Prize Card
As a Think-In attendee, you will receive a Prize Card. To participate, visit a combination of poster sessions and presentations and ask the presenter to initial your Prize Card. A total of 10 points will register you for our prize drawing. Concurrent presentations will earn 5 points and poster sessions earn 2 points. We will notify winners by email. Please be sure to print your name and email address on your Prize Card and submit your completed card at the Registration table.
Welcome to the 8th Teaching with Technology Showcase – Think-In 2013!

Think-In 2013 highlights the innovative, creative and effective use of technology in education with presentations and poster sessions by ECU faculty and staff.

Think-In 2013 is your opportunity to:
• Meet colleagues from other disciplines
• Discover how ECU faculty are integrating technology to support student learning
• Generate new ideas for your own teaching
• Ask questions in an informal environment
• Learn more about ECU Learning Technologies

This technology showcase will give you a head start on taking your teaching well beyond the brick & mortar or virtual classroom door. This year’s Think-In offers participants a brand new format including presentations and poster sessions from faculty and staff across the ECU campus. This year’s presentation topics include collaboration technologies that enhance instruction, managing DE student expectations, enabling student centered learning, delivering short lecture ‘bytes’, collaborating for retention and engagement, and much more.

Thank you to this year’s presenters for submitting proposals, preparing presentations, and sharing their time and expertise. We would also like to thank our Think-In committee for their work in coordinating this year’s event. A special thank you to Joyner Library for providing a great venue and to this year’s sponsors: Blackboard, Saba Centra, Sonic Foundry, Turnitin, and Turning Technologies. In addition, thank you to all that provided giveaways for the Think-In prize drawing: Dowdy Student Stores, Campus Living, Carolina Ale House, Mellow Mushroom, and U.B.E.

We hope you will absorb new and exciting ideas to enhance your classroom, enrich your teaching experience, and support student learning. Enjoy your time at Think-In 2013!
Concurrent Sessions

9:00 a.m. to 9:40 a.m.

1 Transforming Tutoring Services with Technology
Elizabeth Coghill and Tutors from the Pirate Tutoring Center
Technology is transforming tutoring services at the Pirate Tutoring Center. Multiple educational resources are available for staff, peer tutors and students, challenging and changing the way tutors interact and deliver academic support services. Tutoring methods of delivery are a combination of online Tegrity recordings, iPad applications, bamboo tablets, Thinkpads, and other innovative approaches to providing tutoring materials. New center design allows for the tutoring sessions with technology to flourish. Using Starfish, faculty and PTC staff are able to target and reach students in academic difficulty. Session presenters will include PTC staff and tutors previewing new tutoring delivery methods, center design, and innovative tutoring approaches.

2 Disposable Tech: Free Collaboration Technologies that Enhance Instruction
Todd Finley, College of Education
Web 2.0 technologies, when paired with in-class collaboration activities, allow for every student to be active and on-task. This presentation will feature some of my favorite go-to tools: Edistorm, Google Docs, Evernote, ProfProf, Screenr, and Youtube.

3 Managing DE Student Expectations via Course Organization
Shanan Gibson, College of Business
Online classes present the opportunity to involve students in a learning process that can be unique, transformative, confusing, and/or frustrating. As instructors, we want to minimize the potential for these latter outcomes and one way to do so is via a highly structured Blackboard site, frequent communications, and consistent methodologies that effectively manage our students’ expectations. This session will review methodologies that consistently result in students describing a course as well organized, engaging, and effective in promoting learning.

4 Doing Humanities the Digital Way: Things to Consider
Joyce Newman, Office for Faculty Excellence
Laurie Godwin and Jonathan Valle, University Multimedia Center/ITCS
“Digital humanities”—technology-enhanced scholarly work—is a rapidly growing movement that involves interdisciplinary project teams of teachers, students, and support personnel who collaborate to build projects that serve a wide range of pedagogical and research needs. DH incorporates
a student-centered learning model, where teachers and students work as colleagues who use digital capabilities to pose new questions and produce innovative results, which they share through public presentations and online. This session will examine aspects of creating and implementing long-term, complex “digital humanities” projects, including considerations for faculty and administrators, as well as technical, technological, staffing and procedural aspects to address.

10:00 a.m. to 10:40 a.m.

1 Instructional Technology Interns Use Digital Tools to Serve Their Communities
Carol Brown and all Interns from the MAEd in Instructional Technology
The internship for the MAEd in Instructional Technology includes experiences in community engagement. Interns apply creative-collaborative skills for serving a variety of needs in their communities across the state. Everything from designing blogs to reporting progress on community gardens, to the development of a portal to support children of military parents deployed overseas, interns in an online degree program apply technology skills to develop strong community partnerships. Children and fellow teachers gain new ideas in math, science, social studies, and healthful living as the ITF models service to others through technology.

2 Simple Teaching and Learning Strategies using iPad Applications
Elizabeth Hodge, College of Education
This presentation will provide students, faculty and administration with an overview of 4-5 iPad applications that can be used for teaching and learning. Areas include
• Time Management
• Organization
• Content Access

3 Interaction around the World through the Global Programs
Elmer Poe, Emerging Academic Initiatives
ECU students are engaging in discussions and interacting with students from 28 countries in a variety of disciplines and on common topics. These discussions fit within the framework of the disciplines and provide opportunities for Global Diversity. Learn about what is happening and how your course can take advantage of global experiences.

11:00 a.m. to 11:40 a.m.

1 Using Video to Enhance Online Instruction
Abbie Brown, College of Education
Brief, instructor-produced videos can enhance the online learning experience. It can be used to demonstrate procedures, present or review important conceptual information, and increase students’ sense of social presence (an opportunity to see and hear the instructor). While it is rela-
tively easy to produce and distribute, it does take a little forethought to produce truly useful video. This presentation will describe the steps involved in producing brief, effective video using recording software (e.g. Camtasia) and the video distribution site, YouTube. Pre-production, recording and editing, as well as YouTube options such as privacy settings, commenting, and closed-captioning are described.

2 Collaborative Learning and Distance Education
Ken MacLeod, College of Business
The use of web-conferencing software is explored in all parts of case-based class. The attributes of this software allow the professor to reach distance-education students with essentially the same level of contact as face-to-face students while maintaining the asynchronous nature of the program as much as possible.

3 Interactive Reflective Non-linear Case-based Medical Education on the Internet
David Price, Brody School of Medicine
Clinical Gestalt is an application I developed using HTML, jquery, php and mysql to teach critical thinking skills to medical students and residents over the Internet. The application allows non-linear navigation through a virtual case based on real patient data with critiques from the author provided at critical steps. This application will complement the bedside teaching we do on rounds and potentially help the Brody School of Medicine in its efforts to teach using a problem-based learning format.
Poster Presentations

1 Utilizing Tegrity to Provide More Complete Feedback to Student Writers
Carolyn Dunn, College of Technology and Computer Science

Research indicates regular and meaningful feedback is critical in developing better writers. ITEC 3290/Technical Writing is designed to help students develop the writing skills they will need in their respective workplaces. The writing intensive course relies on regular feedback of weekly writing assignments to help students improve as writers. This semester, feedback is being provided in one section of the course utilizing Tegrity; students receive an audio/video of the instructor grading their assignments, while also seeing their paper being “marked.” The combination allows the student to see the specific areas of the paper that are problematic, and hear the instructor reinforcing the ideas discussed in class. The intent is to provide more complete feedback to students in an effort to improve their writing.

2 Teaching Cultural Diversity through Visual Anthropology Field Methods
Luci Fernandes, Thomas Harriot College of Arts and Sciences

This poster highlights the results of student projects during the fall 2012 semester (ANTH 4202/6503). The course was an experiential, active and engaged learning experience. Students from a range of majors completed challenging course projects combining cultural anthropology and various technologies. Students created a composite view of the diverse Greenville communities. Students portrayed aspects of culture by “telling a story” through podcasts, photos, and films. The products of those projects were used to communicate the students’ findings not only to the university community, but also to the larger Greenville community.

3 Books to Blogs: Copyright Issues and Technology
William C. Gee, Academic Library Services (Joyner Library)

Copyright relating to print books and journals is fairly well understood by many, but there is much confusion about streaming videos, content from webpages and social media sites, electronic course reserves, and other issues arising from technology use in the classroom. This poster will provide quick guidance on these concerns and direct attendees to readily available resources and the ECU Copyright Officer for further assistance.

4 Nursing Lecture ‘Bytes’
Bob Green, Karl Faser, and Evan Bartley, College of Nursing

The majority of our second semester junior nursing students are 20 year-olds. They have grown up in a world that promotes knowledge in small bites. For several
years we have used Yammer to deliver short ‘bytes’ of OB nursing information to our students. Continuing to develop this model, we are now creating crisp, concise, three-minute audio podcasts about OB nursing concepts. These podcasts are presented as a dynamic conceptual discussion between two nursing instructors. We record and edit onsite. The finished podcast is uploaded to our server, and now iTunes U, for students to download to their mobile devices.

Pirate CREWS: Collaborating for Retention and Engagement with On-Going Support
Diane Majewski and Sarah Williams, College STAR
Dorothy Muller, Office for Faculty Excellence
Pirate CREWS faculty learning communities have engaged more than 75 faculty members representing connections to more than 30 program areas who collectively served well over 1,500 students. These faculty participants are working together to explore instructional practices aligned with the principles of UDL (cast.org) and evaluate the impact of these instructional approaches. We invite faculty to join us who wish to participate in this structured, group research setting to explore the use of innovative technologies as teaching tools in the classroom. These faculty connections are complemented by additional professional development opportunities hosted by the Office for Faculty Excellence. This poster presentation will share this structured research opportunity for faculty to study teaching technologies with support from College STAR and the Office for Faculty Excellence.

Read and Write Gold Software: Helping All Readers and Writers Succeed
Diane Majewski and Logan Jones, College STAR
Mike Thompson, Department for Disability Support Services
Dorothy Muller, Office for Faculty Excellence
Read and Write GOLD allows students to
access any curriculum and complete reading, writing, and research assignments as well as take tests independently. Students can access digital content and have text read aloud with dual color highlighting, which boosts reading comprehension and improves the quality of written work. This poster presentation will provide participants an overview of this software and directions for downloading it to individual and lab computers (Macs included).

The “How I” Series
Jean Merenda, College of Allied Health Sciences
The “How I” Series is a compilation of videos recorded by the Office of Educational Technology of faculty in both the College of Allied Health Sciences and the College of Nursing. Faculty from these colleges agreed to be filmed, talking briefly (3 – 7 minutes in length) about how they used specific technologies within their teaching. The videos were then added to the Office of Educational Technology’s weekly blog on specific topics. Some of the topics included were Blogging, Wiki’s, Yammer, Mediasite, Tegrity and Clickers in the Classroom. These videos were helpful in having a real-time explanation of technology use within the classroom.

College STAR Clicker Learning Community: Enabling Student Centered Learning
Karen Mulcahy, Vera Tabakova, Grant Gardner, Subodh Dutta
Thomas Harriot College of Arts and Sciences
Clickers, or classroom response devices, are an instructional technology that enables student centered learning with real-time bidirectional feedback, anonymous polling, and formative assessment. The Clicker CREW is one of the College STAR groups examining the application of technologies for enhancing learning for all students. This poster presents the experiences of instructors applying the technology in large classroom settings in Chemistry, Economics, Biology and Geography, each as appropriate to their unique process and course content. Currently we are conducting survey research on clickers use at ECU regarding why faculty choose to adopt, not adopt, or discontinue use of these innovative technologies.

The Versatility of the LiveScribe Pen in Teaching and Learning
Timm Hackett and Carri Carmen-Jewers, Thomas Harriot College of Arts and Sciences
Leonard Trujillo, College of Allied Health Sciences,
Stephen Gray and Liz Johnston, Department for Disability Support Services
Dorothy Muller, Office for Faculty Excellence and Alpha Pollock
The LiveScribe pen is a small, inexpensive, easily learned Assistive Technology. The College STAR LiveScribe Pirate CREW is exploring ways to use the LiveScribe pen to enhance teaching and learning in multiple venues. In this presentation, the group shares uses of the pen: (a) in
interviewing for composition assignments in a freshman composition class, (b) in developing fluency and accuracy in foreign language dialogues in a Spanish class, (c) in note taking in a DSS COAD 1000 class, and (d) in increasing note taking skills in a high school class for high-functioning Asperger’s clients.

Beyond Books and Articles: Using Joyner Library’s OneSearch to Find Images and Streaming Video
Clark Nall and Carolyn Willis, Academic Library Services
Joyner Library’s collection on online images and streaming videos is growing rapidly. These materials can be used to supplement readings and lectures and to support the needs of visual learners. The videos can be embedded in Blackboard or played during class.

Emerging Academic Initiatives
Elmer Poe, Kim Wilson, Charlene Lee, Deb Lewis, Emerging Academic Initiatives
The Office of Emerging Academic Initiatives provides services for DE faculty and students. Learn about the DE Live presentations, DE Student ID cards, the DE Proctoring Center, and DE State Authorization as well as the need to have a continuity of instruction.

Enhancing the Care of Women throughout the Lifespan Using Virtual Technology in Interprofessional Education
Pamela Reis, College of Nursing
The purpose of this project is to prepare nurse-midwifery and medical students to assume collaborative practice and leadership roles in women’s health care with emphasis on the Interprofessional Education Collaborative (IPEC) core competencies for interprofessional education: values/ethics, roles and responsibilities, interprofessional communication, and teams and teamwork. Two web-based technologies are utilized: the Virtual Community Clinic Learning Environment that includes interprofessional, case-based learning in
the culturally appropriate primary care of women throughout the lifespan, and a blog site discussion about interprofessional education and practice. The technologies utilized in this project allow for a standardized approach to learning professional competencies and for evaluation of interprofessional student learning.

Multimedia & Technology Services - We’ll Make it Happen!
Nate Saunders, Larry Bone, Adam Brewer
Multimedia & Technology Services
Multimedia & Technology Services (MTS) provides multimedia and educational technology services and support to the East Carolina University community. Our professional staff members are available to provide services in the following areas: AV consultation and support, classroom technology support, ECU-TV, multimedia development, medical photography, video services, videoconferencing and web design.

Assessment Strategies for Distance Art Education:
Borim Song, College of Fine Arts and Communication
How can we deliver our enthusiasm for art teaching and learning online? More importantly, how can we evaluate students’ artistic processes and outcomes in the virtual classroom, without teacher-student interactions? Art educators who teach online courses face both possibilities and challenges for this new method of instruction. This presentation will discuss online education practice for visual art, highlighting the practice of ART3850: Art in the Elementary School, an undergraduate-level art education methods course at ECU. Helpful assessment strategies, including Tegrity, a new initiative for video recording, and proctored exams, will be shared to inspire colleague educators interested in distance education.

Fresh Folk: First-Year College Students Meet Intercultural Folklife Documentaries
Leanne E. Smit, Thomas Harriot College of Arts and Sciences
For my Fall 2011/2012 ENGL 1100 sections, I used Folksteams.net: A National Preserve of Documentary Films about American Roots Cultures (online) as a springboard for an individualized, intercultural research writing assignment that satisfied course outcomes goals in a fun way. The first time, I established a film analysis angle for the paper. I noticed, however, that writing an informed analysis of these documentaries required the students to do research. So, the next year, I expanded the options for students to approach and develop the paper, and enhanced the research requirements to help the students prepare for the research-focused ENGL 1200 course.
College STAR Online Faculty Development Modules
Sue Steinweg, College of Education
Tanner Jones, Fatima Rana, and Karen Williams
Utilizing student feedback on effective instructional strategies, College STAR Online Faculty Development Modules are designed around the principles of Universal Design for Learning (UDL) for the purpose of sharing effective teaching practices. The electronic modules allow faculty to showcase their effective teaching practices and provide other instructors with new ideas for enhancing the student classroom experience and increasing access to learning for all students. Each module contains a description of how the instructor implements the instructional practice, a brief summary of the professional literature that supports the instructional practice, and the option to print a certification of completion.

BBEEPP: Electronic Assistive Device for Motor Skills Development in Angelman’s Patients
Carl Twarog and Cynthia Bickley Green
College of Fine Arts and Communication
The Button Board Electronic Emitting Push Project or BBEEPP is designed to be an assistive device that emits a sound and light response triggered by pushing a small capsule shaped block into selected holes on top of a 24” unit. The table-top device is intended to assist with motor skills development in patients with Angelman’s Syndrome. The device specifically addresses pushing behavior for a person who has already developed the ability to grab and hold small objects. It is currently in use by ECU researchers from Art Education and Computer Science.

Math 1065 is Not a Spectator Sport!
Cathy Wilkerson and Math 1065 Faculty
Thomas Harriot College of Arts and Sciences
We have redesigned our Math 1065 course. Students no longer spend 3 hours a week in the classroom. They attend class once a week for 50 minutes and then spend 3 flexible hours a week in the Pirate CAVE (College Algebra Virtual Environment). In the CAVE, students work on homework, quizzes and tests using the online program, MathLab by Pearson. Student attendance is tracked using Accutrack; students swipe in/out of the CAVE using their ECU 1 Card.

Community-Engaged Healthcare IT Education
Xue (Lucky) Yajiong and Huigang Liang
College of Business
Traditional healthcare IT education programs use textbooks as a single platform for students’ learning. Some educators have integrated case-based studies into their curriculum. Yet, some healthcare IT concepts are too abstract to be wholly understood by students without first-hand
experiences. To address this problem, we take a more active approach by requesting students to participate in local community activities to study these topics. This approach brings real-life experiences into education so that students can develop a sense of affiliation, relevance, and engagement. In addition, it can reciprocally create benefits for the local communities through students’ direct participation.

Office of Continuing Studies
Online Distance Education
Jennifer Baysden and Millicent Thomas

The Office of Continuing Studies serves as a bridge between the student at a distance and the academic and administrative units of the university. The office respects and understands the unique demands of the lifelong learner and is committed to assuring quality, accessible programs and services. The office supports the university in maintaining its leadership role in the areas of distance and technology enhance learning both in our region and beyond.

East Carolina University offers more online degree programs and enrolls more online students than any other institution in North Carolina. If you are interested in planning a program for online or distance delivery, we can help you with the paperwork necessary to get it approved at the UNC system level. We also have student services representatives that work with both potential and currently enrolled online students. Stop by our booth to find out more information.

Information Technology and Computing Services (ITCS)
Jennifer Raby, Academic Computing

ITCS provides campus-wide information technology services and essential resources to support ECU’s teaching, learning, research and administrative functions. Over the course of the year, you’ll find that you have many interfaces with ITCS, whether teaching with classroom technologies, creating Web sites for instructional and/or multimedia content, seeking assistance from technology specialists staffing the IT Help Desk, directing your students to one of the many ECU computer labs, obtaining university-licensed software, visiting One-Stop or attending a technology training session. To keep up to date on technology projects and announcements, be sure to visit us at www.ecu.edu/itcs.
This spring we are preparing for Blackboard, SabaCentra and Turning Point upgrades and new features. In addition, Sonic Foundry (video management) has new features that will be available soon to Mediasite users. Additionally, we are pursuing a pilot with Turnitin, an academic tool designed to provide more personalized feedback on writing assignments. So be sure to stop by and visit with the vendors that are sponsoring this year’s Think-In! Ask questions and see what’s on the roadmap for the coming year!

1 Blackboard
Joe Goatcher, Senior Sales Executive
9:00 am to 9:30 am in Joyner 2409
What’s New in Service Pack 9? (Will be presented by Matt Long)
ECU will be upgrading to a new service pack this May. This upgrade offers faculty and students an even more streamlined view of a number of powerful Blackboard features to enhance the teaching and learning experience. Service Pack 9 also offers a new set of options such as course to course navigation, new menu design, auto regrading, negative grading, new gradebook history options and many more. During this demonstration we will review these new features and talk about the Bb roadmap for the next 12-18 months.

2 SabaCentra
Kim S. Walker, Saba Client Executive
Visit the SabaCentra table to learn more!
Saba Product Overview with concentration on Saba Meeting/Classroom
East Carolina University uses the Saba-Meeting Classroom (formerly Centra) software product as its Web Conferencing Program at the university. SabaMeeting Classroom helps instructors build classes quickly and deliver them effectively.

3 Sonic Foundry
Chris Mann, Regional Sales Manager
10:00 am to 10:30 am in Joyner 2409
How faculty can leverage Mediasite’s Enterprise Video platform to increase student engagement?
Mediasite provides an enterprise video platform that allows you to deliver rich interactive video - live and on-demand -
to any user on any screen. Video content can be created anywhere - training rooms, classrooms, videoconferences, user-generated from their desktops, studios and live events. You will see how Mediasite’s flexible options to record and upload content from anywhere - training rooms, classrooms, laptops, studios and live events can empower faculty and increase student engagement.

Turning Point
Todd Pinney, Account Manager
10:30 am to 11:00 am in Joyner 2409
Clickers - What benefits will the Turning-Point student response system bring to my classroom?
This session will demonstrate how instructors can use clickers to create engagement, provide real-time feedback, and instantly assess student’s understanding.

5 Turnitin
Jorge Quintanilla, Regional Sales Manager
11:00 am to 11:30 am in Joyner 2409
“Improving Student Writing Outcomes through Personalized Feedback”
One of the great promises of technology in education is the ability to deliver more personalized feedback to improve student learning outcomes. In this session, Jorge Quintanilla will share how over a million instructors are using Turnitin to provide more targeted feedback on student writing. Jorge will explain how educational technology services such as Turnitin can help students by delivering richer feedback while also saving instructors time in marking papers.

Prize Giveaways
• Dowdy Student Stores
• Campus Living
• Carolina Ale House
• Mellow Mushroom
• U.B.E.