Think-In 2015 Teaching with Technology

"The Think-in provides a place to discuss what we are all doing across campus. This is very important and we rarely get to do this."

Welcome to the 10th Teaching with Technology Showcase! The Think-In highlights the innovative, creative and effective use of technology in education.

Think-In is your opportunity to:

- 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

Poster Presentations
Presentations cover a variety of popular topics and trends including student engagement, Universal Design for Learning, active learning, learning communities, global communities, STEM, faculty development, lecture capture, mobile apps, Web apps, collaborative learning, course redesign, and more.

There’s so much to experience that we’ve added tags to each presentation description to help you quickly identify topics of interest.

Invited Speaker Presentations
There will be two 50-minute sessions, led by ECU faculty, that focus on strategies for adding student engagement to both face-to-face and online courses.

Presenters will discuss their experiences with digital humanities, interactive group learning, facilitating group interaction in the online learning environment and dealing with the expectations of online learners.

Thank You to Our Presenters, Partners & Sponsors
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, Nuventive (iWebfolio), Turning Technologies and Sonic Foundry (Mediasite).

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 2015!
THINK-IN 2015

Invited Speaker Presentations

10:00 a.m. to 10:50 a.m.

Digital Humanities and the Interactive Group Learning (IGL) classroom

Ken MacLeod, College of Business

Join us to hear about faculty strategies and tools to engage students in online, hybrid, and face-to-face courses. With many years of combined experience, the second presentation will show how one faculty member is using an interactive group learning classroom (IGL) in the Bate building. The IGL classroom supports the flipped classroom model, where students prepare by viewing recorded content before class and spend in-class time collaborating and problem solving.

Tags: digital humanities, interactive group learning, problem solving

Promise and Possibilities for Online Learning and Teaching

Ben Fraser, Thomas Harriot College of Arts and Sciences

William Swart, College of Business

Join us to hear how faculty are engaging students in face to face classes. The first presentation will begin with an introduction to digital humanities for interdisciplinary and collaborative research and education. The second presentation will show how one faculty member is using an interactive group learning classroom (IGL) in the Bate building. The IGL classroom supports the flipped classroom model, where students prepare by viewing recorded content before class and spend in-class time collaborating and problem solving.

Tags: student engagement, digital humanities, interactive group learning, collaborative research, flipped classroom, problem solving

Poster Presentations

9:00 a.m. to 12:00 p.m.

Read and Write Gold Software: Helping All Readers and Writers Succeed

Diane Majewski, College STAR (Supporting Transition Access and Retention)

Sarah Williams, College STAR (Supporting Transition Access and Retention)

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.

Pirate CREWS: Collaborating for Retention and Engagement With Ongoing Support

Diane Majewski, College STAR (Supporting Transition Access and Retention)

Sarah Williams, College STAR (Supporting Transition Access and Retention)

Faculty learning communities known as Pirate CREWS have engaged more than 120 faculty members representing connections to more than 50 program areas who collectively served well over 7500 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. Emphasis on the use of innovative technologies in the classroom is encouraged. These faculty connections are complemented by additional professional development sessions provided by the Office for Faculty Excellence. Join us to hear about the opportunities and benefits to being a member of a Pirate CREW.

Tags: learning communities, PIRATE Crews, instructional practices, Universal Design for Learning, innovative, technologies, professional development
Creating the Global Community at ECU
Jami Leibowitz, Biwu Yang, and Elmer Poe, 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.

Tags: global community, scholarly activities

Using My Mediasite and the Desktop Recorder with Students
Jean Merenda, Office of Educational Technology, College of Allied Health Sciences

Classroom lecture capture has also been widely used in the College of Allied Health Sciences for over eight years. Faculty at CAHS have lecture content for multiple semesters. With the use of My Mediasite, faculty can now organize and utilize recordings from the past specifically guest lectures. My Mediasite allows them to take ownership of their recordings make lectures private or viewable, customize titles and run analytics. Additionally, one faculty had students in one semester upload recordings and then students edited those recordings to illustrate specific points. How do we do it? Using My Mediasite and MDR.

Tags: lecture capture, My Mediasite, student recording

Building an In-House App to Promote Engagement and Assessment
David Hisle, Joyner Library, Academic Library Services
Katy Webb, Joyner Library, Academic Library Services

To improve student engagement and assessment during COAD 1000 library orientation visits, ECU’s Joyner Library has developed an iPad app in-house called Snap6. Created with the open source LiveCode platform, Snap6 is a camera-based scavenger hunt that challenges student to locate and photograph important locations in the library. Students can organize into groups, choose a team name, and photograph locations of interest (service desks, group study rooms, exhibit spaces, etc.) as well as a preassigned book still sitting on the shelf. These photos are grouped into a single image and emailed to a library email account for easy assessment.

Tags: teaching strategies, lecture capture, Camtasia, PowerPoint, Blackboard

Supporting Faculty Development for Online and Face-to-Face Instruction
Dorothy Muller, Hui Bian, Joyce Newman, and Sam Sun, Office for Faculty Excellence

The Office for Faculty Excellence seeks to provide faculty development opportunities for faculty teaching online and face-to-face courses, including faculty who are themselves located at a distance. Wonderful faculty and staff support, and growing availability of webinars and technologies make our efforts possible. The OFE seeks ECU faculty to volunteer in creating and providing faculty development programs and modules. This poster shares current and planned faculty development through the OFE.

Tags: faculty development, teaching on-line, webinars, volunteer

Teaching Strategies in the Early College Second Life Program: Utilizing Camtasia and Google DriveMy
Jessama Allender, Thomas Harriot College of Arts and Sciences

Teaching Strategies in the Early College Second Life Program: Utilizing Camtasia and Google DriveMy lectures are recorded using Microsoft PowerPoint and Camtasia software. I also use the screen capture function of Camtasia to record online videos (posted on YouTube or elsewhere). Once recorded, Camtasia videos can be uploaded directly into Google Drive. Google Drive then creates an easily accessible and shareable permanent hyperlink. Using Camtasia and Google Drive in this way eliminates the likelihood that you will direct students to a broken link or an internet video that is no longer available. The hyperlinks created through Google Drive can be posted on Blackboard or easily shared with students from within Second Life.

Tags: teaching strategies, lecture capture, Camtasia, PowerPoint, Blackboard
Crowdgrading for Collaborative Learning and Evaluation

Paul Bell, College of Allied Health Sciences

The poster will explain how Crowdgrader, a web-based application, is being used to support collaborative homework, learning, and review in HSMA 3040: Managing the Health of Populations, a second semester course in the undergraduate health services management curriculum.

Tags: collaborative homework, collaborative learning, health services, web apps

Getting Past Math Phobia in a Graduate Level Quantitative Research Course for non-STEM Professionals

Crystal Chambers, College of Education

Math phobia among U.S. high school and college graduates is fairly common especially among persons in non-STEM fields. Time distance from formal coursework is relieving; however, students are able to get passed anxieties and develop quantitative research skills in a graduate classroom. This session features an overview of specific strategies employed in this course as well as opportunities for participants to share their experiences.

Tags: math, math phobia, STEM, student research

Advising the Online Learner

Kathy Bradley, Jenifer Marquis and Clay Smith Office of Teacher Education, ECU College of Education

Maintaining an effective distance education program requires effective online advising. The coordinators of SECU Partnership East have tested and implemented effective strategies for online advising for their teacher education students for nearly a decade. Strategies include 24/7 communication, intrusive bi-annual advising and structured infrequent face-to-face opportunities. Technology used to increase the effectiveness of advising and efficiency will be demonstrated.

Tags: online learner, online advising, distance education, SECU Partnership East

From Reading Research Quarterly to Smore: Enhancing Student Learning through Authentic Digital Project Creation

Elizabeth Swaggerty, College of Education

Undergraduate pre-service teachers demonstrate deep content knowledge of a topic in reading education by researching and writing a formal synthesis paper. Effective learning depends upon thinking beyond the particular situation in which knowledge was gained and making productive use of it in new ways. These students engage in a second phase of digital writing to reach a wider audience and format of a formal paper to create informative and an engaging websites for other educators and parents using platforms such as Weebly and Smore.

Tags: reading education, student learning, digital writing, Weebly, Smore

For your Convenience: Point of Need Library Instruction in Blackboard

Tamara Rhodes and Katy Kavanagh Webb, Academic Library Services

Joyner Library’s newest instructional offering for teaching information literacy concepts comes in the form of Blackboard modules. These modules aim to teach students the basics of library research and citation in a specific field. They are embeddable folders of interactive tutorials and videos created and curated by Joyner Library librarians. There are currently 14 available subject modules and two special multidisciplinary modules on plagiarism and critical thinking. When requested, they can be embedded by a librarian into any instructor’s Blackboard site and used as a stand-alone instructional guide or in combination with in-person or online training with a librarian.

Tags: Joyner Library, information literacy, Blackboard, multidisciplinary, plagiarism, critical thinking
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Student Readiness CREW: Improving Student Proficiency and Comfort Level with Technology and its Effect on Student Performance

Maria Clay and Annette Greer, Department of Bioethics and Interdisciplinary Studies
Christopher Pelletier, Brody School of Medicine
Maria Hammack, John Southworth, Ginny Sconiers

A CREW pilot project (Fall 2014) noted a correlation between reports of student over/under confidence in their level of technology skills and the ability to function within the Blackboard environment. CREW members designed learning modules to assist students in the functions and navigation of Blackboard. The modules were labeled Student Readiness and Writing Intensive and provided resources aimed at improving their ability to manage online content and learning assignments. While technical difficulties beyond the control of IT support presented challenges, the issues were resolved in a single semester. Feedback indicators from students were positive for reporting improved technology skills.

Tags: student readiness, student performance, technology skills, learning modules, Blackboard, writing intensive

Enhancing a Main Course with Raspberry Pi

Carl Twarog, College of Fine Arts and Communication

Raspberry Pi microcomputer can enhance an academic course by adding programming robotics hardware design and gaming. It can enhance recruitment and presentation as an inexpensive portable HD video or media player. This presentation will show how to use the rPi as a video player robotic micro controller programming instruction platform and even a course textbook!

Tags: gaming, Raspberry Pi microcomputer

Redesign a Computer Introduction Course Using the Replacement Model

Brenda Killingsworth, Yajiong (Lucky) Xue, Kristy Lopez, and Huigang Liang, College of Business

We redesigned a computer introduction course according to the National Center for Academic Transformation’s model referred to as “The Replacement Model.” Specifically the traditional course structure was restructured into a hybrid structure that (1) replaced half of the in-class meetings with out-of-class activities involving online videos with interactive components that personalized the learning experience and ongoing assessment and feedback for students and (2) enhanced the remaining half of the in-class meetings by incorporating a more active learning environment built upon the out-of-class activities.

Tags: replacement model, active learning, National Center for Academic Transformation

Toward Interaction and Communication through the Visual Arts: Using Tegrity for an Online Studio Art Course

Borim Song, College of Fine Arts and Communication

What kind of role can Tegrity, a video-recording software, play for studio art projects of an online undergraduate course? This presentation highlights how the art educator provides students with instructional strategies and assessment tools particularly regarding their studio art projects. Participants will learn about the types of interaction and communication that happen in the virtual art classroom with the use of Tegrity and pedagogical implications of the teaching and learning outcomes. Emphasizing social and qualitative aspects of computer use rather than focusing solely on its technical quantitative measures, this presentation will also explore how to create an organic linkage between traditional art education methods and innovative e-learning tools for students.

Tags: student recording, Tegrity, instructional strategies, assessment, art, art education, virtual art classroom, learning outcomes
Enhancing Active Engaging Learning Across Disciplines with Geospatial Tools

Karen Mulcahy and Viva Reynolds, Thomas Harriot College of Arts and Sciences

Using geospatial materials to enhance learning is nothing new; maps and globes have been employed for hundreds of years. Even the concept of a digital virtual globe is not new having been a reality since NASA World Wind (2004) Google Earth (2005), and others. Flat digital worlds arrived earlier with MapQuest TerraServer and Google Maps. What is new for education is the accessibility of employing interactive geospatial platforms for active learning. Also new are powerful analysis tools and quantities of geospatial data that can enhance learning. This poster will explore some of these geospatial approaches and materials.

Tags: active learning, geospatial data, maps, globes, Google Maps, Google Earth

Integration of Metabolism: an Interactive Approach

Doug Barnum, Multimedia Center, Academic Technologies
David Bjorkman, Thomas Harriot College of Arts and Sciences

Students in biological and pre-health sciences disciplines (biology, biochemistry, pre-nursing, pre-medicine) often have difficulty understanding interrelationships between biochemical metabolic pathways that are presented in different chapters in traditional textbooks. Computer animations of the glycolysis, citric acid cycle, and beta oxidation pathways (under development) can illustrate these pathways as dynamic processes. Moreover computer imagery can show connections between pathways in a visual way that is difficult, or impossible, to achieve through static diagrams in textbooks. The chemistry of metabolic pathways is presented in an interactive game format designed to stimulate student interest and increase student understanding of the relationships between the different pathways.

Tags: pre-health sciences, metabolic pathways, understanding metabolism, computer animation, gaming, student understanding

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

A Special Thank You to Our Think-In 2015 Sponsors!

iWebfolio

iWebfolio is an advanced electronic portfolio management system that helps individuals and institutions archive, organize, reflect and present information contained in documents, graphics, presentations, web projects, audio and video, or any other digital media.

Sonic Foundry

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.