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FACULTY
SUMMER
INSTITUTE

Collaborating
at the Speed of Light



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Monday, May 17, 2010

12:00–5:00 PM	Registration	Alice Campbell Alumni Center
2:30–5:00 PM	Learning Teams I	Various Locations
5:30–6:30 PM	Keynote Speaker: Raymond Schroeder <i>A Wave to the Future of Technology in Higher Education</i>	Alice Campbell Alumni Center
6:30–7:30 PM	Welcome Reception	Alice Campbell Alumni Center

Tuesday, May 18, 2010

7:30 AM–12:00 PM	Registration	Alice Campbell Alumni Center
8:30–9:45 AM	Concurrent Sessions I	Various Locations
10:15–11:30 AM	Concurrent Sessions II	Various Locations
12:00–1:15 PM	Lunch and Panel Presentation	Alice Campbell Alumni Center
1:30–2:45 PM	Concurrent Sessions III	Various Locations
3:00–5:00 PM	Learning Teams II	Various Locations
	Dinner on your own	

Wednesday, May 19, 2010

8:00 AM–12:00 PM	Registration	Alice Campbell Alumni Center
8:30–9:45 AM	Concurrent Sessions IV	Various Locations
10:15–11:30 AM	Concurrent Sessions V	Various Locations
12:00–1:00 PM	Lunch and Digital Posters	Alice Campbell Alumni Center
1:30–2:45 PM	Concurrent Sessions VI	Various Locations
3:00–5:00 PM	Learning Teams III	Various Locations
5:15–7:00 PM	Social Networking Dinner	Alice Campbell Alumni Center

Thursday, May 20, 2010

8:30–9:30 AM	Hot Breakfast Buffet	Alice Campbell Alumni Center
9:30–10:30 AM	Plenary: Presentations by Learning Teams “Five Minutes of Fame”	Alice Campbell Alumni Center
10:45–11:30 AM	Closing Speaker: Kevin Johnson <i>Using Distance Technologies Means Never Having to Say Goodbye</i>	Alice Campbell Alumni Center

HOSTS



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Office of Continuing Education

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Illinois Online Network
Supporting Online Education Throughout the World



Opening Keynote Presentation

Monday, May 17, 2010 • 5:30–6:30 PM • Alice Campbell Alumni Center

Raymond E. Schroeder
 Professor Emeritus & Director
 Office of Technology-Enhanced Learning
 Center for Online Learning, Research and Service
 University of Illinois at Springfield

Presentation Summary

A Wave to the Future of Technology in Higher Education

With Wave, Google has answered the question: “What would e-mail look like if we were to have invented it today rather than 40 years ago?” The answer is a rich, multimedia platform that is based on a wiki and supports a host of Web 2.0 technologies, gadgets, and bots—many of which have never been possible before. This tool promises to change the way we collaborate in higher education. Concomitant technologies are emerging to foreshadow the death of the browser as we know it. We will look forward to the changes on the near horizon and how they may change our learning environment.

Biography

Ray Schroeder is Professor Emeritus of Communication and founding director of the Center for Online Learning, Research, and Service at the University of Illinois at Springfield. Schroeder has numerous national presentations and publications in online and technology-enhanced learning. He has published the popular *Online Learning Update* and *Educational Technology* blogs for the past decade. He was a Sloan Consortium Distinguished Scholar in Online Learning 2002–03, recipient of the 2002 Sloan-C award for the “Most Outstanding Achievement in ALN by an Individual,” University of Southern Maine “Visiting Scholar in Online Learning” 2006–09, and co-founder of the New Century Learning Consortium.



Closing Keynote Presentation

Thursday, May 20, 2010 • 10:45–11:30 AM • Alice Campbell Alumni Center

Kevin Johnson
 The Cutting Ed, Inc.

Presentation Summary

Using Distance Technologies Means Never Having to Say Goodbye

As the physical conference comes to a close it's important to remember that the learning, networking, and collaborating with one another doesn't have to end. As a matter of fact, it is at this time that the new skills we've learned be put to use, the new connections we've made be cultivated, and the tools we've learned about be utilized. This is a concept Kevin Johnson understands. As a distant education consultant, distant instructor, distant student, and co-author of *Online Education for Dummies*, Johnson rarely meets face-to-face with clients, colleagues, students, or faculty. This session will explore the challenges of communicating and collaborating with other professionals in the field and efficient strategies for continuing dialogue as we leave the conference to return to our respective campuses and organizations.

Biography

Kevin Johnson's interest in technology began when he was 14. He worked detassling corn for a summer, saved up, and bought his first computer: a Commodore 64. Hours were spent learning to program, which later led to a programming position with the University of Illinois. Anyone remember Plato terminals? Kevin spent three years working with the Computer Adaptive Testing and Measurement team developing online study materials for domestic and international audiences.

For the past 13 years, Johnson has developed curriculum and taught in both academic and corporate environments. He has also facilitated a statewide initiative focusing on the creation of a quality design rubric for online courses. In December 2008, he became the president and CEO of The Cutting Ed, Inc., an on-ground to online education consulting company for the 21st century. Finally, in January 2007, he decided to continue his educational journey and has since completed his doctoral coursework in instructional technology and distance education. His dissertation research focuses on "The Institutional Contributors to Perceived Levels of Job Satisfaction among Distant Adjunct Faculty."

Panel Presentation

Tuesday, May 18, 2010 • 12:00–1:00 PM • Alice Campbell Alumni Center

Moving Your Course Online: A Discussion of Design

More and more college courses are being created in online or blended formats. Instructors are challenged to think through issues of designing and presenting via multiple media. New and experienced educators are invited to join this discussion focused on design questions. We'll consider issues such as how to make the most of new technologies, how to compensate for what is lost when a course is put into a new format, as well as what may be gained. We hope everyone will leave with fresh ideas to apply to their classes.

Moderator: Alan Bilansky, University of Illinois at Urbana-Champaign

Panelists: Chip Bruce, Rae-Anne Montague, and Mike Twidale, University of Illinois at Urbana-Champaign

Steering Committee

Robert Baird, University of Illinois at Urbana-Champaign

Anna Brown, Northeastern Illinois University

Howard Carter, Southern Illinois University–Carbondale

Michelle Chappell, University of Illinois at Urbana-Champaign

Hannah Choi, University of Illinois at Urbana-Champaign

Jeff Cross, Eastern Illinois University

Tiffany Davis, Chicago State University

JP Dunn, Southern Illinois University–Carbondale

Ed Garay, University of Illinois at Chicago

Leslie Hammersmith, University of Illinois at Urbana-Champaign

Scott Johnson, Illinois Online Network (ION)

Faye Lesht, University of Illinois at Urbana-Champaign

Shari McCurdy, University of Illinois at Springfield

Michelle Marquart, University of Illinois at Urbana-Champaign

Sam Martin, Harper College

Jamie Nelson, University of Illinois at Urbana-Champaign

Jim Onderdonk, University of Illinois at Urbana-Champaign

Jason Rhode, Northern Illinois University

Roger Runquist, Western Illinois University

Matthew Schmitz, Southern Illinois University–Edwardsville

Angela Velez, Northeastern Illinois University

Mark Walbert, Illinois State University

Eric Wignall, Governors State University

Ava Wolf, University of Illinois at Urbana-Champaign

Learning Teams will meet Monday, Tuesday, and Wednesday. See pages 12–13 for a complete schedule.

Teaching with Wikis and Google Docs

Location: Engineering Hall 406 B8 (EWS Lab)

Facilitators: Joe Grohens and Norma Scagnoli,
University of Illinois at Urbana-Champaign

Target Audience Level: Beginner

Prerequisite Skills: None

This Learning Team will learn how to use wikis and Google Docs themselves and then create teaching plans around them for their own disciplines. Special attention can be given to using Wikipedia and Wikibooks as learning exercises and assignments. For example, co-author groups within the Learning Team can collaborate to write or edit a Wikipedia article.

Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications

Location: Engineering Hall 106 B3

Facilitators: Jason Rhode, Northern Illinois University and Sam Martin, Harper College

Target Audience Level: Intermediate

Prerequisite Skills: Basic computing skills

Microblogging is the practice of posting small pieces of digital content—which could be text, pictures, links, short videos, or other media—on the Internet. Users can make posts either online, from software on their computer, or even from a mobile device. The simplicity and ability to post frequently are among the most compelling characteristics of microblogging and present some of the most exciting potential for educational applications. This Learning Team will explore the pedagogical value of microblogging tools like Twitter, Tumblr, and Google Buzz. We'll experience using these microblogging tools firsthand, discuss best practices, brainstorm ideas for use in the classroom, and develop sample learning activities using microblogs that we can implement into our teaching. Bring your own wifi-capable laptop and/or mobile device.

Producing Audio and Video Micro-lectures Can Be Super Easy

Location: Illini Hall 23

Facilitators: Rick Langlois and Ed Glaser,
University of Illinois at Urbana-Champaign

Target Audience Level: All

Prerequisite: Basic computer skills

Participants should bring their own digital camera. A point-and-shoot camera is fine. There will be a few for anyone who needs to borrow one.

We will briefly talk about what we need to do to make an instructionally sound micro-lecture for delivery to the learner via the Internet. Then we will make them! Working in teams of two, every participant will produce an audio, a video, and a screen capture micro-lecture and upload it for playback via the Web. We will use the tools listed, and Web-based software, to demonstrate the basics of the Learning Team.

Using Visual Explanations in the Classroom

Location: Illini Hall 27

Facilitators: Brian McNurlen, University of Wisconsin–Madison and Jim Witte, University of Illinois at Urbana-Champaign

Target Audience Level: Beginner

Prerequisite Skills: Basic skill in PowerPoint, Keynote, or other presentation or layout.
Please bring your own laptop.

This Learning Team will focus on the conceptual, technical, and pedagogical issues involved in representing course content in a visual way, primarily in course presentations. College students' number one complaint is about poorly made PowerPoint slides used during class. This is but one of the topics we would like to address, but there are many issues that surround it. Some of the main issues fall under the umbrella of instructional design. We are also interested in technologies that can enhance the live lecture experience, as well as student-led presentations, and the ideas of Edward Tufte. Tufte is a professor at Yale University who is well-known for his writings on information design.

Screencasting in Higher Education

Location: Illini Hall 28

Facilitators: Daniel Cabrera, Northern Illinois University and Richard Furr, University of Illinois at Urbana-Champaign

Target Audience Level: Beginner

Prerequisite Skills: None

Screencasting is a digital recording of a computer screen's sequence of actions. With an accompanying voice narration or background audio, screencasts can be ideal for developing on-screen tutorials and distributed for easy viewing in an online setting. This technology is valued for its support of self-paced learning, just-in-time instruction, and 24/7 access. Additionally, screencasts can be designed to engage learners and enhance collaboration through a well-conceived sequence of planned activities and assignments.

The Screencasting Learning Team provides a supportive environment for faculty who are new to this technology or who are considering incorporating this tool into their curriculum. Team discussions will focus on the pedagogy rather than the mechanics of screencasting. Sample screencasts that support differing approaches and rationales to instruction will be reviewed and discussed. The Learning Team will develop its own screencast. Portions from each team members' screencast will be combined and made available for viewing by all participants of the 2010 FSI.

Meet, Work, and Play: Communities in the Cloud

Location: Oregon Lab

Facilitators: Ava Wolf and Al Weiss, University of Illinois at Urbana-Champaign

Target Audience Level: Intermediate

Prerequisite Skills: None

This Learning Team will explore a variety of Web tools for building and supporting online communities. Each day will feature something different pertaining to ways we meet (social networking sites), ways we work (Google applications), and ways we play (online gaming). We'll have fun sharing ideas and information about how collaborative tools are being used in interesting ways to grow learning and professional communities of practice.

Student-Generated Course Material with Google Wave

Location: Nevada A

Facilitators: L.D. Nicholas May and Charity Anne Caldwell, University of Illinois at Chicago

Target Audience Level: Intermediate

Prerequisite Skills: 1. Familiarity with social networking and cloud computing technologies. 2. Independent explorers.

Using one of the latest cloud-computing applications, Google Wave, explore how instructors can encourage students to easily collaborate on and construct a course-long, wiki-like research project or a course-cumulative note-taking project. Richer and more seamless than wikis, Google Wave is an online application that makes group or class-wide projects less cumbersome than currently available tools by integrating Web technologies that until now have been inconveniently disconnected. Threaded discussions, videocasts, useful apps, embedded Web pages, image and document sharing, and more, can all be included. A wave allows clear organization on one shared document for easy knowledge contribution and retrieval by students, instructors, and participants from beyond campus.

After seeing examples of educational waves, learn technical skills and effective practices for emphasizing Google Wave's collaborative potential. Discover how to implement it in a course as a means to allow students to take responsibility for the knowledge-building process and end-of-course cumulative product.

In the end, each individual or small group will have structured and developed a wave template to motivate students to collaboratively build, share, and e-publish persistent course material based on lectures, readings, projects, research, and independent exploration. Applies to all disciplines!

Making a Quality Difference by Exploring Online Best Practices

Location: Nevada B

Facilitators: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale

Target Audience Level: Intermediate

Prerequisite Skills: Some level of familiarity with online or blended instruction

This Learning Team will take a step back to look at how our online tools and strategies stand up against quality standards. Using Blackboard’s Exemplary Course Program criteria as a starting point, this Learning Team will explore, assess, discuss, and determine what is involved in meeting these and other best-practice criteria to build not only a good course but an exemplary one. Members will begin by participating in an activity to evaluate a sample course by using Blackboard’s 2010 Exemplary Course Program Rubric. Participants will share what they learn from this assessment activity and discuss what is involved in quality improvement. The Learning Team should walk away with, at a minimum, a “short-list” of specific strategies to implement in their course(s) when they return to their campuses.

Digital Eye on Campus

Location: Alice Campbell Alumni Center (main hall)

Facilitators: Robert Baird and Rick Hazlewood, University of Illinois at Urbana-Champaign

Target Audience Level: Beginner

Prerequisite Skills: Ability to point and shoot a digital camera, record audio, and enjoy trying new approaches

This Learning Team is meant to be more fun and leisurely, and to explore some of the amazing places on campus: The Spurlock Museum and Krannert Center for the Performing Arts are just possible stops on our tours. As we take our guided tours, however, we will use hand-held and portable technologies to capture and record our visits, using point-and-shoot digital cameras that record in HD (high definition), “flip” cameras, small audio recorders, netbooks, and GPS-enabled handhelds. We will use Web 2.0 resources such as Blogger, YouTube, Picasa, and others to publish our highlights. If you want to have fun and explore ways in which newer, hand-held, consumer-grade media might be used for field research, citizen journalism, and science, study abroad programs, community engagement and service-learning programs, then this is the Learning Team for you.

■ Building Communities

What does it mean to build learning communities? Can collaborative group tools change our classrooms for the better? What is it about collaborative activities that bond students to each other, to their instructors, and to their schools?

As Web-based technologies in all disciplines allow for more and more effective, social interaction, the process of creating, modifying, and building knowledge is redefining the roles of students and instructors. Careful consideration of pedagogical and technological perspectives is needed to understand how group dynamics and a sense of ownership affect teaching and learning in today’s classrooms.

This conference track will explore the theory and practice of building communities through collaborative activities—from social networking and video sharing sites, to blogs, wikis, and more. *Building Communities* explores the importance of community to the online world, and the compelling nature of collaboration in education.

■ Connecting Classrooms

The structure, delivery, and evaluation of learning is no longer confined to the traditions of a single space, whether online or F2F (face to face). Innovative Internet-based environments and media-rich in-class systems coexist with social media and other online resources. How can educators connect structured student learning experiences with wider learning communities and experiences?

Presentations in this track focus on new collaborations, improved outcomes, and increased student retention as a result of innovations in learning environments. Presentations should illustrate real-life ideas to bring learners, resources, and teachers together through a combination of interactive technologies (such as voice, video, podcasting, blogging, wikis, instant messaging, application sharing, polling, and whiteboard, etc.).

■ In the Cloud

Cloud computing is about convenient, on-demand network access to servers, storage, applications, and services that can be accessed from anywhere one has the Web. Learning in the clouds emphasizes collaborative technologies and strategies based on cloud-based tools. A central understanding is the reality that no one school is hosting the application only for itself. From Twitter to Facebook, YouTube to Google applications, learning in the clouds is everywhere and anywhere.

TUESDAY, MAY 18, 2010

8:30–9:45 AM

Connected to Teaching and Learning—Web 2.0 Tools to Connect You**Location:** Engineering Hall 106 B1**Presenters:** Lisa Dallas and Linda Simpson,
Eastern Illinois University**Track:** Connecting Classrooms**Format:** Presentation**Target Audience Level:** Intermediate**Prerequisite Skills:** None

For our techno tasker or digitally distracted students, connection is a non-thought. With all of the Web 2.0 tools, which ones help and encourage the learning landscape for you, your colleagues, and your students? Looking at recent information and best practices, this presentation will provide an insight into Web 2.0 tools to help you be connected and reach your learning and teaching goals.

A Day in the Life of...**Location:** Engineering Hall 106 B3**Presenters:** Kevin Johnson, The Cutting Ed,
Inc. and Susan Manning, University of
Wisconsin–Stout**Track:** Connecting Classrooms**Format:** Presentation**Target Audience Level:** Beginner**Prerequisite Skills:** None

If you followed a typical, white-collar American worker for a day, you might be surprised at how many technology tools he uses and the degree to which he collaborates with others on the job. This session will step through the work lives of four such professionals. We will then align their work practices with instructional strategies and tools we can use in the traditional, hybrid, or online classroom. Come prepared to collaboratively build an instructional matrix or skill set, tools, and instructional strategies.

Making a Class a TEAM: Groups That Work**Location:** Engineering Hall 106 B6**Presenter:** Tami Eggleston, McKendree University**Track:** Building Communities**Format:** Presentation**Target Audience Level:** Intermediate**Prerequisite Skills:** Some knowledge of CMS
Blackboard or other online platform

This interactive presentation will use the social psychology theory of Bruce Tuckman's stages of group development (forming, norming, storming, performing, and adjourning) to frame specific activities to transform a class into a team. Some of the specific aspects will include team assignments, captains, competitions, projects, presentations, grading, and team assessments. Participants will leave with specific activities, a theoretical framework, and a chance for sharing and reflection.

Keep It Short and Tweet: Intro to Microblogging Using Twitter**Location:** Illini Hall 23**Presenter:** Jason Rhode, Northern Illinois
University**Track:** Building Communities**Format:** Hands-On Training**Target Audience Level:** Beginner**Prerequisite Skills:** Basic computing skills

Twitter is an online application that is part blog, part social networking site, and part cell phone/IM tool. It is designed to let users describe what they are doing or thinking at a given moment, in 140 characters or fewer. This hands-on session will introduce the Twitter microblogging tool and discuss its mobile collaboration potential in the learning environment.

If You Organize It They Will Come (and Learn)—Part 1

Location: Illini Hall 27

Presenter: Mary Elizabeth Smith, University of Illinois at Springfield

Track: In the Cloud

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Secondary or new e-mail address to use

If you are an educator who is struggling with pushing relevant, easily updatable, and visually stimulating Web references to students, then this session is for you. This workshop focuses on tagging information via social bookmarking sites, RSS feeds, Twitter, or Web site, and then pushing the information, via an LMS (learning management system) or Web page or other electronic format, to students.

Screencasting: Design, Development, and Delivery—Part 1

Location: Illini Hall 28

Presenter: Daniel Cabrera, Northern Illinois University

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

Screencasting is becoming an increasingly common tool for online instruction. The workshop Introduction will focus on the process of conceptualizing educational tutorials, asking important pedagogical questions, story boarding ideas, and deciding on the most appropriate method for distribution of content. Participants will use Camtasia Studio, a screencasting program offering features and options that enhance instruction by capturing lectures, recording and highlighting interaction with Web site tours or software applications, and using closed captioning to expand accessibility. Participants will create a brief instructional screencast demonstrating various features.

Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 1

Location: Oregon Lab

Presenter: Jan Engle, Governors State University

Track: Building Communities

Format: Hands-On Training | 2-part session

Target Audience Level: Intermediate

Prerequisite Skills: Prior online teaching experience

Part I of this workshop presents a design model that integrates group development theory, technology considerations, and facilitation strategies to assure the successful design of collaborative projects for online courses. In Part II, participants will work in small groups to apply the model to the design of a collaborative project for a fully online class. Groups will share their design solutions via a Google Docs presentation at the end of Part II.

Starting from Scratch: Building a New Course—Part 1

Location: Nevada A

Presenters: JP Dunn and Heidi Jung, Southern Illinois University–Carbondale

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Basic computer and Internet skills

This two-part hands-on workshop is intended for participants who need to get started at building an online course in Blackboard Learning System CE 8 / Vista (WebCT). This session was designed with ready-made content to work with as participants are given step-by-step instruction on how to manage content and build an online course. An overview of Blackboard tools will be discussed. The principles learned in this session also apply to other learning management systems.

Getting Started in Second Life— Part 1

Location: Nevada B

Presenter: Roger Runquist, Western Illinois University

Track: Building Communities

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: None

Second Life is an exciting new venue for collaboration, training, distance learning, new media studies, and marketing. This session will introduce participants to the basics of this new medium. This session is intended for those who have never explored Second Life.

Participants will explore the educational uses of Second Life by:

- Creating and customizing their identity
- Communicating with others
- Learning to navigate and find useful locations
- Exploring creative spaces

8:30–11:30 AM

Apple: Made For Learning

Location: Alice Campbell Alumni Center

Presenter: Representative from Apple, Inc.

Track: Commercial Vendor Training

Format: Hands-On Workshop

Target Audience Level: All

Prerequisite Skills: None

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom, and educators are finding new ways to reach them anytime, anywhere. At this event, you'll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.

10:15–11:30 AM

Facilitating Collaborative Learning with the Web 2.0 Tools of Blackboard Learn Release 9

Location: Engineering Hall 106 B1

Presenter: Liam Ferris, Blackboard, Inc.

Track: Commercial Vendor Training

Format: Presentation

Target Audience Level: All

Prerequisite Skills: Some familiarity with Blackboard

This session will review Blackboard Learn's new built-in blogs, journals, and wikis, as well as other enhancements to group tools, discussion boards, and Wimba Pronto instant messenger to enable active collaboration around course content and group projects, simplify group communication and collaboration, and facilitate real-time class text and audio chats.

The presenter, Liam Ferris, is a Solutions Engineer with Blackboard, Inc.

Working Online with Working Professional Students

Location: Engineering Hall 106 B3

Presenters: Marc Thompson and Jim Schultz, University of Illinois at Urbana-Champaign

Track: Building Communities

Format: Presentation

Target Audience Level: Beginner/Intermediate

Prerequisite Skills: Some experience working with adult learners preferred, but not required

We will share our experience of developing online courses for mid-career professionals in the online Master's of Human Resources and Industrial Relations program and what we learned in the process. Topics will include, but not be limited to: building a community of practice among professionals; developing projects that intersect with, and empower, students' activities in the workplace; determining how to best reach this type of adult learner; providing effective orientation to ease the transition into the online learning environment and program, and designing realistic course workloads.

Strategies for Designing and Supporting Student-Generated Content

Location: Engineering Hall 106 B6

Presenter: Jason Mock, University of Illinois at Urbana-Champaign

Track: In the Cloud

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: A cell phone for texting or an Internet-enabled device are recommended

This presentation discusses pedagogical and technological strategies to facilitate student-centered learning in an online higher education course in which students are empowered to choose which technologies they wish to use and create assignment deliverables. Activity ideas for student-generated content, feasible technologies, the use of available cloud-based tools, and the guidelines for technological support are provided.

Advanced Twitter Tips, Tricks, and Tools

Location: Illini Hall 23

Presenter: Jason Rhode, Northern Illinois University

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Advanced

Prerequisite Skills: Previous experience using Twitter, personal Twitter account

Have you gotten started with Twitter but are now wondering what else is possible? What are hashtags? What are Twitter lists and how do you get started using them? How can you easily post photos, videos, and links? What additional online tools and third-party apps can be integrated with Twitter to streamline posting of resources? This advanced, hands-session will explore the answers to these questions. Bring your own Twitter account.

If You Organize It They Will Come (and Learn)—Part 2

Location: Illini Hall 27

Presenter: Mary Elizabeth Smith, University of Illinois at Springfield

Track: In the Cloud

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Secondary or new e-mail address to use

If you are an educator who is struggling with pushing relevant, easily updatable, and visually stimulating Web references to students, then this session is for you. This workshop focuses on tagging information via social bookmarking sites, RSS feeds, Twitter, or Web site, and then pushing the information, via an LMS (learning management system) or Web page or other electronic format, to students.

Screencasting: Design, Development, and Delivery—Part 2

Location: Illini Hall 28

Presenter: Daniel Cabrera, Northern Illinois University

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

Screencasting is becoming an increasingly common tool for online instruction. The workshop Introduction will focus on the process of conceptualizing educational tutorials, asking important pedagogical questions, story boarding ideas, and deciding on the most appropriate method for distribution of content. Participants will use Camtasia Studio, a screencasting program offering features and options that enhance instruction by capturing lectures, recording and highlighting interaction with Web site tours or software applications, and using closed captioning to expand accessibility. Participants will create a brief instructional screencast demonstrating various features.

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FSI 2010 MASTER SCHEDULE

LOCATION	MONDAY, MAY 17	TUESDAY, MAY 18			
	Learning Team I 2:30–5:00 PM	Concurrent Session I 8:30–9:45 AM	Concurrent Session II 10:15–11:30 AM	Concurrent Session III 1:30–2:45 PM	Learning 3:00–5:00 PM
Engineering Hall 406 B8 (EWS Lab)	Teaching with Wikis and Google Docs				Teaching with Google Docs
Engineering Hall 106 B1		Connected to Teaching & Learning—Web 2.0 Tools to Connect You	Facilitating Collaborative Learning with the Web 2.0 Tools of Blackboard Learn Release 9	Enhancing Learning with the new Blackboard Learn 9.1 system	
Engineering Hall 106 B3	Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications	A Day in the Life of...	Working Online With Working Professional Students	Connecting Campus Resources for Student Success	Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications
Engineering Hall 106 B6		Making a Class a TEAM: Groups That Work	Strategies for Designing and Supporting Student-Generated Content	50 Ways You Should Be Using Facebook in Your Classroom	
Engineering Hall 106 B8				Practical Experience with Avatars, Blended Learning, and Representation	
Illini Hall 23	Producing Audio & Video Micro-lectures Can Be Super Easy	Keep It Short and Tweet: Intro to Microblogging Using Twitter	Advanced Twitter Tips, Tricks, and Tools	Accessibility of web conferencing tools: A side-by-side comparison	Producing Audio & Video Micro-lectures Can Be Super Easy
Illini Hall 27	Using Visual Explanations in the Classroom	If You Organize It They Will Come (and Learn)—Part 1	If You Organize It They Will Come (and Learn)—Part 2	Using Facebook and Ning with Your LMS	Using Visual Explanations in the Classroom
Illini Hall 28	Screencasting in Higher Education	Screencasting: Design, Development, and Delivery—Part 1	Screencasting: Design, Development, and Delivery—Part 2	Classes Collaborating through Google Wave	Screencasting in Higher Education
Oregon Lab	Meet, Work, and Play: Communities in the Cloud	Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 1	Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 2	Photoshop 101—The Basics	Meet, Work, and Play: Communities in the Cloud
Nevada A	Student-Generated Course Material with Google Wave	Starting from Scratch: Building a New Course—Part 1	Starting from Scratch: Building a New Course—Part 2	Enriching Online Learning and Communication with Open-Source Virtual Worlds	Student-Generated Course Material with Google Wave
Nevada B	Making a Quality Difference by Exploring Online Best Practices	Getting Started in Second Life—Part 1	Getting Started in Second Life—Part 2		Making a Quality Difference by Exploring Online Best Practices
Alice Campbell Alumni Center	Digital Eye on Campus	Apple: Made For Learning			Digital Eye on Campus

Opening Keynote Presentation | Ray Schroeder | 5:30–6:30 PM | Alice Campbell Alumni Center

Panel Discussion | Moving Your Course Online: A Discussion of Design | 12:00–1:15 PM | Alice Campbell Alumni Center

Learning Teams

Building Communities

Connecting

WEDNESDAY, MAY 19					LOCATION
Team II	Concurrent Session IV	Concurrent Session V	Concurrent Session VI	Learning Team III	
8:00 PM	8:30–9:45 AM	10:15–11:30 AM	1:30–2:45 PM	3:00–5:00 PM	
Teaching with Wikis and Google Docs	Teaching with Tubes	Keeping Pace with the Technologies Available for Teaching		Teaching with Wikis and Google Docs	Engineering Hall 406 B8 (EWS Lab)
					Engineering Hall 106 B1
Engaging Online Faculty and Mobile Communications	Engaging Online Faculty through Collaborative Training			Microblogging: Connecting Online Using Portable and Spontaneous Mobile Communications	Engineering Hall 106 B3
	Using Online Video Lectures to Improve a Traditional Lecture	Simple Is Always Hard: Design Guidelines for Effective Online Activities	Generational Differences: Knowing Helps the Understanding		Engineering Hall 106 B6
			The Wikipedia, Accountability, and Learning		Engineering Hall 106 B8
Audio & Video Lectures Can Be	Getting Going With Google Docs: Solving the Collaboration Challenge	Learning to Work in the Cloud	Social Bookmarking 2.0: Research, Share and Collaborate Online Using Diigo	Producing Audio & Video Micro-lectures Can Be Super Easy	Illini Hall 23
Visual Explanations from	Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 1	Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 2	Blackboard Learning Modules—Horizontal Organization of Chronological Events	Using Visual Explanations in the Classroom	Illini Hall 27
Learning in Higher		Using Horizon-Wimba for Online Meeting and Teaching	Creating Dynamic Presentations With Prezi	Screencasting in Higher Education	Illini Hall 28
Meet, Work, and Play: Communities in the Cloud	Using Electronic Portfolios for Instruction	Creating Interactivity Online: Mock Chemistry Experiments Using Lon-Capa	See, Hear, Do—Engage Students in Creative Ways	Meet, Work, and Play: Communities in the Cloud	Oregon Lab
Student-Generated Course Material with	Walk a Mile in Your Student's Shoes: Online Teaching Excellence 101—Part 1	Walk a Mile in your Student's Shoes: Online Teaching Excellence 101—Part 2	Go Ahead, Let 'em Text with Poll Everywhere	Student-Generated Course Material with Google Wave	Nevada A
Quality Exploring Practices	Collaborating to Create Interactive Timelines	Steal This iLab: A Tool to Aid Community-Based Inquiry	Building Collaborative Communities with Facebook	Making a Quality Difference by Exploring Online Best Practices	Nevada B
Campus	Apple: Made For Learning		Apple: Made For Learning (goes until 4:30 PM)	Digital Eye on Campus	Alice Campbell Alumni Center

Digital Posters | 11:30 AM–1:30 PM | Alice Campbell Alumni Center

Closing Keynote Presentation | Thursday, May 20 | 10:45–11:30 AM | Alice Campbell Alumni Center

Classrooms

In the Cloud

Commercial Vendor Training

Learning in Community: Designing Successful Collaborative Projects for Online Courses—Part 2

Location: Oregon Lab

Presenter: Jan Engle, Governors State University

Track: Building Communities

Format: Hands-On Training | 2-part session

Target Audience Level: Intermediate

Prerequisite Skills: Prior online teaching experience

Part I of this workshop presents a design model that integrates group development theory, technology considerations, and facilitation strategies to assure the successful design of collaborative projects for online courses. In Part II, participants will work in small groups to apply the model to the design of a collaborative project for a fully online class. Groups will share their design solutions via a Google Docs presentation at the end of Part II.

Starting from Scratch: Building a New Course—Part 2

Location: Nevada A

Presenters: JP Dunn and Heidi Jung, Southern Illinois University–Carbondale

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Basic computer and Internet skills

This two-part hands-on workshop is intended for participants who need to get started at building an online course in Blackboard Learning System CE 8 / Vista (WebCT). This session was designed with ready-made content to work with as participants are given step-by-step instruction on how to manage content and build an online course. An overview of Blackboard tools will be discussed. The principles learned in this session also apply to other learning management systems.

Getting Started in Second Life—Part 2

Location: Nevada B

Presenter: Roger Runquist, Western Illinois University

Track: Building Communities

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: None

Second Life is an exciting new venue for collaboration, training, distance learning, new media studies and marketing. This session will introduce participants to the basics of this new medium. This session is intended for those who have never explored Second Life.

Participants will explore the educational uses of Second Life by:

- Creating and customizing their identity
- Communicating with others
- Learning to navigate and find useful locations
- Exploring creative spaces

1:30–2:45 PM

Enhancing Learning with the New Blackboard Learn 9.1 System

Location: Engineering Hall 106 B1

Presenter: Liam Ferris, Blackboard, Inc.

Track: Commercial Vendor Training

Format: Presentation

Target Audience Level: All

Prerequisite Skills: Some familiarity with Blackboard

This session will provide an overview of Blackboard Learn's Web 2.0 user experience to create and deliver effective content with an intuitive, easy-to-use interface. Blackboard Learn offers new social learning and teaching tools that foster more logical active learning opportunities for students, new mash-ups to integrate Web 2.0 resources from YouTube, SlideShare and Flickr, better content file management, learning modules that provide structured learning paths, and advanced accessibility options. Blackboard Mobile Learn, which brings interactive teaching and learning to mobile devices, will also be reviewed.

The presenter, Liam Ferris, is a Solutions Engineer with Blackboard, Inc.

Connecting Campus Resources for Student Success

Location: Engineering Hall 106 B3

Presenters: Terri Fields, Emily Hartke, and Cindy Lanman, Lake Land College

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Beginner

Prerequisite Skills: None

An effective early alert system can provide the necessary academic, personal, and financial resources students need to achieve their academic goals. The Early Advantage Program (EAP) is designed as a collaborative tool to refer students to these resources.

50 Ways You Should Be Using Facebook in Your Classroom

Location: Engineering Hall 106 B6

Presenter: Jay Sternickle, Joliet Junior College

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

Facebook isn't just a way to connect with "friends;" it is also an incredible learning tool. Teachers can utilize Facebook for class projects, for enhancing communication, collaboration, and engaging students in a manner that might not be possible in traditional classroom settings. Learn 50 ways to use Facebook in your classroom, no matter if teaching face-to-face, blended, or online classes.

Accessibility of Web Conferencing Tools: A Side-by-Side Comparison

Location: Illini Hall 23

Presenter: Hadi Rangin, University of Illinois at Urbana-Champaign

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: Familiarity with Web conferencing tools

Web conferencing tools are becoming increasingly popular in the educational, corporate, and non-profit organizational environments. These tools are used for online collaboration, presentations, webinars, training, desktop sharing, and include many more features. Unfortunately, the majority of them are not designed with accessibility in mind for people with disabilities

and as a result, such tools are not accessible to people with these special needs. The University of Illinois at Urbana-Champaign tested and evaluated five available Web conferencing tools in the U.S. market; namely Elluminate, Adobe Connect, Saba Centra, Talking Communities, and Wimba Classroom and compiled a side-by-side comparison of features and accessibility support.

Hadi Rangin from the University of Illinois will share with you the results of this evaluation and discuss the accessibility supports of each of them. Come to the presentation and learn all about the accessibility features of these tools.

Using Facebook and Ning with Your LMS

Location: Illini Hall 27

Presenter: Sam Martin, Harper College

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Beginner

Prerequisite Skills: Computer knowledge, Facebook account, Ning account

The Learning Management System (LMS, such as Blackboard) can be used to create a learning community. Social networking tools such as Facebook and Ning can enhance the LMS experience and enhance student effect. This is a hands-on workshop that will integrate Facebook, Ning, and an LMS.

Practical Experience with Avatars, Blended Learning, and Representation

Location: Illini Hall 28

Presenter: Chip Bruce, University of Illinois at Urbana-Champaign

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: None

In a class that met face-to-face and online at the same time, teacher and students collaborated to make it work. Learn from the professor and students about how they overcame problems and worked through strategies to make sure that all students, sitting in the classroom or on the screen, equally felt that they were part of the class. You will see their techniques demonstrated and hear the lessons learned.

Classes Collaborating through Google Wave

Location: Engineering Hall 106 B8

Presenters: Josiah Alamu, University of Illinois at Urbana-Champaign and Raymond Schroeder, University of Illinois at Springfield

Track: Building Communities

Format: Presentation

Target Audience Level: All

Prerequisite Skills: None

Professors Josiah Alamu and Ray Schroeder have integrated Google Wave for collaboration in their online classes. In one instance, Wave is used weekly for synchronous discussions (which of course are also available asynchronously after the fact). In the other instance, Wave was used to link a University of Illinois–Springfield class with one at the Institute of Technology in Sligo, Ireland. Much will be shared about emerging effective practices in using Google Wave.

Photoshop 101—The Basics

Location: Oregon Lab

Presenter: Roger Runquist, Western Illinois University

Track: Connecting Classrooms

Format: Hands-On Training

Target Audience Level: Beginner

Prerequisite Skills: None

This workshop is designed to introduce basic skills and techniques of using Adobe Photoshop to the novice or intermediate user. An overview of some of the tools and other features of the program will be offered.

Specific topics include:

1. Different techniques for making selections
2. Adding text to graphics
3. Saving graphics and optimizing for Web use
4. An introduction to layers

Enriching Online Learning and Communication with Open-Source Virtual Worlds

Location: Nevada A

Presenters: Jinhee Choo, Tony Hursh, and Hee Young Choi, University of Illinois at Urbana-Champaign

Track: Building Communities

Format: Presentation

Target Audience Level: Beginner

Prerequisite Skills: Familiarity with Web

This presentation discusses how CTER, an online educational technology master's degree program at Illinois, uses its own virtual world, the CTER Metaverse, to provide a rich online learning experience. The CTER Metaverse runs on CTER's own servers using OpenSimulator (an open-source virtual world platform that is compatible with Second Life). Curriculum, Technology, and Educational Reform (CTER) courses use the Metaverse for online learning and communication, including office hours, group meetings, educational project creation, and student presentations. New CTER students are introduced to the space during orientation and make use of it throughout their CTER career. The presentation will demonstrate some sample student projects, suggested educational uses, and tips for server management.

WEDNESDAY, MAY 19, 2010

8:30–9:45 AM

Teaching with Tubes

Location: Engineering Hall 406 B8

Presenter: Maribeth Montgomery Kasik,
Governors State University

Track: In the Cloud

Format: Presentation

Target Audience Level: Beginner

Prerequisite Skills: Basic computer skills

This presentation will explore the use of the various Tubes as teaching tools. The Tubes are a valuable resource for professors as well as students. This will be a hands-on, active learning session with audience participation expected. Participants will learn how to use Tubes and how to create Tubes.

Engaging Online Faculty through Collaborative Training

Location: Engineering Hall 106 B3

Presenter: Lori Wendt, Parkland College

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Beginner

Prerequisite Skills: Basic learning management system knowledge

Parkland College has developed an online faculty certification course called *Instructional Strategies and Techniques* that prepares new faculty for adapting to the online classroom. Faculty taking the course, which is four weeks long and totally online, will experience the online environment from a student perspective and learn/share ways to engage their students while engaging themselves. This presentation will share how Parkland's Distance Learning department has developed and expanded this program to aid their online faculty in creating an inviting learning environment for their students.

Using Online Video Lectures to Improve a Traditional Lecture

Location: Engineering Hall 106 B6

Presenters: Christian R. Ray and Erin L. Whitteck, University of Illinois at Urbana-Champaign

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

In the past year, members of the general chemistry department have explored different ways to use online videos and Web casts to facilitate student comprehension of material before, during, and after a traditional lecture. This presentation will be broken into four sections: our motivation for using video lectures, how we have produced the video lectures, the context in which we presented the videos to students, and some initial results from our experiments.

Getting Going with Google Docs: Solving the Collaboration Challenge

Location: Illini Hall 23

Presenter: Jason Mock, University of Illinois at Urbana-Champaign

Track: In the Cloud

Format: Hands-On Training

Target Audience Level: Beginner

Prerequisite Skills: Set up a Google account (preferred)

When it comes to teams of students collaborating on a project, multiple e-mails flying around with attachments just doesn't cut it. Google Docs offers a free, Web-based solution. Students can create documents, spreadsheets, and even presentations online and share them with one another. No more keeping track of versions or combining each student's part at the last moment. This session will explore educational applications of Google Docs and walk you through using them.

WEDNESDAY SCHEDULE

Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 1

Location: Illini Hall 27

Presenters: Carrie Levin and Emily Boles, University of Illinois at Springfield

Track: Building Communities

Format: Hands-On Training | 2-part session

Target Audience Level: Intermediate

Prerequisite Skills: Set up a Google Wave account (preferred)

Google Wave is a revolutionary new, free, collaboration tool which promises to change the way we integrate Web 2.0 into our teaching and learning. Wave is quickly becoming the preferred tool for online collaboration. Combining the features of a wiki with live Web windows, drag-and-drop images, polling, mind maps, audio and video, full Web interoperability and much more into one free technology, Google Wave offers the most useful features of Web 2.0 for education. Participants will have many takeaways from this session: skill in using Google Wave, access to our Google Wave Blog, a list of the very best Google Wave how-to sites, several Wave contacts, and access to a group-created sandbox loaded with resources.

We recommend that participants set up Google Wave accounts prior to the session. They may request invitations directly from Google at the following Web address: <https://services.google.com/fb/forms/wavesignup/> or they can e-mail the presenters, who will send them invitations. Those without Wave accounts will be able to use dummy accounts created by the presenters for the session.

Using Electronic Portfolios for Instruction

Location: Oregon Lab

Presenter: Roger Runquist, Western Illinois University

Track: Connecting Classrooms

Format: Hands-On Training

Target Audience Level: Beginner

Prerequisite Skills: None

Learn how electronic portfolios can be used to assess a student's progress through a course. This hands-on workshop will demonstrate how a variety of artifacts can be combined with Adobe Acrobat to create and share customizable electronic portfolios.

Walk a Mile in Your Student's Shoes: Online Teaching Excellence 101—Part 1

Location: Nevada A

Presenters: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Basic computer and Internet skills

The best way to learn the online environment is to experience it! This multi-faceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time, experience them from a student's perspective. Learn about the challenges students face, so you can avoid disasters in your online course. Pedagogical tips are woven throughout this course by focusing on teaching excellence through online best practices.

Collaborating to Create Interactive Timelines

Location: Nevada B

Presenter: Jay Sternickle, Joliet Junior College

Track: Connecting Classrooms

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

Timelines are a great way to visualize how a series of events are related. Thanks to technology, timelines are no longer static and paper-bound. Students can now collaborate online to create timelines that are interactive and can contain pictures, videos, music, and links to more information. During this hands-on class, participants will be introduced to and will use several timeline tools including xtimeline, Dandelife, and OurStory.

8:30–11:30 AM

Apple: Made For Learning

Location: Alice Campbell Alumni Center
Presenter: Representative from Apple, Inc.
Track: Commercial Vendor Training
Format: Hands-On Workshop
Target Audience Level: All
Prerequisite Skills: None

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom and educators are finding new ways to reach them anytime, anywhere. At this event, you'll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.

10:15–11:30 AM

Keeping Pace with the Technologies Available for Teaching

Location: Engineering Hall 406 B8
Presenter: Maribeth Montgomery Kasik,
 Governors State University
Track: In the Cloud
Format: Presentation
Target Audience Level: Beginner
Prerequisite Skills: Basic computer skills

University students are “digital natives” and acquire knowledge differently than years past. Professors cannot ignore the technological expertise of the students in their classrooms. This presentation will explore some of the current technologies used for teaching and provide practical solutions for keeping up with ever-changing technologies. This will be a hands-on, active learning session with audience participation expected.

Simple Is Always Hard: Design Guidelines for Effective Online Activities

Location: Engineering Hall 106 B6
Presenter: Eric Wignall, Governors State University
Track: Connecting Classrooms
Format: Presentation
Target Audience Level: Intermediate
Prerequisite Skills: Basic online learning skills; knowledge of Google tools a plus

Designing online activities that are effective and easy to use is a tough job. This presentation examines online activities and the crucial components for building knowledge with online students. Many widely taught design principles are actually wrong. Four evidence-based examples will be explored in an engaging, media-rich presentation.

Learning to Work in the Cloud

Location: Illini Hall 23
Presenter: Jay Sternickle, Joliet Junior College
Track: In the Cloud
Format: Hands-On Training
Target Audience Level: Intermediate
Prerequisite Skills: Basic computer skills

During this hands-on class, participants will learn to use “cloud-based” tools to share information and collaborate on projects in real time. Emphasis will be placed on teaching these skills to students and stressing the value of interaction and the strength of content that is created through collaborative construction. A variety of “cloud-based” tools will be introduced and used including Google Docs.

Testing the Water: Enhancing Communication and Collaboration with Google Wave—Part 2

Location: Illini Hall 27
Presenters: Carrie Levin and Emily Boles,
 University of Illinois at Springfield
Track: Building Communities
Format: Hands-On Training | 2-part session
Target Audience Level: Intermediate
Prerequisite Skills: Set up a Google Wave account (preferred)

Google Wave is a revolutionary new, free, collaboration tool which promises to change the way we integrate Web 2.0 into our teaching and learning. Wave is quickly becoming the preferred tool for online

collaboration. Combining the features of a wiki with live Web windows, drag-and-drop images, polling, mind maps, audio and video, full Web interoperability and much more into one free technology, Google Wave offers the most useful features of Web 2.0 for education. Participants will have many takeaways from this session: skill in using Google Wave, access to our Google Wave Blog, a list of the very best Google Wave how-to sites, several Wave contacts and access to a group-created sandbox loaded with resources.

We recommend that participants set up Google Wave accounts prior to the session. They may request invitations directly from Google at the following Web address: <https://services.google.com/fb/forms/wavesignup/> or they can e-mail the presenters, who will send them invitations. Those who do not have accounts will be able to use dummy accounts created for the presentation.

Using Horizon-Wimba for Online Meeting and Teaching

Location: Illini Hall 28

Presenter: Michel Nguessan, Governors State University

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Beginner

Prerequisite Skills: None

The purpose of this workshop is to teach attendees how to use Horizon-Wimba for Web conferencing and online teaching. Attendees will experience Horizon as participants in a meeting/class. They will also experience Horizon-Wimba as presenters/instructors.

Creating Interactivity Online: Mock Chemistry Experiments Using Lon-Capa

Location: Oregon Lab

Presenters: Christine Yerkes and Douglas Mills, University of Illinois at Urbana-Champaign

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: None

To improve performance in the lab, we have devised individualized mock experiments, which lead students through the observations and calculations that will be needed in the real lab session.

Walk a Mile in Your Student's Shoes: Online Teaching Excellence 101—Part 2

Location: Nevada A

Presenters: Heidi Jung and JP Dunn, Southern Illinois University–Carbondale

Track: Connecting Classrooms

Format: Hands-On Training | 2-part session

Target Audience Level: Beginner

Prerequisite Skills: Basic computer and Internet skills

The best way to learn the online environment is to experience it! This multi-faceted course was specifically designed for instructors to “try out” a variety of online tools, while at the same time, experience them from a student’s perspective. Learn about the challenges students face, so you can avoid disasters in your online course. Pedagogical tips are woven throughout this course by focusing on teaching excellence through online best practices.

Steal This iLab: A Tool to Aid Community-Based Inquiry

Location: Nevada B

Presenter: Alan Bilansky, University of Illinois at Urbana-Champaign

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Basic Web browsing

Community Inquiry Labs 4 (<http://cilabs.illinois.edu>) is designed to meet the needs of inquiry-based learning and community-based research. It is open to anyone or any group anywhere doing this sort of inquiry, and offers a suite of applications to aid in collaboration, publication, and outreach.

This hands-on workshop provides participants with an introduction to the latest version of iLabs, and hands-on practice creating and using an iLab for their own purposes.

Generational Differences: Knowing Helps the Understanding

Location: Engineering Hall 106 B6

Presenter: Donna McCaw, Western Illinois University

Track: Building Communities

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: Must bring a cell phone

We cannot program out the impact of human differences. In the relationships that we establish and the interactions that we experience and share, the human element is as strong as ever. For the first time in recorded history, five generations exist within higher education. We will look and learn about those generational differences and their impact upon using technology to teach.

The Wikipedia, Accountability, and Learning

Location: Engineering Hall 106 B8

Presenters: Norma Scagnoli and Alan Bilansky, University of Illinois at Urbana-Champaign

Track: Building Communities

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: None

Revealing the inner workings of the Wikipedia and the practices of the people working on it are ways to help students move from passive to active learning. We will cover some ways that teachers can have their students edit and add to the content of the Wikipedia, instead of just copying it into their papers. Strategies to help students create and develop papers and mini-books collaboratively will also be covered. Wikipedia and other uses of wikis add a real social context that can stimulate learning by holding students accountable for what they write and post online, facilitating ways by which they can work with others, and experience what it means to publish and participate in the public forum.

Turn “wiki” from a dirty word in the classroom into a teaching tool and an excellent learning environment where you can foster individual creativity and group interaction. You can use Wikipedia-based assignments to help students learn course content and to move along the developmental stages of learning.

Social Bookmarking 2.0: Research, Share, and Collaborate Online Using Diigo

Location: Illini Hall 23

Presenter: Jason Rhode, Northern Illinois University

Track: In the Cloud

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Previous experience with social bookmarking (preferred)

Do you struggle to keep track of all your favorite Web sites and other online resources? Would you like to share the links to your favorite online resources with your colleagues or students? Using Diigo, you can both easily bookmark your favorite online resources in the cloud and annotate, share, and collaborate in new ways! This hands-on session will introduce the Diigo collaborative research tool and explore several practical applications for implementing collaborative resource-sharing in the classroom.

Blackboard Learning Modules—Horizontal Organization of Chronological Events

Location: Illini Hall 27

Presenter: Howard Solomon, City Colleges of Chicago

Track: Connecting Classrooms

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: Regular use of Blackboard LMS

This will be a demonstration and hands-on opportunity to become familiar with this often-overlooked organizing tool. The Learning Module permits the tying together of many different kinds of events so that student confusion is reduced.

Creating Dynamic Presentations with Prezi

Location: Illini Hall 28

Presenter: Anne McKinney, University of Illinois at Urbana-Champaign

Track: In the Cloud

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Encouraged to bring ideas, text, images, videos, files, or other materials you wish to build into Prezi-based learning material

Prezi is an online application that allows users to create exciting, engaging learning materials. Take your students through a lesson that zooms in or out on learning points, incorporates multimedia, and follows your train of thought in any direction. Prezi is for educators who want to break free from PowerPoint.

See, Hear, Do—Engage Students in Creative Ways

Location: Oregon Lab

Presenters: Lisa Cherivtch-Zingaro and Jessica Lee, Oakton Community College

Track: Building Communities

Format: Presentation

Target Audience Level: Intermediate

Prerequisite Skills: None

This session focuses on using avatars and VoiceThread to engage students on multiple levels. The presenters will demonstrate use of avatars to highlight the current week's activities or to give personal feedback. They will demonstrate VoiceThread to show how an instructor can engage students by sight, sound, and even video feedback. Come and see how to put your ideas into action!

Go Ahead, Let 'em Text with Poll Everywhere

Location: Nevada A

Presenter: Chad Dennis, Western Illinois University

Track: Connecting Classrooms

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer and Web browsing skills; bring your own cell phone capable of sending text messages.

Have you wondered whether or not your students have prepared for class or completed the book

readings? Do you want to test retention and engage student participation? In this hands-on presentation, you will learn how to use a free online service called Poll Everywhere (polleverywhere.com). Poll Everywhere allows instructors to collect multiple-choice and free-form text responses from their students' cell phones and instantaneously display the results in a Web browser or PowerPoint. So, bring your cell phone and come see how to use this free service as a teaching aid in the classroom.

Building Collaborative Communities with Facebook

Location: Nevada B

Presenter: Jay Sternickle, Joliet Junior College

Track: Building Communities

Format: Hands-On Training

Target Audience Level: Intermediate

Prerequisite Skills: Basic computer skills

Learn how to use Facebook to build collaborative communities that engage students and give them a sense of ownership. During this hands-on class, participants will learn how to create Facebook "groups," encourage active collaboration, and deal with privacy issues. Emphasis will be placed on using this tool for both large (class-sized) projects and small (student group) projects.

1:30–4:30 PM

Apple: Made For Learning

Location: Alice Campbell Alumni Center

Presenter: Representative from Apple, Inc.

Track: Commercial Vendor Training

Format: Hands-On Workshop

Target Audience Level: All

Prerequisite Skills: None

Experience the innovation Apple is bringing to education. Today, students are learning in more places than just the classroom and educators are finding new ways to reach them anytime, anywhere. At this event, you'll learn how Apple products help make content creation, collaboration, and distribution incredibly easy. And how Mac, iPod, and iPhone help you deliver professional-quality presentations, podcasts, and lesson plans.

Each workshop is limited to the first 40 people who sign up. It is offered three times during the conference.

Wireless Access on Campus

Welcome to the University of Illinois at Urbana-Champaign network (UIUCnet). A department, college, or individual has agreed to sponsor your use of UIUCnet and to take responsibility for your activities while on the network. A Sponsored Guest Account primarily provides you with network access via the four services detailed below. It does not provide access to any of the University Library's online resources, an e-mail account, or any online storage. For more information, please read the Terms of Use at: <https://ctweb1.cites.uiuc.edu/documentation/GuestTOUsmall.pdf>.

Using Your Sponsored Guest Account from Your Own Computer

Sponsored guest accounts provide access to four major campus network services:

- **UIUCnet QuickConnect**

QuickConnect is a simple, browser-based method of connecting to the campus network (UIUCnet) through either the UIUCnet Wireless or UIUCnet Walkup services. Simply open a browser window, visit a Web address such as <http://wireless.uiuc.edu>, and provide your login name and password when prompted.

- **UIUCnet Wireless**

UIUCnet Wireless is the campus-wide wireless network. Many locations around campus already provide UIUCnet Wireless access, and more are being installed every month. For more information, including wireless locations and connection options, see <http://www.cites.uiuc.edu/wireless/>.

- **UIUCnet Walkup**

For laptop users who have an Ethernet network port, several campus buildings (including large libraries) offer Ethernet-based network connections. You can use UIUCnet QuickConnect to log in to these locations as well. For more information, see <http://www.cites.uiuc.edu/walkup/>.

- **Campus VPN**

If you are working off campus (for example, at a coffeehouse or local library) and need a secure connection to the campus network, you can use the campus Virtual Private Network (VPN) system to connect. For more information, see <http://www.cites.uiuc.edu/vpn/>.

For additional assistance with sponsored guest accounts, contact the CITES Help Desk (244-7000 or consult@illinois.edu). Use of this service constitutes acceptance of the Campus Appropriate Use Policy, available at <http://www.fs.uiuc.edu/cam/CAM/viii/viii-1.1.html>.

Wireless Access Points on Campus

Not all campus buildings have wireless access points but a number of FSI venues do in at least some areas of the building. Among them are the following:

- Alice Campbell Alumni Center
- Engineering Hall
- Illini Hall
- Nevada CITES/ICS Computer Lab
- West Oregon Computing Services

Social Networking Opportunities

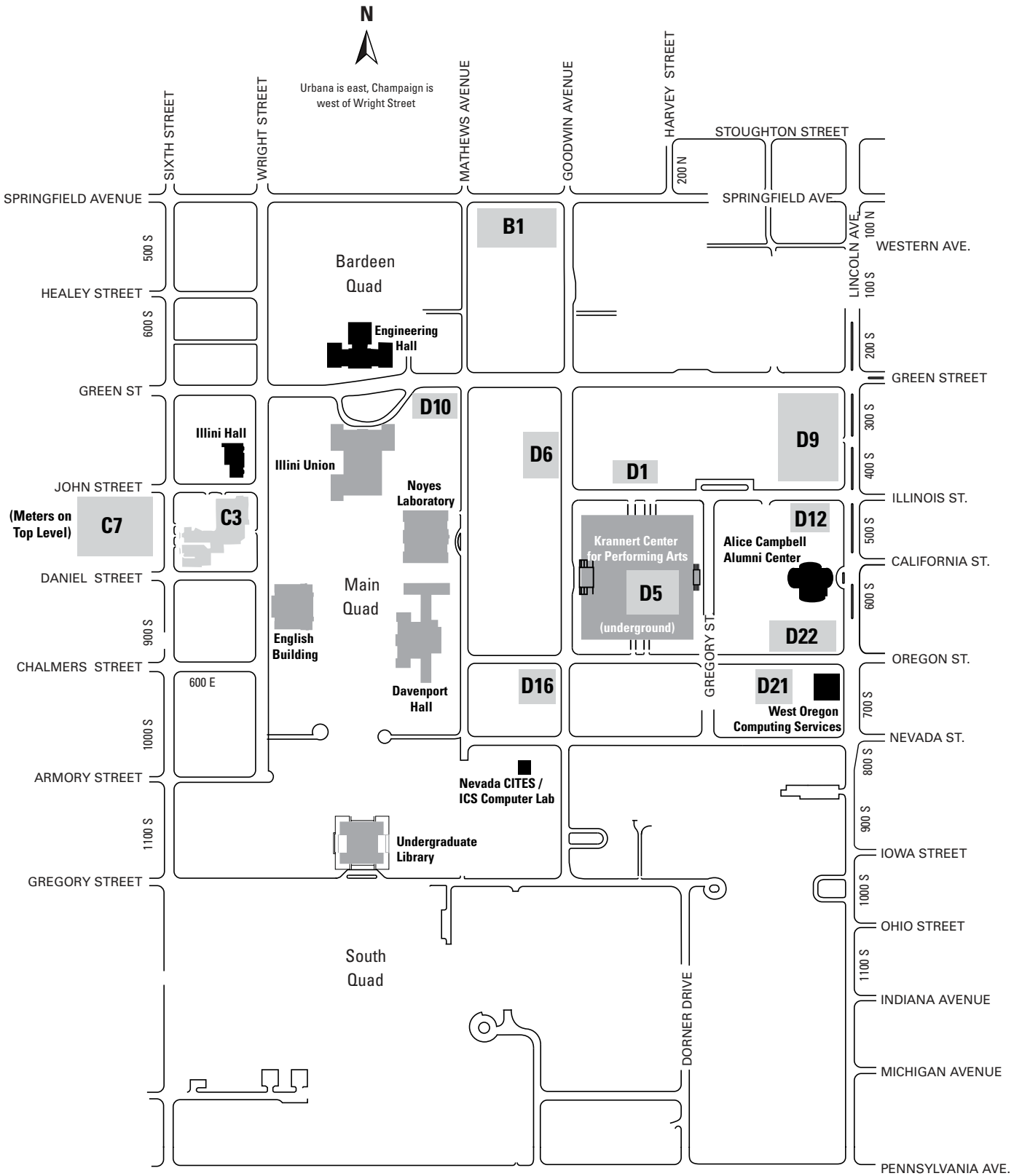
- **Ning:** <http://fsi2010.ning.com>

Conference-related discussion with Twitter/Twubs integration. Post links, notes, photos, and videos. All Digital Posters will be posted here.

- **Twitter:** <http://twitter.com/>

Participants of FSI who are Twittering should follow @fsi2010 and add the hash tag #fsi2010 to FSI-related tweets. See all conference related tweet by searching for #fsi2010.

FSI 2010 CAMPUS MAP



ILLINOIS
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Legend

- Parking Lots with University meters
- FSI Meeting Sites
- Landmarks