Program oversees all WI courses.

WI courses provide students with opportunities to learn how to write in the genres, styles, and voices appropriate to the discipline of the course. While the WAC Committee at ECU previously utilized a multiple-model approach for WI designation, it currently reserves the title “Writing Intensive” for those courses, which clearly demonstrate that students are working toward the five WI Student Learning Outcomes.

WI Student Learning Outcomes

At the conclusion of their undergraduate degree programs, ECU graduates will be able to

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.

2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multi-modal components) of their major disciplines and/or career fields.

3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.

4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.

5. Assess and explain the major choices that they make in their writing.

Research on learning transfer makes the compelling case that reflective-analytical/metacognitive activities increase the likelihood that students will be able to transfer knowledge and skills from one activity, project, or course to another. As such, the WAC Committee expects all WI courses to provide space for students to analyze/reflect on the choices they make as writers. The UWP provides several
examples of reflective writing assignments that faculty can use/adapt in their courses. The UWP staff are also happy to meet and provide feedback on your ideas as you prepare your WI course proposal.

The WI course designation further requires that, at or near the end of the term, students submit samples of their writing to their University Writing Portfolios (housed in iWebfolio) for WAC program assessment purposes. Ideas for implementing this requirement, as well as instructions for uploading materials to iWebfolio are provided on the writing@ecu website (www.ecu.edu/writing). UWP staff will gladly meet with you to discuss strategies for incorporating this assessment component into your course.

**CRAFTing Effective Writing Activities**

CRAFT is an acronym for the rhetorical concepts that should be kept in mind in order to create effective contextualized prompts. This tool helps to create assignments that are easier for student writers to understand and provides writers with a language to talk about writing. It provides a broad lens to encourage writers to consider the larger context of a writing assignment while also helping the writer determine when, how, and why she may decide to use a particular element. Using CRAFT can help writers think intentionally about their thinking process and facilitate identify, explore, and employ a writer’s craft while providing writers with the necessary information to successfully meet Student Learning Outcome #2. By inviting writers to be intentional about the craft of composition – both print and digital - writers can realize their potential in academic, political, and community contexts. CRAFT is an acronym that stands for:

**Context:** the situation and reason for which you are assigning the writing.

- The kind of writing (writing to learn, academic writing, workplace writing...)
- How this writing fits into the bigger picture (of the course, discipline, profession...)

**Role:** the voice in which you are writing.

- Usually dictated by audience.
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**Audience:** the person or people for which you are writing.

- Expectations of format, organization, language...
- Common knowledge

**Format:** the type of writing you are producing.

- Speech, article, letter...

**Topic:** the subject matter on which you are writing.

- Narrow or broad focus

Below is an example of a CRAFT prompt. See if you can identify CRAFT elements used with it.
Seventh grade student Jeremy has been exhibiting a change in behavior by talking out of turn and creating distractions for other students on a daily basis in class for the last two weeks. He is normally a quiet, well-behaved student, but recently, he has become disruptive. As his teacher, you are interested in stopping this behavior to maintain classroom management and ensure a productive learning environment. Write a letter to his parents addressing his misbehavior and proposing a solution.

Technologies for Teaching Writing Across the Disciplines Workshop Series:
Engaging Students’ Processes & Products

Writing is a recursive process. This means that writing is done in stages – drafts, reviews, edits - that are not linear in nature. This approach to writing is on developing procedures for rendering ideas into text, rather than beginning with form and assuming that students will have ideas to pug into the form (Smagorinsky, Peter et al.). At some points, writer have to return to research after they have started drafting or return to drafting after receiving feedback from reviewers... One way to reinforce this idea in student writing is through remix.

Remix - or the process of taking old pieces of text, images, and video and stitching them together to form a new product – provides opportunities for writers to revisit and see their topic and writing in a new way. It is how individual writers and communities build common values; it is how composers achieve persuasive, creative, and parodic effects. Remix is perhaps the premier contemporary composing practice (Devoss & Ridolfo). Below is an example of a remix project.
Dear Colleagues,

I’m writing with two items for your attention—one request, and one update.

The request:

Based on feedback from this group, I’d like us to...

A.1. The Remix

Most likely, your remix will pursue one or more of the following goals:

- persuading your audience to understand the source text(s) in a new way, noticing aspects of the text(s) that are usually overlooked.
- making the source text appealing to an audience different from the one for which it was intended.
- offering critical commentary about a political figure or issue.

Most likely, your remix will involve use of one or more of the following strategies:

- cutting and juxtaposing elements of audio or video files.
- repeating elements of audio or video files.
- layering a musical soundtrack underneath spoken words.
- adding still images to accompany spoken words and/or music.

The final product will likely be an audio file or video file that is somewhere between one minute and five minutes long. The format and length you use should be determined by your intended purpose and audience: video is not necessarily better than audio; longer is not necessarily better than shorter.

A.2. Reflective paper

In addition to composing the remix itself, you will also write a reflective paper (minimum 750 words) in which you employ rhetorical theories from ARCS [Ancient Rhetorics for Contemporary Students] (and other course readings) to analyze the process of composing the remix. Even if you compose the remix in a group, I’ll ask that you write the paper individually.

Some questions you should address in your paper include:

- What rhetorical concepts from ARCS (or other readings) did you find helpful to you in composing your remix?
- What rhetorical concepts from ARCS (or other course readings) did not seem to apply to remix composing? How might we need to revise rhetorical theories to account for the act of remix?
- What did you find particularly challenging about composing the remix and why?
- What was the purpose and audience of your remix? How did you manipulate words, images, and/or sounds to achieve this purpose?
- What kind of process did you use to compose (invent, draft, revise) your remix? How was this process similar to and/or different from composing a conventional paper or a blog?
- What did you learn from composing the remix?

(Clayton Sessoms)

Colleagues, writing two items attention - request, one request: Based on feedback this group us to
rethink the format of the "DE Reps" meeting. Please share your ideas on how we can better support the learning technology, online learning, and distance learning community across our system - without another staff meeting.

We now have a system-wide Marketing Council that is focused on supporting marketing collaboration; an FADC group for faculty development directors; UNC CAUSE for the IT implications of our work; and many other forums to come together (see below).

For now, you can release the Feb 13 date that we've been holding. Please send around suggestions to me or to the whole group (your call) with your ideas about what we can do to more effectively support our system-wide needs in this important area.

Here is an example of a helpful set of ideas from Chris Thomas of NCSSM:

"I'd change it up.

"DE is so spread out at most campuses in continuing ed and academic units, academics, IT, and IDD, that sending one rep to be representative is a challenge, and not the best platform for sharing.

"Meetings/speakers/demos or standing meetings on specific goals will be a better use of the time/need to travel and make sure the best stakeholders are present. I see value in using existing events (UNC CAUSE, App State's FreeLearning conference, or even i3@UNC) as a better place and time to encourage those engaged in online learning to connect.

"I did find value in learning what other campuses are doing at the meetings (and what doesn't work with DE at their campus)—but we are such a tiny school, and our job roles so spread out, that any opportunity to network is more valuable. That sharing doesn't have to happen via a meeting."

The update:

I wanted to share the good news that with the support of the FADC group, and with financial backing from the Strategic Directions budget for Learning Technology and Innovation at General Administration, the University of North Carolina has joined Quality Matters as a system-wide member.

Whether your campus is one of the 10 in our system that is already a QM member, or if you are not yet, the systemwide membership will have two primary benefits:

1) QM dues will be discounted to $1,100/yr no matter the size of your institution. (Most of our campuses are currently paying 3x that amount.) If you have already paid QM for this year, you will receive a prorated discount on your dues for the rest of the year. If you are not yet a QM member, it is now less costly to join. You can read more about QM dues here: https://www.qualitymatters.org/qmfeeschedulefy14/download/QMFeeScheduleFY14.pdf

2) We now have the ability to conduct official, subscriber-managed reviews across the UNC system or to
enable individual campuses to conduct official reviews with colleagues across the system. These are special features in the MyQM online system that are turned on only for system-wide members. For now, I will serve as the QM Coordinator (QMC) for the UNC system.

There are several other benefits to systemwide membership, summarized here:

https://www.dropbox.com/s/xunjmgnlnzibtpd/Summary%20of%20QM%20Benefits-System.pdf?dl=0

I look forward to discussing with you the opportunities for using this membership to foster more collaboration across our system. I'd be glad to use this email list to exchange ideas. And please share this news with colleagues on your campus who might be interested.

I thank Laura Cruz of WCU for suggesting that we sign up for the system-wide membership.

Best regards,
Matthew

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<td>Google Docs</td>
<td>You can access Google Docs by creating a free Google account at <a href="http://www.google.com">www.google.com</a>.</td>
<td>Google Docs is an online word processor that lets you create and format text documents and collaborate with other people in real time. The comment feature allows anyone to share feedback-making it perfect for online peer review.</td>
<td>The free version allows you certain features, such as unlimited bookmarks and notes, but restricts your social privileges. This site gives you a break down of what is gained at each level from free to premium. <a href="https://www.diigo.com/premium">https://www.diigo.com/premium</a> It also provides more features for teachers and students. (<a href="https://www.diigo.com/education">https://www.diigo.com/education</a>)</td>
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<td>ThingLink is an easy way to create interactive images and videos for websites, infographics, photo galleries, presentations, and more.</td>
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Writing Instruction Across the Disciplines
Professional Development Series

Thank you for participating in this professional development workshop! Please complete this form, as your input will be helpful in our planning for future professional development activities.

Date: February 9th, 2015

Workshop title: Technologies for Teaching Writing Across the Disciplines: Engaging Students’ Processes and Products

Facilitator: Kerri Bright Flinchbaugh & Rex Rose

1. How organized, knowledgeable and prepared was the presenter?
☐ excellent   ☐ good   ☐ fair   ☐ poor

2. How effective was the presentation of content (interesting and engaging)?
☐ excellent   ☐ good   ☐ fair   ☐ poor

3. To what extent do you think the workshop content will be applicable and useful?
☐ excellent   ☐ good   ☐ fair   ☐ poor

4. The quality of the materials and resources offered were...
5. To what extent did the presenter provide opportunities for discussion, interaction, and questions?
☐ excellent  ☐ good  ☐ fair  ☐ poor

6. How appropriate was the amount of time allotted for this workshop?
☐ excellent  ☐ good  ☐ fair  ☐ poor

7. Overall, I found this presentation to be...
☐ excellent  ☐ good  ☐ fair  ☐ poor

8. What was the most useful or interesting aspect of this presentation?

9. What lingering questions or concerns do you have?

10. General comments and/or suggestions: