

Program Descriptions

Stalking The e-lusive Professor: Encouraging e-learning At A Major University

Brad Hokanson, John Sonnack, Peter Dimock

University of Minnesota

CDC360

Most universities and colleges are actively engaged in the development and use of technology enhanced learning, and much of the effort must concentrate on the individual faculty members. We will present some of our experience as members of our college's eScholarship Task Force. As part of our discussion, we will present a summary of our planning as well as examples of our successes and misfires in pursuit of technology enhanced learning.

MELTI: A Professional Development Program for Charter, Private and Public School Educators

C. Candace Chou, Mike Mendez

University of St. Thomas

CDC361

The Minnesota Educators and Leaders Technology Initiative (MELTI) aims at enhancing K-12 educators' technology competency and student performance through a customized, needs-based technology integration program for a consortium of 20 charter, private and public schools. We will discuss the collaborative and community-based model to bridge the digital divide in the K-12 schools in the consortium; the use of data-driven decision-making tools to assess the needs of the MELTI participants and the design of a cohort-based technology integration program that addresses the ISTE standards and life-long learning.

Pragmatic Suggestions for Growing On-line Communities of Practice

Richard Brown

University of Minnesota

CDC 361

A community of practice is a mechanism where individuals with similar backgrounds or skill sets, working within a variety of corporate, governmental or educational contexts share pragmatic insights, heuristics and problems and receive useful feedback from others. Participants will understand what a community of practice is, obtain a pragmatic set of suggestions and tools useful when creating and facilitating a community of practice, and obtain a small set of useful links and references exploring this topic.

The PC Tablet and Powerful Teaching Applications

Bonita LaDuca

The College of St. Catherine

CDC362

This workshop will focus on integrating the tablet pc for creating and giving PowerPoint presentations, grading papers, and use as a whiteboard. Participants will see how they can integrate the tablet pc for classroom use and will learn how to import and assess student work using the tablet.

Using Current Brain Research to Create Engaging Classrooms

Barbara Elvecrog

Hamline University

CDC355

In the last 10-15 years neuroscientists have created a body of research that is important for teachers to know about how the brain learns, stores, and retrieves information. This session will actively engage participants in ways that demonstrate the brain research findings. Particular attention will be paid to teaching strategies that increase the probability that all students are engaged in the learning at hand.

The Deep Dive: Teaching Systems Thinking With Immersive Simulation Gaming

David X. Swenson, Ph.D.

College of St. Scholastica

CDC213

Simulation gaming is too much fun to leave learners out. This program demonstrates the use of a popular gaming engine to create a virtual model of a Medieval European town during the Black Plague of the mid-1300s. Players explore the scenario, interview characters, then form teams to formulate systems maps of the factors that influenced development of Western culture. The activity is combined with other examples of systems thinking. Participants will understand how systems mapping can be used to represent the complex and interconnected nature of social change drivers and appreciate how current game engines can be used to involve and immerse students in interactive and deductive learning.

Introductory Physics through Inquiry-based Labs

Bradley McCoy, Brian Batell

University of Minnesota

CDC017

Typical introductory physics labs require students to follow a set of instructions. We present an alternative method we have developed for Honors students at the University of Minnesota. Students design all aspects of their experiments from concept to conclusion. We will discuss the benefits and limitations of these inquiry-based labs. The audience will learn how inquiry-based labs help students learn to think scientifically and we will assess the value of inquiry-based labs versus traditional labs.

ShowEM: Next Generation Classroom Software

Steven Kladstrup, Alex Johnston

ShowEM Learning, Inc.

CDC017

ShowEM™ is a new kind of networked classroom software, built with Macromedia Flash, Director, and a Flash Communication Server. ShowEM is designed to offer easy access to rich visual experiences, on-demand context, real-time assessment, and ways to measure student perceptions of relevance. The software is doing more than presenting rich media in the form of quizzes and flashcards. It is inherently addressing the issue of context by integrating three fundamental categories of context into the presentation and making them available for on demand exploration. Participants will

see that software can actually support the classroom community by providing a shared heads-up experience that effectively offers the teacher an active role as guide and coach while giving students increased opportunities for interaction and expression.

The Evolution of a Teaching and Learning Model for an Online University

Sonja A. Irlbeck, Ed.D.

Capella University

CDC128

This presentation will describe the model used for course development that focuses on teaching and learning at an online university and will address the differences between traditional colleges and an accredited online university with a comprehensive, competency-based curriculum. Participants will gain an awareness of model implementation and course development challenges for an online university.

Facilitating Student Blogging and Podcasting

Douglas Bass

University of St. Thomas

CDC020

Teachers aspire for their students to not only acquire information, but to effectively communicate it with others as well. The creation of weblogs, or "blogs," is a highly effective mechanism for the validation and communication of ideas. An even more recent technology is that of "podcasting," or the creation of small audio segments to be played on audio players such as the Apple iPod. Blogs and podcasts are complimentary technologies and could be used by teachers to facilitate student learning. Participants will learn how to use RSS aggregators to access RSS feeds of various websites, and how to use tools to create and package audio segments for audio players.

Conversations with Sharon Smaldino

CDC401

Informal discussion time with the COTF morning keynote speaker. Sharon Smaldino.

Web-Based Education: Is It The Answer For The Future?

Marlys Bratteli, Ph.D., Greg Sanders, Ph.D., Margaret Fitzgerald, Ph.D.

North Dakota State University

CDC360

Web-based graduate programs are often considered to be the answer for students who are not able to leave their jobs or home, but are these programs providing a quality education equal to their on-campus counterparts? This session will look at one program's challenges and strengths.

Crookston Campus Has University Of Minnesota's First Online Bachelor's Degree

Michelle Christopherson, David Seyfried, Hilary Bertsch

University of Minnesota, Crookston

CDC360

Health care is becoming more interdisciplinary, holistic and community centered. This change brings new employment opportunities and ways to support the health and

wellbeing of individuals, families and communities. We will examine the Bachelor of Applied Health degree where courses use the computer and Internet as tools to enhance learning and students have opportunities to interact with faculty, other students and experienced health care professionals. This is an integrated four-year baccalaureate degree developed in collaboration with partnering two-year institutions, several regional health care facilities, the University of Minnesota and the University of Minnesota, Crookston.

An Investigation into the Ability of Pre-service Music Educators to Integrate Technologies from a Constructivist Approach

Douglas C. Orzolek

University of St. Thomas

CDC361

This session will explore a study which investigated the ability of pre-service music educators to integrate technology as a learning tool within their lesson plans for a secondary general music methods course. The course was taught using the inquiry-based model and therefore no instruction was provided on technology or its potential for use in the lesson plans. In addition, the pre-service educators were asked to integrate technology using a constructivist approach known as “mindtools” – an approach where “students learn with technology rather than about or from technology”

Spring Your Students Into Action: Activity Theory In Learning Environments

Aimee Whiteside

University of Minnesota

CDC361

This presentation describes the constructs of Activity Theory and discusses how it can be useful when applied to classroom discourse. Participants will understand the theoretical implications of activity theory and how to apply activity theory to their classroom, hybrid, or online learning environment.

Laptop Enhancement in Teaching and Learning

Len Bogner

University of Wisconsin-Stout

CDC362

This presentation deals with using laptop computers to enhance teaching and learning in a classroom setting. This is where the future of teaching in technology is moving: using technology to teach technology. By following the theme of “Classrooms of the Future” we can examine how UW-Stout is creating a culture in which technology is used both inside and outside of the classroom. This presentation will examine how UW-Stout has dealt with the learning curve that comes with having a laptop environment in a classroom setting. It will cover the positive, negative and distracting variables that need to be controlled in order to effectively teach.

TechRec Exercise Your Body and Your Mind

David Esping

Minnesota State University, Mankato

CDC362

The Technology and Recreation Project, becoming known as TechRec, is the combined exercise of your body and mind at the same time. We have developed numerous specialized satellite computer classrooms around the Minnesota State University, Mankato (MSUM) campus, including numerous casual computer areas in hallways, and in small study areas, providing students with quiet study areas and collaborative groups. We have been asked to enter into a new arena by integrating technology with an everyday exercise routine. This presentation will explain TechRec: where a person can watch TV, and sporting events, or listen to on-line radio stations, check email, and also provide the opportunity to study class lectures while exercising.

Technology: A Friend In Times Of Need; Using Technology To Adapt Coursework To Diverse Levels Of Learning And Experience.

Dr. Melissa Luedtke, Karen Sorvaag, Scott Sorvaag

Saint Mary's University of Minnesota

CDC355

Technology is our friend as we look at adapting delivery of instruction and assessment to varied student ability levels. Through online instruction embedded in normal coursework, students can be shown both the “big picture” and the detailed steps necessary to complete a larger assignment or project. Faculty responses can be built into periodic checkpoints that offer students valuable feedback in a timely and individual fashion. The result? Final products show a higher level of student learning and accomplishment.

'Modding' Education: Leveraging Commercial Gaming Tools for the Classroom (a case-study of the University of Minnesota-sponsored 'Behind the Message' Project)

Matt Taylor

Dunwoody College of Technology

CDC213

Through the U of M New Media Studies Department and School of Journalism we are putting together a mod from the commercial game NeverWinter Nights that will re-enforce principles in an undergrad journalism class that focuses on information evaluation techniques. Gaming is emerging as a dominant form of media for the coming generation. There is also an increasing amount of cognitive research to show that the coming generation has a greater preference for interactive-rich ways of learning. Games are by their very nature interactive, and if done correctly, engaging. We will show that leveraging existing gaming engines is a plausible way to introduce real educational gaming into the curriculum.

Immersive Writing Tools in a Multi-user 3D Croquet Environment

Mark McCahill, Bernadette Longo

University of Minnesota

CDC017

Immersive 3D online environments such as Open Croquet enable deep collaboration using the vocabulary of gaming and simulation for education. In this presentation we describe our work in developing online writing tools with Croquet and how 3D and game metaphors can be turned to pedagogy. We will demonstrate examples of how an immersive writing studio can make abstract concepts and processes visible, and discuss approaches to designing educational environment with these new tools.

Instructor's Blog: An Alternative Use for Blackboard Discussion

Deborah A. Torres

College of St. Catherine

CDC128

Do Blackboard's Discussion areas necessarily need to be used for discussions? This presentation describes one instructor's alternative use for the discussion area, an "Instructor's Blog" as a mechanism to provide feedback to students. The audience will learn about an alternative way to provide feedback to students outside of the classroom meeting and will learn that there are ways to work around Blackboard's inflexibility.

Tikiwiki in the Classroom

Aimee Houser

College of St. Catherine

CDC128

Course management systems now exist (Moodle, for one) that attempt to take more a pedagogical approach than a management approach. But the flexibility, seamlessness, and total experience an open source content management system (Tikiwiki) provides is a useful alternative for the instructor. It is not an easy program to get to know, however, so the program will also focus on how it works.

Assessment in the Palm of your Hand

Barbara Thompson

College of St. Catherine

CDC020

We know that a picture is worth a thousand words and that having a visual can enhance learning at a high level. A video of a performance task that will be rated or judged can be a valuable tool. This is a presentation on how to use Palm video technology in the performance assessment process and rubric development. The latest Palm Pilot has audio, video and still photography capabilities among other things. Assessments can be developed for teacher grading as well as student self evaluation and peer evaluation. The palm camera makes it easy to assess in class and transfer the data to the Palm software, which can be quickly saved as a file. Rubrics can be developed on the palm for scoring.

PEPNet e-Learning Transition Project

Debra Wilcox Hsu

Saint Paul College

CDC360

The PEPNet E-learning Transition Project is developing modules through a national partnership to teach transition skills for deaf and hard of hearing individuals. Secondary and postsecondary teachers and first-year college students will use this curriculum. The presenter will provide an overview of the project including analysis of the national partnership by discussing the regional and national collaboration strategies used for development, dissemination and evaluation of the project. The participants will learn about the development process and elements of the e-learning modules.

Avenue ASL: Improving Language Assessment and Learning

Simon Hooper, Charles Miller, George Veletsianos

University of Minnesota

CDC361

American Sign Language (ASL) has evolved into the third most widely used language in the United States preceded only by English and Spanish while enrollment in ASL classes has increased 432% nationally over the last 4 years. The increasing demand for ASL instruction and linguistic study has created a wide range of instructional challenges as the existing examination practices are burdensome for both students and instructors, resulting in assessment systems that fail to support student learning. Avenue ASL is a software environment that allows students to capture videos via web-cameras of sign-language performance tasks and submit them via computer network for assessment. The environment allows instructors to access students' videos, provide textual and video feedback and administer grades. It aims to improve student language learning and increase the efficiency of existing assessment/instructional processes through the use of innovative solutions. Participants will see the pedagogical needs for a valid, reliable, and cost-effective performance assessment system in American Sign Language and a demonstration of the network-based video assessment environment.

Classroom Clickers: Large Lectures, Difficult Discussions, Simple Surveys

John Pellegrini

College of St Catherine

CDC361

This presentation will cover the uses of student response pads (remote-control units) in a variety of classroom settings. The audience will learn about how response pads can improve student engagement in the classroom. We will also explore some of the practical issues of response pad systems such as cost.

A "Deliverables" Approach To Classroom Technology

James Gregory, Toni Pangborn

University of Minnesota

CDC362

The Software & Information Industry Association's Report on the Effectiveness of Technology in Schools consistently finds that appropriate implementation of, rather than inherent features in the technology determines the ultimate effectiveness of technology. This observation can be applied to the analysis of classroom technology infrastructure

in determining how hardware and software purchase decisions are made. Values that are often overlooked in the process of technology planning can have profound impact on the performance of technology and the ability of faculty to teach in classrooms. We will look at the key factors in setting the stage for effective teaching. Learn how the U of M's technology investment in 300 classrooms was deemed successful by the ultimate jury; overwhelming positive acceptance by the faculty. We will discuss a best practices approach to campus-wide classroom design and technology implementation that targets functional outcomes and promotes student engagement. We will also show how a centralized remote control help desk and automated system management software gave faculty and students a sense of reliability and confidence in classroom technology.

Multi-Scaffolding Environment: Providing Authentic Assistance to Learners

Aaron Doering, Theano Yerasimou, George Veletsianos

University of Minnesota

CDC370

A Multi-Scaffolding environment (MSE) is an online learning environment that provides authentic assistance to learners when solving real-world problems. An MSE can be used within the classroom in a face-to-face environment or as a tool for distance education. Although the prototype environment was designed to support students studying geography, the goal is to utilize MSE in other content areas. Four different kinds of scaffolds were designed to provide varied assistance: a situated video, screen capture videos, an intelligent agent and a collaboration zone. In this presentation, we will demonstrate MSE; discuss how effectively it supported learners and what features were utilized most effectively and why.

Why Asynchronous Learning Environments CAN be Effective

Nora Braun

Augsburg College

CDC370

A discussion of the characteristics of an asynchronous learning environment and the educational psychology theory underlying its conceptualization is combined with a survey of best practices for online learning. Selected research results will be included to support the idea that asynchronous learning can provide depth of learning and thinking when used appropriately.

Playing Croquet: Fostering Collaboration in a 3-Dimensional Virtual Environment

Lee-Ann Kastman Breuch

University of Minnesota

CDC213

This session demonstrates the potential of Croquet, "a combination of open source computer software and network architecture that supports deep collaboration and resource sharing among large numbers of users". Croquet borrows many ideas from gaming, but is specifically built for collaborative learning environments where participants can contribute and alter the virtual environment as they work together. In this presentation we highlight how we used Croquet to create a 3-dimensional **idea-map** in which students collaboratively brainstormed ideas using an annotations tool.

This Croquet exercise was a kind of writing workshop in which student teams recorded ideas for future reference.

Pandora's Genetically Modified Box: A Product of Engaged Students

Juliet Fox

UW-Stout

CDC017

Are you ready to integrate engagement strategies in your classroom? Looking for some concrete examples? We will explore the process of how an Honors Technology Seminar class embraced the powerful subject of biotechnology. Given the ability to design their own curriculum, students created a documentary that surpassed all expectations. We will talk about instructional strategies, assessment and letting go of control.

Capitalizing On Graduate Student Goals With An Online, Integrated Capstone Across The Curriculum

Michael Walcheski

Concordia University - St. Paul

CDC128

Our online graduate programs in early childhood and family life education have been recognized as exemplary approaches to graduate education in a distance education model by the National Council for Accreditation of Teacher Education and the National Council on Family Relations. We have applied the principles of adult education toward developing a professional graduate program. The combination of professional students and the proliferation of technology push us toward new applications of meeting the graduate student's academic and professional goals. We will offer a model of distant graduate education as well as discussing challenges we continually address.

Re-Imaging Learning: A Campus-wide Digitization Project

Deborah Kloiber, David Schmit

College of St. Catherine

CDC128

Libraries are providing web access to resources including digitizing items from their collections. Our project panel will present the challenges and rewards from four different perspectives: (1) Instructional Technology - technical requirements of a centralized image database to support teaching and learning; (2) Library - developing metadata schemes for compatibility with statewide projects, preservation needs; (3) MLIS Student - digitizing and cataloging needs, workflow, and training; and (4) Faculty - applications of a centralized image database to teaching; encouragement of faculty use.

Electronic Documentation for Healthcare: Applications in Education

Janelle Wapola

The College of St. Scholastica

CDC020

A hands-on demonstration of an electronic health record system adapted for use in health science classrooms. We will discuss its integration into curricula as an educational tool to enhance critical thinking skills of future health professionals. We will explore the functionality of a state-of-the-art electronic health record system and show a variety of techniques for integrating electronic health record applications into curricula as an educational tool.

Conversations with Ana Donaldson

CDC401

Informal discussion time with COTF afternoon panel member Ana Donaldson