

Sessions – Monday, March 6, 2006

8:30 – 9:30 a.m.

Regents 1

Educational Games: Not Just for Kids Anymore

Laura Little, *Instructional Technologist / Marietta College*

This session will feature several session styles including interaction, discussion and a bit of lecture. Topics include reasons to use games in education, aligning game use with the Seven Principles of Good Practice in Undergraduate Education (Chickering & Gamson, 1986), how games can be used effectively, types of games, and advantages and challenges of using games. Activities will include discussion and personal sharing of game use as well as demonstrations of games. Deliverables will include links to game shells that can be customized with course-specific content as well as an overview of the latest in educational gaming research.

Regents 2

Whose Tutorial Is It Anyway? Applying User-Centered Design In Developing Web-Based Information Literacy Tutorials

Jen-Chien Yu, *Information Services Librarian and Eric Resnis*, *Engineering Librarian / Miami University*

This presentation will describe the design and implementation process of "Smart Searching: Finding, Citing & Evaluating Information," a Web-based information literacy tutorial designed for undergraduate students who are taking introductory-level courses in science. We will review the limitations of general Web-based tutorials, users' learning and information seeking behaviors and how a user-centered, object-based approach can improve the design and learning outcomes of the Web-based tutorials. This presentation will also demonstrate how the Miami University Libraries' subject librarians (Botany, Microbiology, Zoology and Engineering) collaborated with a technologist to incorporate innovations such as blogs and Flash games into this subject-based tutorial.

Regents 3

Using Grading Databases to Track Student Writing Outcomes

Shannon M. Smith, *Assistant Professor of Communications & Humanities / Owens Community College*

This presentation will introduce the use of relational databases as response tools in student essays. In college writing classes, I have used these databases to expand the usual writing rubric used to evaluate essays by first and second year college students into a "customized rubric" which is tailored to a student's individual strengths and weaknesses. The database speeds the grading process and allows individual issues as well as broader categories to be tracked over time. I present this data to students as diagnostic research in which empirical results identify goals for future learning.

Lilac

Creating an Ohio Distance Learning Support Group

Mark Karamol, *Manager, Alternative Learning and Audiovisual Services / Owens Community College*; **Cindy Potteiger**, *Manager, Distance Learning Center / Cuyahoga Community College*; and **Anthony Short**, *Director of Television Learning Services / Bowling Green State University*

OLN serves the needs of the educational institutions in the State of Ohio; however, a broader need exists for a distance learning support group for higher education personnel who work in a world of constant challenges and change. Come and explore the continual collaboration and networking opportunities available by creating an Ohio commons group in partnership with OLN. As a result, institutions will no longer be forced to work in a vacuum, but will be able to share experiences, information, and technical expertise via Webinars, meetings, workshops, etc. Representatives from OLN will be present.

Magnolia

Now It's Everyone's Turn to Learn: Learning Objects and Accessibility

Phyllis J. Ennist, *Web Developer and Vandana Rola*, *Instructional Designer & Web Developer / Sinclair Community College*

You don't have to be a technology expert or have tons of money to create accessible, reusable learning objects. All you need is a well-designed plan to make it happen. We'll talk about the development of learning objects, share our plan and show you examples of what we have created. We'll also help you dig up some valuable Web resources that will jump start the creative process for developing your own accessible learning objects. Join us to discover how easy it is to create accessible learning objects to enhance the learning experience for everyone.

11:15 – 12:15 p.m.

Regents 1

Project-Based Learning: Technology as Catalyst

Victoria Getis, *Special Projects Manager and Catherine Gynn*, *Assistant Director, eLearning & Associate Professor / The Ohio State University*

Higher education institutions struggle with how to engage undergraduate students in creative and scholarly activities. Many efforts that support undergraduate programming do not take into account the integral role that information technologies play in advancing learning and research efforts. To bridge the gap at Ohio State, we developed Research on Research: Student-Faculty ePartnerships (R2), an innovative, interdisciplinary program that facilitates faculty and undergraduates' paired work on a research project, the deliverable being a publicly accessible, multimedia-rich digital portfolio chronicling the research effort. How can we extend what we've learned in R2 to specific learning outcomes in the wider undergraduate experience?

Regents 2

The Download on Podcasting

Jeanette Carson, *Manager, Audio Visual Services and Distributed Education; Jeri Farwell*, *Technology Support Specialist; and Eric Veigel*, *Distance Education Facilities Coordinator / The University of Akron*

Podcasting is taking academia by storm! Explore the effective implementation into course design and the impact on instructors, learners and institutions to determine podcasting's true value.

Regents 3

Adding Value to Library Instruction: Making Room for RefWorks

Marcia Poggione, *Assistant Director for Public Services; Vicki Young*, *Public Services Librarian; and Anne Davies*, *Education Services Librarian / Xavier University*

RefWorks provides unique advantages to library instruction as a storage, output and locating tool. To incorporate RefWorks into library instruction, some previously taught concepts were replaced by other instructional methods: the library's users' guide and online tutorial, xu.tutor. Xavier librarians use a stepped approach to RefWorks instruction that was appropriate for each academic audience: faculty, graduate students and undergraduates. The library also created a unique approach for users to obtain the RefWorks help they needed.

Lilac

Designing, Building and Sharing a National Repository of Online Content

Terri Rowenhorst, *Manager of Partner Development / Monterey Institute for Technology and Education*

Anyone who has ever wrestled with issues surrounding the quality of online course content or managed budgets for developing and maintaining online curriculum will appreciate this discussion. Learn more about this non-profit initiative to facilitate collaboration among a community of course developers to build a library of online content, to implement development guidelines that ensure quality, and to share materials in a flexible format for a variety of instructional purposes. Find out how you can participate in this effort through an OLN pilot program and beyond.

Magnolia

Designing, Developing and Delivering Multimedia Courses for Hybrid Multicultural Special Education Programs

Clarissa Rosas, *Professor of Education and Yaping Gao*, *Instructional Designer / College of Mount St. Joseph*

The Charter College of Education at the College of Mount St. Joseph has developed a hybrid M.Ed program with a focus on multicultural special education. The program adopts a student-centered course delivery format which engages students through online learning communities, multimedia course materials, assessment tools, interactive class meetings, and a strong apprenticeship. The class meetings focus on high quality interactions between and among students and instructors that build on the knowledge obtained through the multimedia portion of the program and the experiences through the apprenticeship. The presenters will discuss lessons learned and best practices in developing an engaging, student-centered program.

1:00–2:00 p.m.

Regents 1

Open Source Pilot: Sakai, Moodle, OSP ePortfolio

Scott Siddall, *Assistant Provost & Director for Institutional Resources & Computing Services / Denison University and 41 OSPILLOT institutions; and Cable Green*, *Director of Technology / Ohio Learning Network*

In an ongoing effort to explore, test, and provide access to promising technologies, OLN is providing pilot hosting for Sakai, OSP e-Portfolio, Moodle and uPortal. Come hear about the thirty-nine OLN member institutions that are testing these open source tools. Hosting services, training, technical support, online community and communication tools are all provided to enable rich discussion and a valuable pilot experience. This session will provide an update of the pilot and what this open source community has learned since November 2005.

Regents 2

Using Wikis and Blogs to Promote Information Literacy Skills and Library Resources

Chad Boeninger, *Reference and Instructional Librarian, University Libraries / Ohio University*

The use of wikis and blogs as library guides are excellent alternatives to more traditional methods of subject guides, pathfinders, or handouts. Blogs and wikis are Web-based, easy to update, are searchable, and allow for user input and feedback. This session will focus on lessons learned in the use of blogs and wikis to promote library skills and resources, and how these technologies can be used to strengthen learning communities through the collaboration of faculty, students and librarians. The interactive presentation will include a discussion of the pros and cons of wikis and blogs, community editing and feedback, getting others to contribute, and the strengths and weaknesses of the blogs and wikis over traditional HTML or paper research guides.

Regents 3

Starting ePortfolios Project in Technology Programs

Annu Prabhakar, *Assistant Professor / University of Cincinnati*

An interdisciplinary team of faculty from the College of Applied Science (CAS) at the University of Cincinnati is piloting a project to implement student ePortfolios. It involves engaging honors students and students enrolled in a First Year Experience (FYE) course to develop Web-based reflective portfolios. The faculty in this project envision that these ePortfolios would ultimately represent a cross-section of the students' course work and co-op experience for their entire academic careers. In addition, the portfolios would serve three specific functions: formative, summative, and marketing. First, they would enhance student learning (formative) by asking students to reflect both on specific assignments and on entire courses, and to make connections among courses, encouraging transference of knowledge. Second, these portfolios would be used for assessment purposes (summative), both of individual courses and series courses in major concentrations. Finally, ePortfolios would be used by students as extended documents to support future job applications (marketing), as they would contain extensive information about the students' academic and co-op experience.

Lilac

Connecting Rural Ohio: Technology's Role in Workforce Development and e-Learning

Alan Escovitz, *Director of External Affairs / The Ohio State University*

Basic fundamentals in the delivery of broadband Internet connectivity via satellites will be addressed. Case studies will be presented in the use of wired/wireless technologies for two small southeast Ohio rural towns in response to workforce development and informational technology literacy needs benefiting from the Connecting Rural Ohio initiative. The presentation will conclude with a preliminary assessment of the outcomes and impact of the initiative.

Magnolia

A Conversation About Ensuring Quality in Online Learning

Albert Ingram, *Associate Professor and Mary Tipton*, *Director of Distance Education and Support Services / Kent State University*

This session engages participants in exchanging ideas about how to evaluate and improve online instruction. We will facilitate a conversation about how institutions are ensuring the quality of their online learning and teaching. The discussion will focus on three areas: faculty development for online teaching, criteria for evaluating online courses, and technology issues. We also hope to build a community to share resources such as rubrics, faculty development opportunities, evaluation procedures, and others. We will share KSU's plans for developing guidelines for online course and faculty certification.

2:15 – 3:15 p.m.

Regents 1

Optimizing Online Discussions: Tools for Faculty Development

Karen Swan, *Professor and Chun Ming (Jim) Ou*, *Ph.D. Candidate and Graduate Assistant / Kent State University*

Online learning and teaching present new challenges for teachers. Asynchronous online discussion boards allow students to discuss topics on their own time but they present new challenges to faculty moderating them. A faculty learning community at Kent State University has developed instructional materials for the Web to supply online teachers with information and instruction on how to improve their skills, especially with respect to running asynchronous online discussions. This presentation will introduce the modules, as well as some of the major tips and techniques they highlight, and discuss how a learning community operates.

Regents 2

To Click or Not to Click: Using Clicker Technology to Assess Student Learning About Plagiarism

Mike Tosko, Head, Department of Teaching and Training and **Frank J. Bove**, Electronic Resources Librarian / The University of Akron

Accurately assessing learning outcomes in traditional one-shot bibliographic instruction sessions has long been a concern in libraries. University Libraries at the University of Akron is experimenting with using clicker technology to determine if students understand the basic concepts underlying citation and plagiarism issues. We will measure whether or not students can identify examples of plagiarism by asking a few multiple choice questions at the beginning and end of library instruction sessions. Students will register responses via the clicker technology, and results will be tabulated and presented at the conference. Our presentation will be interactive, as we plan to involve attendees in real-time use of the clickers during our session.

Regents 3

Using Course Management Systems and Object Repositories to Promote Accessible, Universally Designed Instruction

Margo V. Izzo, Program Manager, Special Education & Transition; **Stephen Acker**, Director, Learning Technologies Research and Innovation & Associate Professor; and **Alexa J. Murray**, Project Coordinator / The Ohio State University

OSU and nationwide collaborators have come together to develop a Web-based curriculum on effective instruction called Faculty and Administrator Modules in Higher Education (FAME), made possible through a grant from the U.S. Department of Education. Piloted by over 25 institutions nationally, the FAME have been transformed into Web-based courses and learning objects that can be imported as XML packages into mainstream course management systems (WebCT, Blackboard, D2L) so that institutions can download and customize the materials at their own discretion. This approach is highly effective and advantageous for multiple audiences, including: 1) faculty/administrators, 2) service providers and 3) students.

Lilac

Reconstructing Internet2-Based Electronic Deliveries to Include Open Broadcast Delivery of Student Centered Instruction

John J. Hirschbuhl, Professor and Senior Multimedia Developer / The University of Akron

The University of Akron has created and tested the successful communication and education effectiveness of three online versions to deliver the exercises. UA delivery systems have been thoroughly tested in multi-site Internet2 sessions facilitated by a central site. UA has explored four implementation methods: the Traditional session (face-to-face in real time); Virtual Community (site-to-site in real time); Synchronous Virtual Round Table (computer-to-computer in real time); and Asynchronous Virtual Round Table (computer-to-computer at any time). The Internet2 applications include voice, video and data transmission. This presentation will focus on reconstructing these exercises to include open broadcast delivery of these systems.

Magnolia

A Campus Collaboration: Digital Storytelling at The Ohio State University

Anne Fields, Coordinator for Reference and Research, University Libraries; **Karen Diaz**, Instruction Librarian, University Libraries; and **Catherine Gynn**, Assistant Director, eLearning & Associate Professor / The Ohio State University

To discover new ways of reflecting on and communicating about libraries and their relationship to learning, the Ohio State University Libraries have been collaborating with the Ohio State University Digital Union on digital storytelling. This multimedia format promotes informal, personal, and even emotional communication within the library and with the campus community beyond. We will share our experiences with how an initially

library-centric agenda has spawned a rich campus collaboration that started with a simple workshop and has seeded new projects and relationships across campus. Discussion of copyright and access-related issues will be included.

3:30 – 4:30 p.m.

Regents 1

Benefits and Evaluation of ePortfolios for Teachers: One Year's Experience in Designing a Tool for Teaching Enhancement

Jerry Masty, Associate Professor, Veterinary Biosciences; **Stephen Acker**, Director, Learning Technologies Research and Innovation & Associate Professor; **Alan L. Kalish**, Director, Faculty and TA Development; **Jennifer Forbush**, Clinical Instructor, College of Nursing; **Sally V. Rudmann**, Associate Professor of Pathology; and **David L. Tomasko**, Professor, College of Engineering / The Ohio State University

The course portfolio can be a powerful tool for improving student learning by providing a reflective scaffold for analysis of the successes and failures of pedagogic efforts and student outcomes. Highlighting our experiences over the last year working within an OLN ePortfolio Community of Practice, we will present on the use of ePortfolio as an instrument for self reflection of teaching, the multiple benefits to be realized through the custom design and share function of ePortfolio, and a method to evaluate ePortfolio when it is used for the improvement and enhancement of teaching through the peer review process.

Regents 2

IM a Librarian: Instant Messaging Reference in an Academic Library

Chad Boeninger, Reference and Instructional Librarian, University Libraries / Ohio University

One needs only to walk around a university campus or library to see that Instant Messaging is a very popular method of communication among college students. Because use of instant messaging is so prolific, it can be a great tool for libraries to use to provide virtual reference services. This interactive session will discuss one library's experiences with an Instant Messaging Reference Service, which will include tips on setting up a service, staffing models, technology issues and concerns, and lessons learned.

Regents 3

Student Peer Review Grows Up: How Technology and Current Research are Rejuvenating Writing in the Disciplines

Ryan S. Wooley, Assistant Director, Faculty Professional Development Center and **David W. Dalton**, Associate Professor, EFSS / Kent State University

Developments in Web applications in recent years, combined with fresh research in cognitive science, peer review and educational technology, have begun to unlock the powerful potential of "writing to learn" in an online world. Participants in this session will learn why now is the right time to incorporate online student peer review of writing in any discipline and how to go about this task. This session will highlight the many cognitive benefits of writing to learn and online peer review.

Lilac

Reverse Benefits: How Teaching Online Benefits Face-to-Face Teaching for Higher Education Faculty

J. Paul Pennington, Associate Professor, Director of Distance Education / Cincinnati Christian University

When the quality of online teaching and learning is discussed, it is often assumed that the criterion of quality is classroom-based teaching and learning and whether the online mode measures up to this "standard." Anecdotal evidence in distance learning research, though, indicates that the face-to-face classroom has much to learn from online teaching. This session will present the results of interviews with 20 higher education faculty members about ways in which teaching online improved their face-to-face teaching. Drawing from

their experiences, we will explore implications of this research for quality standards and faculty development.

Magnolia

Outcomes from a Constructivist Pedagogical Approach to Teaching & Learning Technology

C. Shane Burris, *Instructor & Research Associate* and **Kelly L. Daniel**, *Gabbard Research Fellow / University of Cincinnati*

Initial findings from a pre-service technology lesson suggest that for teachers to successfully integrate technology into their classroom, the pedagogical approaches in teacher preparation programs must shift from instructivist to constructivist. Moreover, best practices are suggested for integrating technology in teacher preparation programs and professional development initiatives.

Sessions – Tuesday, March 7, 2006

8:30 – 9:30 a.m.

Regents 1

Large Enrollment Course Redesign in Economics

Mary Jane Palmer, *Coordinator of Distance Learning*; **Sandy Crobar**, *Instructional Design Media Coordinator*; and **Dave Amos**, *Economics Faculty / Lorain County Community College*

Funded by a grant received from OLN for course redesign, Lorain County Community College used the fully online model to create large enrollment courses (100 students per section) in macro- and microeconomics. The presenters will showcase how instructional costs were contained while increasing student learning and provide a comparative analysis of land-based and online delivery. This best practice session will also offer the methods used to help faculty combat the dual problems of teaching technology and content to the learner. Presenters will demonstrate the lectures produced using such innovative technologies as in-house, closed-captioned DVDs and videostreaming, as well as podcasting.

Regents 2

Convergence of the Library and the Freshman Experience: Instructional Collaboration and the Online Environment

Christina L. Bonner, *Reference & Instruction Services Librarian / Ohio Dominican University*

This presentation focuses on the librarian as online course component designer and the issues of instructional collaboration using a course management system in a freshman orientation seminar. In the example to be provided, the librarian designed and incorporated a tutorial, virtual tour and related quizzes into the freshman course via WebCT. Intended primarily for librarians desiring to explore instructional collaboration using an online learning environment, we will discuss the Ohio Dominican model, the librarian's role, and the issues of collaboration.

Regents 3

Everything I Needed to Know About Transforming Education I Learned from Saturday Morning Cartoons

Rebecca Andre, eLearning Consultant; **Eva Bradshaw**, Director of Technology and Enhanced Learning, College of Human Ecology; and **Catherine M. Gynn**, Assistant Director, eLearning & Associate Professor / The Ohio State University

Cartoons exemplify behaviors that serve IT professionals well. After discussing with the presenters several analyses of cartoon characteristics and plots, participants will expand their understanding of the Net Generation (new learners), recognize opportunities and needs at their home institutions, and evaluate their own strengths as IT leaders.

Lilac

Fostering Learning: An Adjunct Faculty Development Model

Brenda Lohri-Posey, Dean of Academic Affairs and **Cathy Bennett**, Associate Dean of Learning, Information Services and Technology / Belmont Technical College

Adjunct faculty are teaching an increasing number of courses at Ohio two-year institutions. Many have little or no knowledge of teaching and learning theory and practice and may have significant time constraints that prohibit participation in structured workshops or other scheduled professional development opportunities. BTC's model of utilizing individualized professional development plans developed as a result of classroom observations and, supported through the Learning Resource Center/Library, allows adjunct faculty to become more effective educators. Utilization of a Web-based Virtual Faculty Lounge extends the support and availability of resources even when the adjunct is not on campus.

Magnolia

Problem-Based Learning in Computational Science

Ignatios Vakalis, Professor of Mathematics and Computational Science / Capital University

We will present an overview of a computational science curriculum and specific examples of problem-based approaches for the various aspects of this interdisciplinary field. The following paradigm is used for the development of educational materials suitable for an upper class high school curriculum as well as for the undergraduate arena: Problem → Model → Method → Implementation → Assessment. Through the solution process of a specific computational science problem, students experience the direct connections and interplay of mathematics, computing and science/engineering.

9:45 – 10:45 a.m.

Regents 1

The Devil's in the Detail: Developing a Web-Based Course to Meet Students' Diverse Needs

Shari Garmise, Assistant Professor; **Caryn Eucker**, Coordinator, Technology Services; and **Doreen Swetkis**, Ph.D. Candidate/Instructor / Cleveland State University

This presentation will explore the unexpected pedagogical and technological challenges that emerged in the delivery of a large enrollment, undergraduate course recently redesigned as an online/hybrid course. To accommodate the diverse range of student learning styles, our team crafted the course according to Chickering & Gamson's Seven Principles of Good Practice in Undergraduate Education using a variety of instructional techniques such as online discussions, quizzes, a group project, writing assignments and online video. The challenges we encountered during the initial course offering, how they were addressed and preliminary assessment results will be discussed.

Regents 2

Modules and Online Instructional Design Promote Problem-Based Learning

Kelly Broughton, Interim Associate Dean for IT, University Libraries and **Bonnie Fink**, Interim Director, Center for Teaching, Learning, and Technology / Bowling Green State University

This session offers two discussion units showing by example how problem-based learning works for traditional students, on-campus and non-traditional students online. First, we will discuss two information literacy modules designed using problem-based learning activities for on-campus students. One module is for specific courses in a discipline and the other is for an entire college. In these modules, students work independently, allowing the instructor to serve as a facilitator. The second unit discusses how problem-based learning has a direct relationship with adult learning research and online instructional design. We will present examples of course activities from online technology courses.

Regents 3

Project-Based Service Learning: Examples from an Educational Technology Masters Program

William Brescia, Assistant Professor and **Cristie D. Mullins**, Graduate Teaching Assistant / University of Arkansas

The educational technology program at the University of Arkansas uses project-based service learning to promote active learning in graduate courses. Students transform instructional content into practice in real-world social contexts. Higher order thinking and self-directed learning skills are encouraged as students interact with research, content, each other, authentic contexts and faculty. This presentation will offer participants examples of student projects and contemporary applications of project-based service learning in an Educational Technology M.Ed. program. Participants will brainstorm, propose and discuss ways in which project-based service learning can be incorporated into higher education courses.

Lilac

Human Anatomy and Physiology Redesign

Amiee M. Wagner, Instructor / Central Ohio Technical College and **J. Keith Fowlkes**, Instructional Designer / Central Ohio Technical College & The Ohio State University-Newark

Central Ohio Technical College received grant funds from OLN to redesign our Human Anatomy and Physiology course. We would like to share (1) the redesign process used by Central Ohio Technical College; (2) the pros and cons of developing a blended course; (3) how Central Ohio Technical College dealt with student/faculty concerns; (4) how our students complete laboratory activities online; and (5) the methods we used to engage students in the active learning process.

Magnolia

Library Evolution and Intelligent Design: Responding to Technology and the New Student

Catherine Gynn, Assistant Director, eLearning & Associate Professor and **Martin Jamison**, Head, Science Engineering Library / The Ohio State University

Learning environments congruent with technology and learner-centered curricula design are important to reaching the Net Generation. "How do we prepare our physical spaces for the changes technology has brought?" is an especially vexing question in the most traditional of learning spaces, the college library. How do we evolve intelligently? This discussion-based session explores who campus libraries are serving, what users need, how we value traditionalism and how to evaluate technology-enhanced facilities.

11:00 a.m. – 12:00 p.m.

Regents 1

Quality Matters: An Inter-Institutional Process for Improving Quality Online

Brenda Boyd, Instructional Technologist Specialist / Miami University

Quality assurance of online courses is of prime importance to various stakeholders in higher education. Quality Matters (QM) is a project funded by Fund for the Improvement of Postsecondary Education (FIPSE) to develop a replicable peer-review process of quality in online courses. The review focuses on the course and the course design in an open, collegial environment in the spirit of continuous improvement. This session will introduce the QM tools and process with ideas for implementation into the OhioLearns! catalog. Participants will be able to use this information to review their own courses, learn how to become a QM Peer Reviewer and implement QM in their institutions.

Regents 2

Spinning Hay Into Gold: Moving from Information to Scholarship

Jane Carlin, Coordinator of Instruction; **Olga Hart**, Instruction Librarian; **Cheryl Ghosh**, Education Librarian; **Ted Baldwin**, College of Applied Science Librarian; and **Pam Bach**, Coordinator of Information Commons / University Libraries, University of Cincinnati

This presentation will focus on the importance of contextualizing information and ways in which librarians can work with classroom faculty to support student use of scholarly resources in the context of the curriculum. This interactive session will provide an overview of the changing nature of the structure and marketing of information, discuss ways to introduce source credibility to students and introduce group-based/interactive library assignments that utilize problem-based learning (PBL) principles to encourage critical thinking. Come to learn how to spin hay into gold by turning information into scholarship.

Regents 3

Computerized Concept-Mapping Elicitation Methods and a Knowledge-Space Lattice-Theoretical Framework for Assessing Knowledge

Fabio F. Santos, Assistant Professor / University of Cincinnati-Raymond Walters College

This presentation will first demonstrate the use of concept-mapping software for eliciting knowledge structure representations. Then, it will describe a mathematical model, based on the theory of knowledge spaces and the theory of lattice, for assessing characteristics of a particular knowledge structure representation, for comparing the similarity between two or more knowledge structure representations at a given point in time, and for examining changes of a specific person's knowledge structure representation over time. The session will be interactive and will provide participants with handouts containing various examples on the application of the proposed mathematical model for assessing knowledge.

Lilac

Creating Environments in Distance Learning: Successful Student Service Operations

Karen I. Rhoda, Director, Distance and eLearning; Prestige Faculty Appointment / The University of Toledo

Both newcomers and experienced professionals working in distance education will benefit from this question and answer session that focuses on the complexity of building a successful student service operation for distance learning students. Everything from the importance of coordinating with offices across campus, to effective online orientation and technical support, to handling inquiries, to ways to retain students will be addressed. The format will be that of presenting questions from one institution's administrator to a team at another institution that has built a successful student service operation over the last eight years.

Magnolia

Collaborative Degrees: Meeting Workforce Need with Partnerships

Catherine Bennett, Associate Dean of Learning, Information Services and Technology / Belmont Technical College, **Edward T. O'Donnell**, Articulation, Transfer and Career Services Coordinator / Belmont Technical College, **Cynthia S. Hirtzel**, Dean, College of Engineering and Technology / Youngstown State University, **Ted Bosela**, Associate Dean

& Professor, College of Engineering and Technology / William Rayen College of Engineering & Technology

Collaborative degrees can be defined as degrees whereby two or more entities provide content and courses to meet a specific objective. Three distinct collaborative scenarios already in existence at the presenter institutions will be showcased which demonstrate the scope of possibilities for structuring partnerships when offering shared degrees. Collaborative degrees minimize individual institution expenses, maximize profitability of existing courses, expand educational opportunities for students and meet specific business and industry requests.

2:00 – 3:00 p.m.

Regents 1

Online Teaching Certification Course at The University of Findlay

Ray McCandless, *Director of Academic Technology Services*; **Scott Hayes**, *Director, Theatre Program*; and **Judith Lanzendorfer**, *Assistant Professor of English / The University of Findlay*

This presentation overviews an online course certification program at The University of Findlay and highlights two courses created in it. The first presenter will discuss the genesis, implementation and future of the online certification course. The last two presenters will discuss courses created. The first presenter developed a theatre literature course and the second a writing course. The methods of class creation and implementation, including modifying a face-to-face class into an online class and student interaction issues, will be discussed by both participants.

Regents 2

The Book, the Movie, the Web Site: An Uncommon Reading Xperience

Alison W. Morgan, *Public Services Librarian, Head of Circulation*; and **Betty A. Porter**, *Assistant Director for Education Services / Xavier University*

At Xavier University, English 101 classes read a common book, chosen by faculty and librarians, and use the book's subject for discussion and assignments. Classes come to the library for an introduction to resources using the book as a unifying topic. The librarians create a Web page of books, databases, Web sites, and research themes. A DVD of movie clips based on the book or related subjects adds to the instruction. Assessment is via an online evaluation sent to the librarians.

Regents 3

Transition from Higher Education to Work Life: A Problem-Based Learning Discussion-Group Approach

Rita Kumar, *Assistant Professor of English* and **Fabio Santos**, *Assistant Professor of Mathematics / University of Cincinnati-Raymond Walters College*

Problem-based learning (PBL) has been advocated as learning which bridges classroom learning to real life experience. This presentation will demonstrate a PBL approach designed to facilitate the creation of this bridge. Presenters will utilize an eight-stage cyclical model developed at the University of Linkoping, Finland to structure the discussion-group dynamic and the PBL process itself. Each attendee will have the opportunity to participate in actual PBL discussion groups. The session will be interactive and will provide participants with handouts of sample scenarios following the demonstrated model for implementing PBL.

Lilac

Transforming Information Access to Meet the Needs of the Electronic Generation

Anita Cook, *Director of Library Systems* and **Thomas Dowling**, *Assistant Director of Library Systems, Client/Server Applications / OhioLINK*

Educators are being challenged to transform their teaching to meet the needs of the plugged-in, on-demand and get-it-anywhere generation. Students are expecting an

education that is customized to their individual needs and learning styles. This presentation will discuss the challenges OhioLINK faces in transforming information access to meet the demands of the Electronic Generation.

Magnolia

Developing Engaging Learning Units with PBL Templates

David W. Dalton, Associate Professor / Kent State University

Problem-based learning is a powerful tool for shifting the knowledge work in higher education from the faculty onto the student where it belongs. A key stumbling block in implementing PBL is creating a compelling and productive problem. This presentation will include the criteria for evaluating problems and many generic PBL problems that can be easily modified for K-12 and higher education learning.

3:15 – 4:15 p.m.

Regents 1

Voices and Choices: Engaging the Community in Order to Transform the Economy of Northeast Ohio

Holly Harris Bane, Director of Strategic Initiatives and **Evangeline Varonis**, Design and Development / The University of Akron

Voices and Choices, a three-year Northeast Ohio initiative supported by The Fund for Our Economic Future, The Universities Collaborative, and AmericaSpeaks, is giving voice to all populations of the region in order to develop a vision for transforming the local economy. As a new initiative without name or logo recognition, Voices and Choices has a compressed time frame in which to communicate with thousands of area residents through personal interviews, focus groups, and town meetings. This presentation will describe how The University of Akron partnered with organizers to develop a compliant, interactive Web site and videos designed to engage and educate participants.

Regents 2

Ohio Learning Network Update

George Steele, Director, Academic Outreach; **Sheryl Hansen**, Director, Professional Development Programs; and **Cable Green**, Director, Technology / Ohio Learning Network
Overview and update of OLN's current services and projects to help effectively appraise their value. As a group, we will share ideas about improvement that could help increase the worth and usefulness of OLN programs to Ohio educators.

Regents 3

Continued Discussion of “Meeting Generation NeXt: Today’s Postmodern College Student”

Mark Taylor, Director of Guidance Services / Arkansas State University

Join today’s keynote speaker, Mark Taylor, for a small-group discussion on Generation NeXt.

Lilac

Learning Consortium

Deborah Bickford, Associate Provost for Academic Affairs & Learning Initiatives / University of Dayton

For nearly ten years, the University of Dayton has been experimenting with ways to promote student, faculty and staff learning through the active development of spaces on campus to encourage the integration of learning and living in community. Three projects, the Ryan C. Harris Learning Teaching Center, ArtStreet (a learning-living arts center), and a state-of-the art learning complex in our newest residence hall, continue to build our awareness and understanding of the critical role of community in learning, and the

powerful contribution that technology and physical space can play in drawing together people for higher purpose.

Magnolia

Using Just In Time Videos to Teach Online Math and Science

Clarence Maise Jr., *Instructional Designer*; **Mark Schmidt**, *Instructor, Health and Human Services*; and **Sandy Horn**, *Associate Professor, Health and Human Services / Clark State Community College*

Teaching online math and sciences can be very problematic. How do you correct the students learning and get them on the right track when they have problems with these complicated materials online? One method is a pre-test/just in time video review sequence that allows us to develop a quasi-synchronous learning environment. We will show how we developed this teaching sequence and how we overcame some of the technical and teaching issues that were faced. Attendees will have the opportunity to view integration of new technology, teaching design and method from both the instructional designer and teacher perspective.

Innovation Island

Easton Grand Ballroom C, D, E

Monday, March 6, 4:30-5:30 p.m.

Innovation Island highlights the innovative ways Ohio institutions are using technology for teaching and learning. This interactive showcase provides conference attendees with a tremendous opportunity to learn about leading edge projects and talk informally with presenters about potential applications, resource sharing and student learning.

Using Rich Media for Medical Student Instruction

Rey T. Notareschi, *Associate Director, Academic Technology Services and Tom C. Atwood*, *Library Director / Northeastern Ohio Universities College of Medicine*

Through asynchronous access to learning resources and utilizing rich media, medical students at NEOUCOM adapt to a new curriculum that decreases lecture hours.

Wired for Books: A Digital Library for All Ages

David Kurz, *Senior Web Developer / Ohio University, WOUB Center for Public Media*

A tour of a multimedia Web site (wiredforbooks.org) that attracts over one million visitors per year.

Finding the Last Picasso

Michael L. Lively, *Director of the Faculty Technology Resource Center / University of Cincinnati*

Presenting an innovative pattern recognition program that uses digital photographs of paintings and functionalizes them on a multidimensional parametric curve in an "all possibilities space" for a unique learning experience.

Wilberforce Stories

Wonki Nam, *Assistant Professor / Central State University Library*

Wilberforce Stories is a multimedia teaching resource for K-12 which includes: a CD, quilts, and a teacher's guide of three prominent heroes (Hallie Q. Brown, Col. Charles Young, & Martin Delany of Wilberforce, Ohio).

Building the New Learning Enterprise: Academic Support Solutions Via the Web

Danny B. Clark, *Online Mathematics Instructor/ Implementation Specialist / St. Petersburg College/SMARTHINKING 1051*

The session will demonstrate SMARTHINKING Live Tutoring Services which have been incorporated in developmental courses at St. Petersburg College under a redesign initiative using Title III funds.

Development of an Online Pre-Assessment Web Site for Incoming First-Year Students

Elene Kent, Professor and CLL Academic Coordinator; **Mark Lochstampfor**, Assoc. Professor, Music, Chair of Assessment Steering Committee; **John Solonika**, Director of Assessment; **Barbara Helfer**, Director New Media Services; **Bruce Epps**, Academic Services Coordinator; **Elaine M. Dickinson**, Head of Reference; **Mary Ann Schneider**, Assoc. Professor, Executive Director of the Cleveland Center; **Jonathan Stadler**, Assoc. Professor, Dept. Chair of Math/Computer Science/Physics; **Laura Talabere**, Professor, Nursing; **Michael Kapper**, Asst. Professor, English; **Todd Shaver**, Director, Student Services; and **Andy Abbott**, Assistant Vice President of IT/CIO

Capital University's Learning Community is piloting a program for online pre-assessment of incoming students' skills in the areas of math, writing and information literacy using Blackboard.

The Synergy of Course Redesign: Multimedia Technologies Impacting Student Learning and the Bottom Line

Terry L. Herman and **Savilla Banister** / Bowling Green State University

BGSU demonstrates the integration of engaging, interactive multimedia modules for a graduate curriculum course that emerged from strategic, creative brainstorming while considering academic rigor, integrity and ROI.

Innovative Approaches to Providing Quality Student Services at a Distance

Edward J. Busher, Dean, Enrollment Management / Clark State Community College; **Heather Bailey**, Multi-Media Web Developer; **Rich James**, Video Editor and Multi-Media Web Developer; **Suzanne Patzer**, Director, Teaching Learning Resource Center; and **Paul Owens**, Coordinator of the Instructional Technology Institute (ITI) / Columbus State Community College

Columbus State will demonstrate four online support services which will include the virtual advising center, online writing center, the Math ML lab, and the Instructional Technology Institute (ITI).

BGSU Online Faculty Training Program

Connie Molnar, Director, Distance Learning and **Terence Armentano**, Instructional Designer, Multimedia Specialist / Bowling Green State University

This session showcases an interactive Web-based training seminar for faculty new to the online classroom. Technical and pedagogical aspects of teaching online are covered.

Strengthening Accuracy and Efficacy: Online Searching and Retrieval

Kelly L. Daniel, Gabbard Research Fellow and **C. Shane Burris**, Instructor and Research Associate / University of Cincinnati

This presentation equips participants with an online searching-strategy tool kit, consisting of specific techniques that promote accurate, useful and time-efficient information retrieval.

Footprints: A Campus Solution to Remote User Support

Holly G. Mothes, Mgr., Technology Learning Support Services; **Scott D. Dickerhoof**, Sr. Technology Support Analyst; and **Matthew Bungard**, Sr. Technology Support Analyst / The University of Akron

UA demonstrates the implementation for a campus solution to support a multiple user base. The project has expanded remote user service and support.

Introducing the Digital Resource Commons Digital Library Tool

Peter E. Murray, *Assistant Director, Multimedia Systems / OhioLINK*

The vision of the Digital Resource Commons (DRC) is to leverage statewide economies of scale with a content repository that enables higher education and other Ohio institutions to rapidly publish and comprehensively access the wealth of research, historic and creative materials produced by Ohio's scholarly communities. The DRC Digital Library (DL) tool is the first service facet to make use of the content repository. The DRC DL tool features a search/browse/retrieve interface that appears as if it was a repository on your own campus using your URLs and your look-and-feel branding. In reality, OhioLINK maintains the underlying hardware and software—allowing you to redirect your resource from building your own physical system to adding content to your repository space in the DRC.