A teaching with technology showcase

THINK-IN 2014
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Prize Card

As a Think-In attendee, you will receive a Prize Card. To participate, visit a combination of poster sessions and panel discussions and ask the presenter to initial your Prize Card. A total of 10 points will register you for our prize drawing. Panel discussions 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.
Welcome to the 9th annual Think-In!

Think-In 2014 highlights the innovative, creative and effective use of technology in education.

Think-In 2014 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. We have a wide variety of topics for our presentations this year that we’re excited to showcase. Some of those topics include student engagement, exploring the flipped classroom, student readiness, course redesign, lecture capture for supplemental content, global community, MOOC’s, predicting plagiarism, 3D printing, and student feedback. There’s more! We have added two panel discussions to the Think-In program on flipping the classroom and student engagement to provide more opportunities for sharing ideas and discovering new techniques and technology.

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, SabaMeeting, Sonic Foundry, and Turning Technologies. In addition, thank you to all who provided giveaways for the Think-In prize drawing!

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 2014!
Panel Discussions

10:00 a.m. to 10:45 a.m.

Exploring the Flipped Classroom Model

Rosa Bell, Thomas Harriot College of Arts and Sciences
Steve Sligar, College of Allied Health Sciences
Carolyn Dunn, College of Technology and Computer Science
Leonard Trujillo, College of Allied Health Sciences

Moderator: Allen Dennis, Information Technology and Computing Services

Hear how faculty are developing and utilizing content to “flip” class time. The panel members will summarize instructional approaches ranging from a fully flipped classroom to student generated instruction. Instructors will be highlighting how to develop engaging content, enhanced feedback, and more.

11:00 a.m. to 11:45 a.m.

Strategies and Tools for Engaging Students

Bob Green, College of Nursing
Ken MacLeod, College of Business
Sandra Seay, College of Education
Steve Schmidt, College of Education

Moderator: Matt Long, Information Technology and Computing Services

Join us to hear about faculty strategies and tools and for engaging students in online, hybrid, and face-to-face courses. With many years of combined experience, the panel members will share their thought processes and methods for creative and effective student engagement.
Poster Presentations 10:00am - 1:00pm

Cornerstone: ECU’s New Training System
Karen Summerlin and Kellen Mills
Human Resources

A NEW Employee Training System has arrived at ECU. This new system is called Cornerstone and allows faculty and staff to search and register for instructor-led training (ILT) or online training classes or complete assigned online training. The system was tested and evaluated during the Summer/Fall of 2013 and rolled out fully this spring. Several departments are currently using the new system.

Using Wikis to Examine Information Presented in Legislator Statements, Press Releases and Other Media: A Critical Step in the Critical Thinking Process
Sandra Seay
College of Education

This poster outlines the purpose, procedures, and instructional adjustments made in using wikis to help students scrutinize statements made by legislators who played a major role in having cursive writing become a mandated part of the curriculum for North Carolina public schools. Critical thinking skill development is an instructional goal for EDUC 3200, a required course for education majors. Through critical thinking, students discern the factors that serve as motivators for the origin of regulations that govern public school classroom instruction. Those factors are often embedded in statements and press releases attributed to legislators.

Collaboratively Developed Interactive E-books Improve Secondary Teacher Candidates’ Instruction
Todd Finley
College of Education

With the support of a Teacher Quality Partnership grant, a cohort of local high school and College of Education secondary methods faculty collaboratively designed 11 multi-touch e-books using iBook Author. Each e-book introduces two fundamental teaching strategies at the declarative, procedural, and conditional level for an audience of secondary teacher candidates (TCs). The modules, with accompanying assessments were integrated into secondary methods courses via Taskstream. How do we know these strategies improve TC’s ability to instruct? Videotaped field lessons going back to 2009, before implementation of the ISLES-Secondary e-books, shows that the intervention is helping us develop more effective teachers.
Digital Driving Question Boards: Getting at Student Context, Current Conceptions, and Checkpoints

Kathryn Drago
College of Education

Driving questions (DQs) are queries relating course objectives to students’ interests and goals. Repeatedly throughout the semester, students listed questions they wanted to answer through our course. We displayed these questions along with the DQ on a digital driving question board (DQB). Eliciting students’ questions for the DQB allowed me to ascertain their motivations and current (mis)conceptions as they changed throughout the semester. Returning to the DQB at regular intervals helped students integrate diverse new ideas with each other and the DQ. Likewise, they and I could determine if, after instruction, they learned how to answer their own questions.

Grand Rounds via Wiki and Blog

Paul Bell
College of Allied Health Sciences

First semester HSMA students will create virtual grand rounds patient case presentations using the WIKI and Blog tools in blackboard. On campus and DE students will collaborate in the asynchronous delivery of patient case presentations. Student objectives: 1. Use appropriate pathophysiological terms in context. 2. Enumerate various signs and symptoms associated with a specific disease entity. 3. Identify the tests and treatments, such as pharmaceuticals, used in the diagnosis and treatment of a particular disease or condition. 4. Collaborate with others to produce a clear, well organized, and well written patient case report.

Centering Spenser: A Digital Resource for Kilcolman Castle

Thomas Herron, Thomas Harriot College of Arts and Sciences
Laurie B. Godwin, Information Technology and Computing Services
Joyce Joines Newman, Office for Faculty Excellence

An educational website built at ECU analyzes and reconstructs poet Edmund Spenser’s castle complex at Kilcolman, County Cork, Ireland, where the English colonial administrator lived in the late 1500’s as part of the Munster Plantation. The centerpiece is a 3D recreation of the castle complex in Maya software, based on extant ruins at Kilcolman and recent archaeological excavations. The model, scholarly essays, object descriptions, bibliographies, and lesson plans connect Spenser’s writing, life, environment, and the Irish context. The website enriches our understanding and suggests how knowledge of Spenser’s material world might inform our appreciation of his creative work, and vice-versa.
Using Automated Grading and Feedback to Improve E-Learning in Information Technology Lab Experiments

Lee Toderick and Peng Li
College of Technology and Computer Science

This presentation describes a system that improves student learning in Information Technology (IT) hands-on lab experiments through the development and implementation of an automated grading and feedback system. The project goals are to: (1) develop automated grading and feedback scripts for several IT labs; (2) create an automated infrastructure administered by a centralized assessment server; (3) allow students to self-submit labs and receive immediate results using a simple web browser; (4) assess project results through student surveys and student performance analysis, and (5) apply remedial action where needed. This project was partially funded from an ECU 2013-2014 Teaching Grant.

Using the Mediasite Desktop Recorder

Jean Merenda
College of Allied Health Sciences

The College of Allied Health Sciences has been capturing classroom lectures via Mediasite classroom recorders since 2006. Mediasite Desktop Recorder (MDR) became available to our college in Fall 2013 and it has become a great additional tool for teaching skills. This presentation will show some uses of this new tool, such as faculty using it to supplement their lectures, students uploading recorded interviews they did outside of the college to share with their classmates and using MDR to record student interviews for entry into one of our programs.

Creating Fit between Student Learning and Information Technology in Distance Education

Yajiong (Lucky) Xue and Huigang Liang
College of Business

With the advance of information technology (IT), a variety of sophisticated online communication tools have been applied in distance education. However, more IT does not necessarily improve learning effectiveness. Each student has unique cognitive style and learning habits which require personalized technology configuration to achieve a fit. We propose an online course in which students are categorized into different groups according to their learning styles (e.g., visual, aural, verbal, physical, logical, social, and solitary) and design appropriate online learning tools to match with each style. The rationale is that a person-technology fit could improve student learning. The challenges of this task and preliminary results from a MIS course will be discussed.

Think-In Sponsor Table:
Sonic Foundry

Stop by to meet representatives from Sonic Foundry. You’ll learn more about Mediasite and the Mediasite Desktop recorder - two options for capturing course content.
Nate Saunders, Larry Bone, and Adam Brewer
Multimedia & Technology Services – ITCS

At Multimedia & Technology Services (MTS), our goal is to provide the students, faculty and staff of the East Carolina University community with top quality, state-of-the-art service in the areas of Animation, Audiovisual, Classroom Support, Digital Imaging, Videography, and Web Design.

Using Technology to Support Faculty Development at a Distance and On Campus
Dorothy Muller
Office for Faculty Excellence

Since 2006, the Office for Faculty Excellence has increased faculty development opportunities for faculty through the use of technologies and partnerships. Additional efforts are underway to provide greater support to faculty at a distance. This presentation shares current opportunities and provides a survey for faculty input on additional faculty development opportunities.

Our Course (Re) Design Journey: From Boone to Greenville to More Engaged Students
Dorothy Muller, Hamid Fonooni, Heidi Bonner, Anne Spuches, Rosa Bell, Tara Gallien, Borim Song, Jane Manner, Catherine Hendricks
CTCS, HCAS, CHE, CHHP, CFAC, COE
College STAR Course (Re)Design Pirate CREW Faculty Learning Community

The College STAR Course (Re) Design Pirate CREW learning community was formed as the result of a two-day workshop on designing for significant learning and Universal Design for Learning (UDL) principles at Boone, NC in May 2013. During the 2013-2014 year faculty from six colleges have worked together to explore ways to increase student learning and engagement through using technology and active learning strategies. This poster shares the work of five learning community participants.
Flipped Classroom Pilot in General Chemistry II

Rosa Bell
Thomas Harriot College of Arts and Sciences

This pilot study examined the impact of the “flipped classroom” pedagogical method on the student success rate in general chemistry II during Fall 2013. In the flipped classroom model, students gain first-exposure to course content outside the classroom and class time is utilized to engage students more deeply with content. The strategy called “Readiness Assurance Process” was used to hold students accountable for the quality and quantity of their individual and team work and to ensure that they came to class with the basic knowledge of core concepts. This process was coupled with team-based learning and peer instruction methods: during class students assembled in small groups to solve problems that require application of basic theories. These interactive methods provided students with opportunity to engage in discussion, learn from each other, and receive real-time feedback. Results obtained in this pilot show encouraging improvement in student success rate with the nontraditional flipped classroom teaching approach.

A Survey to Assess Student’s Attitudes and Self Perceptions of Online Technologies

Annette Greer, Maria Clay, Ginny Sconiers, John Southworth, Maria Hammack, Christopher Pelletier
Student Readiness Crew College STAR and Department of Bioethics and Interdisciplinary Studies

Students enter online learning with a variety of perceptions, skills and needs. This project is a component of a larger STARS CREW project that will assess the impact of online learning attitudes/skills with student learning outcomes. As a first measure, the team developed a survey to assess incoming self-identified perception of competency and attitudes about learning technologies. This presentation will demonstrate the survey instrument, the method used to develop the survey, and the pilot result of the instrument in one online course.

More than Lecture Capture: Using Tegrity as a Course Supplement

Daniel Guberman
College of Fine Arts and Communication

When we are introduced to video-making technologies like Tegrity, they are labeled lecture capture. We view these technologies as a way to preserve or emulate our live lectures online. In this presentation, I discuss alternative uses. Lecture capture software enables me to quickly create and distribute supplementary material that responds directly to student needs. I will discuss how I use videos to develop core educational skills in studying and writing, and to review difficult material in a step-by-step process. I also create videos to provide clear and effective individualized feedback on larger assignments.
Creating the Global Community at ECU
Elmer Poe, Jami Leibowitz, Biwu Yang, and Leslie Pagliari
Global Academic Initiatives

Global Academic Initiatives provides resources to programs and courses that bring ECU students into the global community via technology based solutions. The Global Understanding Course and our ever expanding opportunities in “regular” courses throughout the spectrum of the disciplines bring ECU students into scholarly activities with students around the world. This presentation will allow faculty and students to learn about global opportunities.

College STAR Online Faculty Development Modules
Sue Steinweg and Tanner Jones
Office of Educational Transition Activities and Support

College STAR Online Faculty Development Modules are designed around the framework of Universal Design for Learning (UDL) for the purpose of sharing effective teaching practices that have been nominated by students. 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 certificate of completion.

Pirate CREWS Faculty Learning Communities
Diane Majewski, College STAR

Pirate CREWS faculty learning communities engage more than 100 faculty members from more than 50 program areas who serve well over 7,500 students in exploring instructional practices aligned with the principles of UDL (cast.org) and evaluating the impact of these instructional approaches. In collaboration with the Office for Faculty Excellence (OFE), College STAR provides faculty with a forum to conduct shared research linked to the principles of Universal Design for Learning (UDL) and students with learning differences, and mentor/be mentored in the development or use of outstanding instructional practices. Participants in these informal learning communities commit to active engagement and follow-through with a group-defined project with support from OFE and College STAR. College STAR has resources to support new CREWS. Join us to get more information on starting a Pirate CREW!
Read and Write Gold Software

Diane Majewski
College STAR

Read and Write Gold software allows students to access any curriculum and complete reading, writing, and research assignments, as well as, take tests independently. It integrates mainstream applications and includes powerful teacher support tools that allow students full access to course curriculum and independence to complete work on their own. The software tools included support Universal Design for Learning (www.cast.org) and complement innovative, technological teaching practices used in the classroom. College STAR, in collaboration with ITCS, has made this software available to all members of the ECU community for FREE.

MOOCs - Using the edX platform to reach thousands of students online

John Drake and Elaine Seeman
College of Business

Dr. Elaine Seeman and Dr. John Drake were awarded a grant by the UNC General Administration to develop and deliver a cross-institution MOOC on the edX platform. With the SAS Institute providing technical support, this MOOC will launch in mid-March. EdX’s open-source platform has a number of features that enable unique teaching strategies, like integrated discussion forums with voting capabilities and built-in peer assessment. Yet challenges with this technology abound. In this presentation, Drs. Seeman and Drake will discuss their experiences with edX and the potential this technology has for future classes across the curriculum.

Predicting plagiarism in medical student personal statements

Tejas Desai, Marjan Vandevar, and Piper Hughes
Nephrology
Brody School of Medicine

Personal statements are used to evaluate applicants for medical residency programs. There is a common belief that these statements are not valuable because many are plagiarized. We used Blackboard’s SafeAssign software to calculate the prevalence of plagiarism of personal statements. We developed a multiple linear regression model to predict the degree of plagiarism in a personal statement by using demographic factors as predictors. This model will make the analysis of personal statements quick and inexpensive.
Is content really king? An objective analysis of the public’s response to medical videos on YouTube

Tejas Desai
Deeba Minhas, Afreen Shariff, Vib Dhingra
Nephrology
Brody School of Medicine

Medical educators and patients are turning to YouTube to teach and learn about medical conditions. These videos are from authors whose credibility cannot be verified and are not peer reviewed. As a result, studies that have analyzed the educational content of YouTube have reported dismal results. These studies have been unable to exclude videos created by questionable sources and for non-educational purposes. We hypothesize that medical education YouTube videos, authored by credible sources, are of high educational value and appropriately suited to educate the public.

3D Printing
Abbie Brown
College of Education

This presentation highlights a field report of actual 3D Printing on campus using a 3DSYSTEMS Cube 2 printer, and lessons learned in teaching 3D print design and production as a unique medium. The presentation includes a discussion on how 3D printing activities support more general skill acquisition in volumetric imaging as well as concept attainment for those steps involved in the production process.

A template for Blackboard courses: The MSITE model
Abbie Brown, Kay Middleton, Patricia Slagter Van Tryon, Ron Preston
College of Education

Members of the Department of Mathematics, Science and Instructional Technology Education (MSITE) have been meeting regularly to review and revise a template for Blackboard-based online courses. The template is intended as an instructional scaffold to support faculty new to online teaching, offering a generalized organization and navigation structure proven effective among faculty experienced in online instruction. The template may be tailored to the instructor’s specific needs.
Integrating iPads into Library Instruction

Katy Kavanagh and David Hisle
Research & Instruction Department, Joyner Library
Thomas Harriot College of Arts and Sciences

Portable, simple to use, equipped with cameras, and loaded with apps, iPads provide a range of exciting new ways to present concepts and assess learning in library instruction. Joyner Library has recently dedicated a new classroom to tablet-based instruction. Room 1418 features over 30 iPads, a large smart TV for presenters, and large displays at each of 6 tables. This presentation demonstrates Joyner Library’s approach to library instruction via iPad. See how we deliver instruction on how to find a book as well as a scavenger hunt activity created for our COAD 1000 classes.

Digital Whiteboarding - The Flip Side

Leonard Trujillo
College of Allied Health Sciences

The majority of us have been introduced to “Flipping the classroom.” The challenge becomes maintaining the interest of the student during the time frame that the student is watching your recorded lectures. Using Digital Scripting/Whiteboarding techniques keeps the topic moving and interesting and better prepares the student for the classroom that you just flipped on them! This proposal will show how one uses software options to: • create the bullet point key messages to get across in the video • write and record a conversational voiceover script • Create graphics without being an artist, and get eye catching great results.

Results of a Study Using Tegrity to Provide Feedback to Student Writers

Carolyn Dunn
College of Technology and Computer Science

Last year, I began using Tegrity to provide audio/video feedback to student writers in my Technical Writing class. I continue to do this, and have had students in both the Tegrity and standard feedback sections of the class complete surveys about the feedback they have received. This presentation will present the results of this research, including the perceived benefits of the Tegrity feedback to student understanding of both content, and instructor enthusiasm and tone.
Results from a Study of Faculty Use of Clickers at East Carolina University

Vera Tabakova, Thomas Harriot College of Arts and Sciences
Subodh Dutta, Thomas Harriot College of Arts and Sciences
Grant Gardner, Middle Tennessee State University
Karen A. Mulcahy, Thomas Harriot College of Arts and Sciences

Clickers are often cited as a technological tool to improve student learning and engagement. The implementation of clickers in the classroom varies greatly among faculty and between disciplines. The Clicker Learning Community sought to determine how clickers were being implemented at ECU and specifically their application within the Universal Design for Learning (UDL) framework. UDL focuses on providing learning opportunities for students with disabilities or special needs through several guiding principles. These include providing multiple means of representation, of action and expression, and engagement in the classroom. Results from the 2013 faculty survey will be presented.

Academic Technologies/ITCS

Stop by our table to learn more about Academic Technologies and the services we offer to faculty, staff, and students.

- Classroom Technology
- Communications
- Help Desk
- Learning Platforms
- Multimedia & Technology Services
- Student Services
- Web Apps and Consulting

Blackboard Refresh

The Blackboard team is hard at work preparing for the May 2014 upgrade to Blackboard SP15. The core features are still going to be in the same place and work the same way, so no need to stress. This refresh brings new features that will enhance how you use Blackboard. Take a look at some of the new features you will see after the May upgrade: new Content Editor, Global Navigation, updated Discussion Board, new Course Calendar, Inline Grading now integrated with the Assignment Tool, Social Learning Tools, and more. Stop by our table for a preview.

Think-In Sponsor Table: Blackboard

Stop by to meet representatives from Blackboard.
Blackboard

Blackboard is ECU’s Learning Management System and is utilized by 1,821 faculty (65%) in 3,325 courses (54%). Faculty use Blackboard to deliver and manage content, engage students with wikis and blogs, as well as to assess student learning with assignments, tests and quizzes.

SabaMeeting

A statement from Saba: Saba is a global leader in next-generation cloud solutions for talent management. The company helps organizations transform the way they work by enabling the continuous learning, engagement and development of their people network. Supporting the new world of work, Saba delivers learning, performance, succession, career development, workforce planning and compensation solutions that incorporate modern technologies such as social, collaboration, mobile and gamification. Saba currently supports over 31 million users from 2,200 customers across 195 countries and in 37 languages.

At ECU, we use SabaMeeting to host virtual classroom and small group meetings. Faculty and students can communicate via audio, video, whiteboard, desktop sharing, chat and polling. Last year, SabaMeeting hosted nearly 6,000 events and each semester SabaMeeting is used, on average, by over 500 faculty/staff and 4,800 students.

Sonic Foundry

Last year ECU’s Mediasite platform captured 4,478 course presentations which were viewed 151,647 times. Mediasite classrooms can capture video, audio, and desktop activity. With the addition of the Mediasite Desktop Recorder (MDR), faculty can now easily capture and share supplemental material right from their desktop.

Turning Technologies

The Turning Technologies clicker provides a platform for student engagement and active learning. Using clickers, faculty can actively engage students during the class period, measure their level of understanding, and allow them to provide prompt feedback. Turning Technologies is the campus clicker recommendation at ECU and is fully integrated with Blackboard, providing faculty with the ability to upload responses directly into the Blackboard Grade Center. Approximately 1,751 Turning Technologies clickers were purchased at the Dowdy Student Store during the 2012-2013 academic year.

A Special Thank You to Our Think-In 2014 Sponsors!