

Northeast E-Learning Consortium

Agenda

Time	Pedagogy Track 1 Room 115	Pedagogy Track 2 Room 114	Pedagogy Track 3 Room 119	Technical/Support Track Room 120
9:00-10:00am	Opening Greetings - Room 115 Stephen Fugale, Vice President and Chief Information Officer, UNIT, Villanova University <i>Keynote. Engaging Students for Optimum Learning Online</i> Fred T. Hofstetter, School of Education, University of Delaware			
10:15-11:00am	<i>Blackboard Outcomes</i> Lisa Capan, Senior Customer Success Advocate	<i>Real-Time Student Engagement Via The Web</i> Jonathan A. Agresta, Maer Dos Santos, and William Wagner, DeVry University	<i>Using YouTube Videos</i> Ann Scheve, Villanova University	<i>Engaging Online Learners - Touch Beyond Technology</i> Jocelyn Sirkis, Community College of Philadelphia
11:15-Noon	<i>Reimagining Education – Blackboard Session</i> Lisa Capan, Senior Customer Success Advocate	<i>Creating Community Through the Use of Technology: A Look at Villanova’s Online MPA Program</i> Stephanie Nissen, Theodoros Arapis, and Ralph Gigliotti, Villanova University	<i>Using Technology to Create an Active, Collaborative Learning Environment: Even in Organic Chemistry!</i> Bill Wuest and Liesl Wuest, Temple University	<i>Flipped Classroom - On-line Hybrid Teaching</i> Ross Lee and Mary McRae Villanova University
12:15-1:00pm	<i>Student Panel. Learning and Technology: Successes, Rewards, and Challenges</i> Room 115 Moderator: Phil Stephens, Villanova University		<i>Preparing and Engaging the Online Learner</i> Michelle Simms and Susan Darlington, Gwynedd Mercy University	<i>Student's Self-Directed Success in a BYOD Learning Environment</i> Joanne Caione-Keating, Widener University
1:00-1:45pm	Lunch			

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Time	Pedagogy Track 1 Room 115	Pedagogy Track 2 Room 114	Pedagogy Track 3 Room 119	Technical/Support Track Room 120
2:00-2:45pm	<i>Scrambling for Lost Time: Using Threaded Discussions to Minimize Snow Day Disruptions</i> Sarah Burke Villanova University	<i>Promoting Meaningful Student Engagement in Synchronous Classrooms</i> Stefan Perun, Villanova University	<i>Kicking and Screaming - How Video Changed the Way We Think About Online Learning</i> Russ Lichterman, Wilmington University	<i>Altmetrics-Learn New Metrics to Showcase the Impact of Your Research</i> Sharon Q. Yang and Patricia H. Dawson, Rider University
3:00-3:45pm	<i>Improved Student Learning with the Flipped Classroom</i> Randy Weinstein, Villanova University	<i>Homework Never Tasted so Good!</i> Sallie Reissman, Wilmington University	<i>Implementing a Multiplayer Classroom - Results from Designing a Class as a Game</i> Andy Petroski, Harrisburg University of Science & Technology	<i>Engage, Captivate and Inspire - Creating a Multi-Platform e-Learning Classroom</i> Michael Castrilli, Villanova University
4:00-4:45pm	Un-Conference Topics for discussion will be proposed by conference participants throughout the day. Please see Un-conference Announcement in the registration area.	Double Feature / Discussion <i>Getting Started with Evidence-Based Interactivities using Articulate Storyline</i> Liesl Wuest and Allyce Barron, Temple University <i>Promote Engagement of Students with Online Collaboration Tools</i> Sharon Q. Yang Rider University	Double Feature / Discussion <i>High-End Video Conferencing to Deliver College Instruction</i> Eric J. Hagan and Michael Yorgey DeSales University <i>Flip Smarter, Not Harder - Creating Dynamic Video Content for Online and Face-to-Face Courses</i> Russ Lichterman, Wilmington University	<i>Creating a Blended Classroom with Adobe Connect</i> Andy Petroski, Harrisburg University of Science and Technology
4:45-5:00pm	Conference Wrap-up and Door Prizes - Room 115			

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Presentation Descriptions

9:00 – 10:00 a.m.

KEYNOTE: Engaging Students for Optimum Learning Online

It may seem ironic to think that online learners are not automatically engaged by using the technology that brought them online. Although learning management systems contain powerful tools for engaging students online, users do not engage unless online learning environments make effective use of these tools keeping student learning front and center. The plenary session centers on three main questions: (1) How do people learn? (2) How does this knowledge of learning inform online course design, tool selection, and online instruction? (3) How do students feel about online courses designed according to the principles of how people learn? From the work of the National Research Council, we know that people are motivated to learn when they can set their own goals, reflect on their progress, and feel in control of their learning. These principles provide the theoretical basis for engaging students online.

By putting this theory into practice, the plenary session provides an online learning template that will be made freely available to all participants. The template has five key features. First, by discussing goals with each learner, the instructor creates an empathetic bond with each student at the beginning of the course. Second, by negotiating topics for project-based assignments that students feel passionate about creating, the instructor turns extrinsic motivation intrinsic. Third, by making thinking visible through periodic checkpoints as the student goes to work, the instructor can provide more effective scaffolding when the student needs help. Fourth, by using rubrics that encourage students to communicate meaningfully with each other in course discussion forums, the students and the instructor form a powerful learning community online. Fifth, strategies will be shared for handling large numbers of students efficiently through prepared feedbacks and learning analytics.

Data will be presented on how these online engagement strategies impact teaching evaluations completed by students at the end of the course. The session concludes with participants considering ways in which this online learning template can be applied to different brands of learning management systems.

Vita Summary:

A graduate of St. Joseph's College and The Ohio State University, Dr. Fred T. Hofstetter is Professor of Education at the University of Delaware where he currently serves as President of the Faculty Senate. Currently working in his fifth decade of technological innovation, Dr. Hofstetter has pioneered educational applications of the various technologies that have emerged. In the 1970s, Dr. Hofstetter's early work was in the field of music theory and music education. His master's thesis and dissertation completed at The Ohio State University created a music encoding language called MUSICODE and pattern-recognition software that discovered nationalistic encoding patterns in nineteenth-century chamber music. When Dr. Hofstetter began teaching, he applied these technologies to creating his first eLearning system, named GUIDO, which was a competency-based music learning system for teaching intervals, melodies,

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chords, harmonies, and rhythms. He designed the Atari Music Learning System, the NoteBlaster music game, Making Music on Micros, and he worked on the IBM Music Feature as an IBM Consulting Scholar. In the 1980s, under a grant from the National Endowment for the Humanities, Dr. Hofstetter worked with interactive videodisc and led a national team in winning a Gold Cindy Award for the Videodisc Music Series. He won a gold medal from the New York Film Festival, an EDUCOM/NCRIPTAL best tutorial award, and several Joe Wyatt Challenge awards. In the 1990s, Dr. Hofstetter began writing textbooks dealing with Internet Technologies, Multimedia Literacy, and Web Design. In 1997, he invented Serf, the first learning management system that provided access to multiple courses from a single login. In 2004, Dr. Hofstetter won the Pioneer Award in Distance Education from UD Online. Recently, Dr. Hofstetter has been developing an iPad app under an IES grant, teaching new courses about app design and eBook authoring, developing new features in Serf, publishing in the iBookstore, and co-chairing a strategic planning committee that is working to define how curriculum will be delivered in the new American research university. Dr. Hofstetter's curriculum vitae is on the Web at www.udel.edu/fth/resume.html.

10:15 – 11:00 a.m.

Blackboard Presentation: Outcomes

Pedagogy Track 1, Room 115

Presenter: Lisa Capan, Senior Customer Success Advocate

Contact: Lisa.Capan@blackboard.com

There are a variety of assessment processes that exist across the institution: Are students learning what we say there are? Is a program meeting its goals? Blackboard Outcomes is a systematic collection of information about student learning, using the time, knowledge, expertise and resources available in order to inform decisions about how to improve the learning process. The Blackboard Outcomes solution is helping institutions in the assessment of their program and institutional performance for accreditation & continuous improvement. In this session, we will review how Blackboard Outcomes can help provide analytic support at an institutional level to better prepare for accreditation visits, goals assessments and creating the most positive learning environment for students.

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Real-Time Student Engagement via the Web

Pedagogy Track 2, Room 114

Presenters: Drs. Jonathan A. Agresta, College of Engineering and Information Sciences, Maer Dos Santos and William Wagner, College of Engineering and Information Sciences , DeVry University

Contact Information: jagresta@devry.edu

This session will explore various engagement strategies and tactics for teaching online, hybrid, and blended courses using real-time web-based communication tools. Online and blended, or hybrid, courses are growing at an incredible rate in America, and are outpacing traditional course growth 5:1 in the last decade. Due to this growth and the ever-changing student population it is paramount that all educators explore various technological tools for engagement.

Topics to be explored:

- Technological requirements
- Making the shift with a positive attitude
- Managing expectations
- Challenges and celebrations

Tools to be explored

- Adobe Connect
- Google Drive/Docs
- Dropbox.com
- Screencast-o-matic
- Screencast.com
- Learning Management Systems

Using YouTube Videos

Pedagogy Track 3, Room 119

Presenter: Dr. Ann Scheve, Villanova University, College of Nursing

Contact Information: ann.scheve@villanova.edu

The use of YouTube videos can be engaging for the students and be used to teach students how to observe human behavior. Specifically, in my class I have the students assess Activities of Daily Living and Instrumental Activities of Daily Living using an evidence based assessment tool.

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Engaging Online Learners - Touch Beyond Technology

Technical/Support Track, Room 120

Presenter: Jocelyn Sirkis, Director of Professional Development, Community College of Philadelphia

Contact Information: jsirkis@ccp.edu

No Student Is an Island: Engaging the Online Learner

Taking courses via distance education can be either isolating or socially enriching - depending upon the design of the course. Technology can help connect students with faculty and classmates, technology must be coupled with a system of engagement norms and practices that encourage interaction. This session will feature examples of specific techniques that keep online students engaged and wanting to be part of the class. Attendees will learn ten ways to engage on-learners.

11:15 a.m. - Noon

Blackboard Presentation: Reimagining Education

Pedagogy Track 1, Room 115

Presenter: Lisa Capan, Senior Customer Success Advocate

Contact: Lisa.Capan@blackboard.com

In the past decade, the Internet has enhanced higher education. By erasing any geographic boundaries, distance education provides a more equal playing ground for individuals who may never have had an opportunity to physically travel to a university or to attend courses during specific times of day. It is obvious that the demands of distance learning in higher education will only increase in the future. The critical issues identified and examined here address some of the largest concerns centering on distance education.

Obviously, the idea of distance learning lends itself to an innovative learning environment, whereby emerging trends and technological advancements foster creative learning. As educators and administrators, you have a passion for academia and we also believe it is your passion that drives change...to reimagine education.

We all have one main goal and that is to improve education. In this session, we will address how educators must put students at the center of everything we do and what steps Blackboard is taking as a corporation to do the same.

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Creating Community Through the Use of Technology: A Look at Villanova's Online MPA Program

Pedagogy Track 2, Room 114

Presenters: Stephanie Nissen, Assistant Director, Dr. Theodoros Arapis, and Ralph Gigliotti, Master of Public Administration Program, , Villanova University

Contact Information: stephanie.nissen@villanova.edu

Villanova University officially launched its on-line Master in Public Administration (MPA) Program in Fall 2012. Its intention in offering the degree in both on-campus and on-line platforms was to broaden its academic reach, advance its institutional mission, and build community engagement. Inspired by Villanova's motto, "Ignite Change," the University's Department of Public Administration put forth a three-prong approach to community engagement: (1) building a seamless community presence, (2) delivering consistent academic content, and (3) collaborating with a range of community actors. Using the Villanova MPA program as a case study, we will discuss how the program has utilized technology to overcome the challenges of promoting community engagement in on-line and on-campus public service education formats. The objective of the panel is to underline The Department of Public Administration's creative use of technology to blur the lines between the online and on campus programs, finding ways to create a community in a virtual world and address the response to challenges to adapt to new technological innovations and maintain program integrity.

This panel includes a design faculty member, the Assistant Director of the MPA program and an adjunct faculty member. These three perspectives will produce an informative dialogue on how to create online community engagement.

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Using Technology to Create an Active, Collaborative Learning Environment: Even in Organic Chemistry!

Pedagogy Track 3, Room 119

Presenters: Dr. William Wuest, Chemistry, and Liesl Wuest, Sr. Instructional Designer, Fox School of Business, Temple University

Contact Information: wwuest@temple.edu

The Seven Principles of Good Practice in Undergraduate Education by Chickering and Gamson stress active and collaborative learning, but this can seem difficult to implement in large STEM classes. This session will highlight ways to integrate the active and collaborative principles into large classes and discuss how technology can be used to meet the other principles as well. Taking advantage of easy-to-use and readily available technological solutions like *Socrative* and a variety of media outlets, students have improved test scores and report higher overall satisfaction in a class that is often students' least favorite—organic chemistry.

Participants will engage in instructional activities that Dr. Wuest regularly uses in his classes, such as Socratic exercises, , group work, and instructional games. Participants will also be shown resources that students can use to study or have created for study and review and will hear from the students themselves about how this approach has impacted their learning.

Flipped Classroom - On-line Hybrid Teaching

Technical/Support Track, Room 120

Presenters: Dr. Ross Lee and Mary McRae, PhD Candidate, Villanova University

Contact Information: ross.lee@villanova.edu

The Masters in Sustainable Engineering program has launched its "flipped classroom" objective in two courses. This presentation will demonstrate how the students watch a recorded on-line lecture and complete a pre-class assignment, prior to coming to class. By doing this, the in-class time is mainly spent on critical thinking and student led dialogue/discussions. The main take-aways are: 1) Hybrid teaching utilizes the best aspects of both on-line and in-class teaching; 2) Class time is active and rewarding and helps students utilize active critical thinking and retain key concepts; 3) We will show a portion of a pre-recorded lecture so the audience can get a sense of how we created these videos; and 4) The challenges and opportunities of this type of hybrid, flipped classroom teaching.

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12:15 - 1:00 p.m.

Student Panel. Learning and Technology: Successes, Rewards, and Challenges Pedagogy

Pedagogy Track 1, Room 115

David Ellis, Engineering; Katie Hango, Villanova School of Business; Shannon Markert, Nursing; Zachary Rahn, Computing Sciences; Elizabeth Tyhacz, Engineering; Myra Villas, Communication.

Moderator: Phil Stephens, Ph.D., Professor, Biology, Villanova University

Preparing and Engaging the Online Learner

Pedagogy Track 3, Room 119

Presenters: Michelle Simms, Director of Instructional Technology and Susan Darlington, Director of Online Learning, Gwynedd Mercy University

Contact Information: simms.m@gmercyu.edu

This presentation will feature several best practices in which Gwynedd Mercy University effectively incorporates required Equivalent Instructional Activities (EIAs) into its online programs. Audience members will experience highlights of designing a Faculty Online Training Certification (FOTC) course, an Online Student Readiness course, and several engaging online learning activities that enhance student motivation

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Students' Self-Directed Success in a BYOD Learning Environment

Technical/Support Track, Room 120

Presenter: Joanne Caione-Keating, Instructional Technologist, Widener University

Contact Information: jcaione@widener.edu

Reflection on experiences of BYOD 2013-2014 Microsoft Surface RT Pilot Program with Higher Education students.

Project and goals for student participants included:

- Enrich the educational experiences of our students, while providing an example for others to follow Encourage collaboration and communication among students
- Experience what it means to work in a mobile, cloud based environment, not just as consumers (iPad strength) but as creators (learning to use cloud-based Office and OneDrive capabilities)
- ITS collaboration with students to discover benefits and limitations of this technology and hardware. Although portability is the distinctive feature of the tablets, ascertaining other features and uses of the technology will be fundamental to supporting faculty as an increasing number of students bring these devices to class.
- Discover, in more tangible ways, how our infrastructure and support models may need to adapt to BYOD

2:00 - 2:45 p.m.

Scrambling for Lost Time: Using Threaded Discussions to Minimize Snow Day Disruptions

Pedagogy Track 1, Room 115

Presenters: Dr. Sarah Burke, Villanova University

Contact Information: sarah.burke@villanova.edu

Threaded discussions are a common method of conversation in both online and blended classes. Research is mixed as to whether threaded discussions are a superior method of instruction. There is little doubt, however, that they offer a flexible and viable learning environment for dealing with unavoidable interruptions in the course schedule. This session offers a methodology for introducing threaded discussions in a traditional face-to-face classroom where circumstances, such as inclement weather, force the instructor or the university to cancel class. These discussions provide a valuable tool to replace and/or supplement traditional meetings with a guided conversation that can be used to foster student participation and reflective learning. Participants will learn best practices on creating and implementing threaded discussions for the purpose of adjusting course schedules.

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Promoting Meaningful Student Engagement in Synchronous Classrooms

Pedagogy Track 2, Room 114

Presenter: Dr. Stefan A. Perun, Villanova University

Contact Information: stefan.perun@villanova.edu

Teaching in a synchronous classroom is fraught with challenges. Many of the best practices in a bricks and mortar classroom do not easily transfer, and common pitfalls in the bricks and mortar classroom are exacerbated in a virtual environment. Drawing on best practices literature and over 150 hours of synchronous teaching, I will discuss how to promote meaningful student engagement in synchronous sessions by overcoming three major interrelated challenges: (a) interacting with students using at least three mediums simultaneously, (b) focusing the conversation on course content, and (c) managing the time.

The format of the session will be an “interactive lecture” that models some of the best practices being presented. Accordingly, participants will be encouraged to engage in dialogue about the content and provided multiple opportunities to share their experiences so they can learn from one another. Professors experienced in synchronous teaching will be able to (a) reflect upon their current practices, and (b) gain an idea or two helpful in promoting more engagement in their classes. Professors relatively new to synchronous classrooms will (a) learn best practices in conducting a virtual class session, and (b) develop a tool kit in preparation for key challenges presented by the virtual environment. Additionally, the session will be of interest to administrators responsible for program and/or faculty development.

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Kicking and Screaming - How Video Changed the Way We Think About Online Learning

Pedagogy Track 3, Room 119

Presenter: Russ Lichterman, Educational Technology Specialist, Wilmington University

Contact Information: russell.j.lichterman@wilmu.edu

Online courses are built on a foundation of articles, textbook readings, discussion boards, papers, and assessments. While Blackboard makes many things easier for the distance student, there can also be a disconnect from the "real people" on the other side of the screen. Videos bring engaging content into the online classroom, but for years our multimedia offerings lacked focus. Hundreds of videos were spread across YouTube and other free online platforms with no way to monitor videos for branding and content.

Moving to a private, customizable online video platform helped us change the way multimedia content was approached by the university. Using the Kaltura Building Block lets us centralize content and give faculty and students easy tools within Blackboard for video creation. By providing custom training and tutorials we've seen fast adoption by our community and in less than a year faculty, students, and staff have created over 2,500 pieces of original media.

Takeaways:

- Using a centralized platforms allows video and multimedia content to be vetted for content and branding.
- Instructors and students are willing to create content if given tools that they can adopt easily.
- Keeping content within Blackboard increases student engagement, the less clicks the better.

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Altmetrics-Learn New Metrics to Showcase the Impact of Your Research

Technical/Support Track, Room 120

Presenters: Dr. Sharon Q. Yang and Dr. Patricia H. Dawson, Rider University

Contact Information: yangs@rider.edu

Traditional metrics, such as H-index, citation counts, journal impact factor, measure the impact of scholarship. As the Internet is becoming more popular for scholars to disseminate information and research, alternate metrics (also called Altmetrics), involving social media, blogs, etc., are recognized as valid indicators of the significance of scholarship. This session offers an introduction to Web-based metrics tools for both traditional and Altmetrics. The session is helpful for individuals who are asked to provide evidence for the impact of their publications for grants, promotion and tenure.

3:00 - 3:45 p.m.

Improved Student Learning with the Flipped Classroom

Pedagogy Track 1, Room 115

Presenter: Dr. Randy Weinstein, Engineering, Villanova University

Contact Information: randy.weinstein@villanova.edu

Best practices for using the flipped classroom will be discussed and mapped to student learning. Findings of a research study on the impact of the flipped learning environment on students' learning will be discussed, for example significant improvements were seen with the "weaker" students. Features such as the effect of video length, number of times a video is watched, as well as overall class performance is analyzed.

Homework Never Tasted so Good!

Pedagogy Track 2, Room 114

Presenter: Dr. Sallie Reissman, Senior Director of Online Learning & Educational Technology, Wilmington University

Contact Information: sallie.a.reissman@wilmu.edu

Engaging online students virtually is still challenging for instructors with courses that typically have lab or field trip based curriculum. This session will highlight the successes and opportunities faced while developing an online version of Food and Culture (CUL411); a course that is traditionally dependent on cooking labs and trips to restaurants. The presenter will share numerous web 2.0 tools, media tips, and project-based strategies that transformed a flat online experience into a strong learning community. Participants will get access to all materials shared during the session.

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Implementing a Multiplayer Classroom - Results from Designing a Class as a Game

Pedagogy Track 3, Room 119

Presenter: Andy Petroski, Director and Assistant Professor of Learning Technologies, Harrisburg University of Science & Technology

Contact Information: apetroski@harrisburgu.edu

The multiplayer classroom is a technique to incorporate game elements into course design. The course is the game! The multiplayer classroom movement started in 2010 with Lee Sheldon, professor at Indiana University.. Professor Sheldon's pursuit of integrating a game experience into the classroom resulted in a book, *The Multiplayer Classroom: Designing Coursework as a Game*, which has guided hundreds of educators to design their courses as games. The experience with a recent course re-design from a standard format to a multiplayer classroom format will be described in this session. Analysis of student feedback as well as other case studies beyond the graduate course re-design will also be explored.

Engage, Captivate and Inspire – Creating a Multi-Platform e-Learning Classroom

Technical/Support Track, Room 120

Presenter: Dr. Michael Castrilli, Villanova University

Contact Information: michael.castrilli@villanova.edu

Students arrive to our e-Classrooms with a limited attention span and an unlimited desire for learning that meets them at the intersection of their technological and educational lives. It can be overwhelming for instructors to address the variety of learning styles and meet the needs of the technologically advanced students that sit before them. Social media, video sharing, mobile computing, social networking, and other technology consume students 24/7. The presenter will discuss simple, executable, and practical strategies that have helped him develop a Multi-Platform e-Learning Classroom. The key components include strategies for delivering powerful webinars, creating stimulating videos, and utilizing the wide-variety of technology available to help achieve learning outcomes.

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4:00 - 4:45 p.m.

Getting started with evidence-based interactivities using Articulate Storyline

Pedagogy Track 2, Room 114

Presenters: Liesl Wuest, Sr. Instructional Designer and Allyce Barron, Sr. Instructional Designer, Temple University

Contact Information: liesl.wuest@temple.edu

Storyline can be used to create a variety of interactive elements (“interactivities”) that engage students in an online environment. This session will demonstrate how evidence-based teaching strategies can be readily incorporated into the design of online interactive materials for a wide range of coursework and training in higher education. We will also recommend a process to design interactive content. This session is targeted at technology specialists, instructional designers, and faculty; our goal is to make Storyline accessible to those who have not used it, and provide further inspiration and recommendations to those who regularly develop interactive content. During this session, participants will see demonstrations of Storyline projects, showcasing audio, visual, and interactive elements.

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Promote engagement of Students with Online Collaboration Tools

Pedagogy Track 2, Room 114

Presenter: Dr. Sharon Q. Yang, Rider University

Contact Information: yangs@rider.edu

Are you looking for ways to effectively engage your students? Online collaboration is an option. This session will give an overview of current popular collaboration tools and their advanced features. Special emphasis will be given to free and open source tools so that the audience can try them readily. The discussion may include Google Docs, Draft, Primarypad, My Simple Surface, Titanpad, and more. The intended audience includes individuals who want to learn collaboration tools in addition to Google Docs.

High-End Video Conferencing to Deliver College Instruction

Pedagogy Track 3, Room 119

Presenter: Dr. Eric J. Hagan, Director, Distance Education and Instructional Technology, and Michael Yorgey, DeSales University

Contact Information: eric.hagan@desales.edu

In this interactive session, DeSales University faculty and staff will share their experiences with and invite discussion of video conferencing as a means to deliver college courses. Topics include: Pros and cons of video conferencing relative to Web-based systems, experiences sharing courses across institutions, simulcasting to multiple campuses, and integrating guest lecturers. We will also describe technical and instructional problems we have encountered and how they have been addressed. A system demo will be incorporated in the presentation.

Attendees not currently using video conferencing will leave with information that will help them to determine whether video conferencing is appropriate for their institution. Attendees currently using video conferencing will gain ideas for new applications and have the opportunity to share best practices.

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Flip Smarter, Not Harder - Creating Dynamic Video Content for Online and Face-to-Face Courses

Pedagogy Track 3, Room 119

Presenter: Russ Lichterman, Educational Technology Specialist, Wilmington University

Contact Information: russell.j.lichterman@wilmu.edu

Although online students have the freedom to learn anywhere on their own time, they also lose the dynamic engagement of participating in a brick and mortar classroom. Too many online courses replace face-to-face interaction with textbook pages and journal articles.

At Wilmington University we are flipping the traditional classroom for the online and face-to-face audience. We approach key instructors who teach online and traditional courses and show them how to record lecture segments during a face-to-face class and embed those videos into an online course. These videos are made available to all instructors so specific lecture topics can be used in other online courses or in face-to-face courses for instructors who want to try flipping the classroom.

We provide training for instructors to use a portable, inexpensive robotic camera turret to easily record lecture segments in class and share them in Blackboard, which helps bridge the gap between online and face-to-face.

Creating a Blended Classroom with Adobe Connect

Technical/Support Track, Room 120

Presenter: Andy Petroski, Director and Assistant Professor of Learning Technologies, Harrisburg University of Science & Technology

Contact Information: apetroski@harrisburgu.edu

This session will demonstrate technology and pedagogy being used in a blended course format at Harrisburg University of Science & Technology. The blended format combines online and face-to-face learners in the same sessions using Adobe Connect. Online and classroom learners talk, collaborate and connect as if everyone were in the same location. The technical elements of the format will be discussed as well as the pedagogical techniques that are used to blend the two audiences. Attendees will have an opportunity to experience the format in the session by logging into a mock session. Recordings of sessions will be shown as examples.

Thank you for joining us!