Bronx EdTech Showcase 2016

Ready or Not? Student Preparedness into and out of our Institutions

Friday May 6, 2016
9:00am - 4:00pm
Lehman College
cuny.is/bronxedtech
Agenda

9:00 am – 9:30 am
Registration & Breakfast (Carman Hall, B-Level)

9:30 am – 10:30 am
Concurrent Session I (Carman Hall, B-Level)

10:35 am – 11:35 am
Concurrent Session II (Carman Hall, B-Level)

11:40 am – 12:25 pm
Birds of a Feather Sessions (Carman Hall, B-Level)

12:25 pm – 12:40 pm
BREAK – Transit to the Music Building's Faculty Dining Area

12:40 pm – 1:00 pm
Welcome Remarks – College Presidents

1:00 pm - 1:20 pm
Lunch is served

1:20 pm – 2:15 pm
Institutional and Student Readiness for Online Learning – It's All About Quality
Keynote Address: Dr. Darcy W. Hardy, Associate Vice President for Enterprise Consulting at Blackboard

2:20 pm – 3:00 pm
Interactive Lightning Session: Online Learning @ CUNY: A Status Update
Panellists: George Otte, University Director of Academic Technology; Luke Waltzer, Director of the Teaching and Learning Center; Lisa Brundage, Director of CUNY Advance.

Moderator: Stephen Powers, Department of Education and Reading at Bronx Community College.

3:00 pm – 4:00 pm
Networking Social and Raffle Drawing
About The Showcase

The Bronx CUNY EdTech Showcase, promotes and highlights the innovative uses of technology that have the potential to reach new levels of student engagement leading to improved performance.

The three Bronx City University of New York (CUNY) colleges (Lehman, Bronx CC, and Hostos CC) see this event as a great opportunity for networking, collaborating, sharing technical information, and building upon effective practices within our CUNY Community.

Future Bronx CUNY EdTech Showcases will be held annually the first Friday in May, to offer faculty an opportunity to share their innovative uses of technology to reach new levels of student engagement and improved performance. The Showcase will continue the tradition of bringing notable guest speakers to the delight of our audience of faculty, staff, students and administrators.

The Office of Online Education at Lehman College is proud and excited to host the fourth edition of this initiative, a unique event that brings together colleagues from the three Bronx CUNY colleges to illustrate their commitment to exemplary teaching, learning, and technology.

In December 2014, the Bronx EdTech showcase was honored at the 13th Annual CUNY IT Conference with the CUNY Excellence in Collaboration Award.

Learn more at cuny.js/bronxedtech

2016 Theme: Ready or Not? Student Preparedness into and out of our Institutions

“Institutional and Student Readiness for Online Learning – It’s All About Quality”

As institutions ramp up their online programming, questions about quality still loom. What does it mean for a student to be ready for these programs and how does an institution prepare? In most cases, it all boils down to quality. Whether it’s the way the institution is organized to support faculty and students in these endeavors or how well the courses are designed, both can be contributors or obstacles to learner success. Does it matter if the students are enrolled in remedial or degree credit courses? This session will take a look at what makes an institution successful in offering high-quality courses, and what we can do to ensure that all students achieve their academic goals.

Keynote

Dr. Darcy W. Hardy is Associate Vice President for Enterprise Consulting at Blackboard Inc.

Biography

Dr. Darcy W. Hardy is Associate Vice President for Enterprise Consulting at Blackboard Inc. She is a passionate leader dedicated to helping higher education institutions transform through technology. Dr. Hardy focuses on institutional and readiness for online learning, emphasizing the importance of quality in all aspects of education.

Dr. Hardy holds a PhD in Educational Administration from the University of Texas at San Antonio (UTSA) and an MA in Educational Leadership from the University of Memphis. She has a strong background in technology, having worked in IT positions at the UT TeleCampus and the University of Texas at San Antonio (UTSA). During her tenure at UTSA, she completed a two-year (January 2011-December 2012) Intergovernmental Personnel Act (IPA) appointment with the Office of Adult and Vocational Education (OVAE) at the US Department of Education in Washington, DC in 2013, where she provided expertise and guidance in the area of online higher education and the opportunity it provides to low-skilled and other adult workers, while continuing her work with the TAACCCT grant program.

From 1997 to 2010, Dr. Hardy served as Assistant Vice Chancellor for Academic Affairs at The University of Texas System and Executive Director of the UT TeleCampus. The award-winning UT TeleCampus partnered with all 15 UT universities and health institutions to offer over 30 fully online programs, seeing approximately 20,000 enrollments annually. Under her direction, the UT TeleCampus was honored with dozens of state, regional and national awards from such organizations as USDLA, UCEA, TxDLA, WCET and the International Association of Business Communicators for courses, programming, communications, and faculty excellence. The UT TeleCampus was (and continues to be) recognized nationally as a model and benchmark for multi-campus, collaborative online education.

Albert Robinson, Assistant Director, Center for Teaching, Learning, and Technology, Bronx Community College

Carlos Guevara, Director, Office of Educational Technology & CTL, Hostos Community College

Elisabeth Tappeiner, Faculty Liaison to EdTech, Library, Hostos Community College

Kate Lyons, Faculty Liaison to EdTech, Library, Hostos Community College

Mark Lennerton, Director, Center for Teaching, Learning, and Technology, Bronx Community College

Stephen Castellano, Blackboard Technology Specialist, Office of Undergraduate Studies & Online Education, Lehman College

Sakina Laksimi-Morrow, Instructional Support, Lehman College.
Lisa Brundage is Director of CUNY Advance, an initiative that supports high-impact, campus-based digital project pilots at CUNY. Lisa has a long history of working on innovative educational events and digital learning projects at CUNY, with a focus on pedagogically appropriate integration of technology in the classroom. She has taught at a number of CUNY campuses, including courses in English, Gender Studies, and Pedagogy. Prior to moving into her current position, Lisa held an Instructional Technology Fellowship and then a Postdoctoral Digital Learning Fellowship, both at Macaulay Honors College. Lisa holds an MA from the New School for Social Research and a PhD in English from the CUNY Graduate Center, and was recently appointed to the GC’s Interactive Technology and Pedagogy Certificate Program faculty.

George Otte was named Director of Instructional Technology for The City University of New York in 2001, and renamed the University Director of Academic Technology in 2008, the year that the CUNY Committee on Academic Technology (CAT) was first convened. That same year he became the chief academic officer of the CUNY School of Professional Studies, home of CUNY’s first fully online degrees. An English professor for decades, he is on the doctoral faculty of the programs in English, Urban Education, and Interactive Technology and Pedagogy at the CUNY Graduate Center. This April saw the publication of “Change We Must: Deciding the Future of Higher Education,” a collection of essays he co-edited with CUNY Chancellor Emeritus Matthew Goldstein.

Luke Waltzer is the Director of the Teaching and Learning Center and on the doctoral faculty in the Interactive Technology and Pedagogy Certificate Program. At the TLC he supports GC students in their teaching across the CUNY system and beyond, and contributes to a variety of pedagogical and digital projects. He previously was the founding director of the Center for Teaching and Learning at Baruch College, where he developed the college’s hybrid course initiative, co-directed the Writing Across the Curriculum program, and led two educational technology projects, Blogs@Baruch and Vocat. He holds a Ph.D. in History from the CUNY Graduate Center, serves as the Director of Community Projects for the CUNY Academic Commons and on the editorial collective of the Journal of Interactive Technology and Pedagogy, and has contributed essays to Matthew K. Gold’s “Debates in the Digital Humanities” and, with Thomas Harbison, to Jack Dougherty and Kristen Nawrotzki’s "Writing History in the Digital Age.” His research examines the shifting roles of technology in liberal arts pedagogy and the structural evolution of American higher education.

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SPECIAL THANKS TO THIS YEAR’S SPONSORS
Redesigning or Redefining Learning Spaces

**Looking for Knowledge in Virtual Cyberspace: Assessing the Effectiveness of Online Platforms in the Advancement of Student Learning**
Lloyd Kiken, Adjunct Associate Professor, Behavioral and Social Sciences, Hostos Community College.

**The Effectiveness of Online Platforms in the Advancement of Student Learning**
Critical Teacher Education and Youth Media Practice: How Should the Next Generation of Teachers Be Trained?
Edward Lehner, Assistant Professor. Teresa Gill, Teacher Education Candidate. Robert Rivers, Teacher Education Candidate. All from The Bronx Community College's Education and Reading Department.

**Differentiated Instruction**
Differentiated Instruction

**Adopting Universal Design: Winning or Losing?**
Adopting Universal Design in Libraries: Collaborating for Student Success
Rebecca Arzuza, Assistant Professor, Government Documents-Collection Development Librarian, Library, Lehman College; Stefanie Hawelka, Assistant Professor, Electronic Resources-Web Services Librarian, Library, Lehman College.

**Using OpenLab to Enhance Teaching and Learning in Introductory American Government Courses**
M. Victoria Pena-Ross, Adjunct Assistant Professor, Political Science, John Jay College of Criminal Justice and City Tech.

**Informal Learning**
Informal Learning

**Adapting to Rising Demand: How Technology Has Transformed Student Learning**
Carl R. Andrews, Assistant Professor, Library, Bronx Community College.

**Differentiated Instruction**
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**Open Educational Resources: Leveling the cost of learning**
Development of an Open Online Preparatory Course Textbook for Human Anatomy and Physiology
Carlos Lachowsky, Lecturer, Department of Biological Sciences, Bronx Community College; Maureen Gannon, Professor, Department of Biological Sciences, Bronx Community College.

**Concept Mapping in Clinical Rowland Ramdass, Allied Health Hostos Community College.**

**Using Computer Adaptive Technology to Prepare for RN Licensure**
Edward L. King, Associate Professor, Nursing, Hostos Community College; Kathleen Ronca, Nursing, Hostos Community College; Nieves Aquilera, Nursing, Hostos Community College.

**YouDescribe: Building Video Accessibility through Environments at Hostos and Beyond**
Are You Ready? Preparing Students for Online Learning Environments at Hostos and Beyond
Karen M. Steinmayer, Assistant Professor, Behavioral and Social Sciences, Hostos Community College. Webster Ballard, Bronx Community College.

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improves classroom motivation, lowers classroom turnover, presentation highlights that critical youth media practice structure, this study analyzed the results of 6 teacher education that provides for unique learning opportunities that straddle of "banking. " This study examines youth media as a discourse in many urban community colleges, numerous academic disciplines continue to enact a form of pedagogy that tends to romanticize and misunderstand their students. As a result, community college teaching and learning tends to reflect antiquated teaching methods, often rooted in a form of "banking." This study examines youth media as a discourse that provides for unique learning opportunities that straddle the boundaries of teacher education and media engagement. Using a cultural theoretical perspective rooted in agency-structure, this study analyzed the results of 6 teacher education courses at The Bronx Community College. Secondly, the presentation highlights that critical youth media practice improves classroom motivation, lowers classroom turnover, and yields more sophisticated student enactments of teacher education knowledge. Also, this presentation calls for more innovative ways to deploy critical youth media practice, technology, and youth culture to reshape and re-envision community college teacher education classrooms.

Differentially Instructed (Room B-82)

Aligning the Curriculums for College Success: High School and College Library Collaborations
Carly K. Andrews, Assistant Professor, Library, Bronx Community College; Dickens St. Hilaire, Bronx Community College, Chemistry, Bronx Community College

Many students enter college lacking the necessary research and critical thinking skills needed for academic success. A strong body of literature shows evidence that information literacy instruction at the high school level enhances college readiness. The author discusses the importance of curriculum development and the role academic libraries play in supporting college readiness. The research will review and cite successful high school and college partnerships, curriculum development initiatives, secondary information literacy instruction, and teacher professional development. The utilization of select library databases as a tool to promote college readiness is also discussed.

The Algebra Project's Approach to Teaching and Learning Functions in Collaboration with Beam Center

Fannie Lou Hamer Freedom High School teaches a two-year math curriculum based on the Algebra Project and work created by Bob Moses. The math concepts are connected to the Common Core guidelines through project-based assessments. Participate in the experience the Algebra Project’s approach to the teaching and learning of functions through a series of activities, including dialogues and abstract representations of functions from the Road Coloring unit. We then analyze the functions that our students created in collaboration with Beam Center via the use of the Funk-Tions Machine, an LED function visualizer. We discuss students’ responses to the activities and the effects these approaches have on the development of students’ mathematical thinking.

Describing (or Redefining) Learning Spaces (Room B-83)

Learning for Success in Virtual Space
Karen M. Steinmayer, Assistant Professor, Behavioral and Social Sciences, Hostos Community College, Laura Delgado, Assistant Professor, Behavioral and Social Sciences, Hostos Community College

Recent years have witnessed a significant increase in communication and collaboration among students, which promotes students’ success in remaining in school, graduating, and joining the workforce. While distance learning is becoming more widely accepted, many educators fear that distance learning undermines community by diminishing face-to-face contact among students and between students and faculty. Drawing on an earlier investigation, our team of two professors will present a model of how students will demonstrate and compare their work in progress on two courses requiring different teaching approaches. The professors compare the use of these different online strategies to promote community and interaction in order to demonstrate student success, graduation and employment. The key objectives being targeted include collaborative learning and critical thinking, which are highly valued by employers.

To Embrace REVOL or Return to Chalk and Talk Learning? Faculty and Student Perceptions of Blended Learning in PSY 22
Monique A. Guishard, Assistant Professor, Department of Social Sciences, Bronx Community College, Christine Rosado, Student, Bronx Community College. Webster Ballard, Bronx Community College

At Bronx Community College PSY 22: Social Psychology is a 3 credit intermediate level course designed to introduce junior college undergraduates to the scientific study of the role social influence, perception, and interaction play in determining behavior. This study analyzes the factors underlying the preliminary findings of a participatory phenomenological assessment of blended learning and student engagement in PSY 22. Working in collaboration, student researchers designed and administered a focus group protocol about our perceptions of REVOL and flipped instruction. Also, the presentation analyzes student engagement and comprehension of course content using performance measures on REVOL, email exchanges, and meetings with students.

BYOD: Are we ready for every screen based device? (IT, Pedagogy)
Robert Rivera, Bronx Community College

Mobile Technology in Nursing Education: Where do we go from here? A review of the literature
Janet Raman, Assistant Professor, CNHP, Adelphi University

The American Association of Colleges of Nursing (AACN) and the National League for Nursing (NLN), as well as many other nursing organizations, have called for the integration of information technology into nursing curriculums to prepare nursing students for the present-day practice environment in which it is necessary to have access to vast amounts of information to provide patient care. Nurse educators have begun to do so, but are the available technologies, in particular, mobile technology, being maximized? The benefits and challenges of using mobile technology in undergraduate Mobile Technology Education will be explored as well as recommendations for successfully implementing Mobile Technology in Nursing Education.

SMART KAPPS for SMART MATH TUTORING
J. Huechter, Professor, Strategic Initiatives Bronx CC. Evangelia Antonakou, Assistant Professor, Mathematics & Computer Science Bronx CC. Chevonne Cunningham, Tutor, SMART KAPP, Mathematics Lab Bronx CC.

Selective technology can give students and their Tutors significant assistance in the study of mathematics. Through 2 Bronx Community College grants, 6 SMART Kapps, a type of digital method modeled after panopto and Varsity tutors, Tutors can save a PDF of their work session, page by page, as it develops and forward students the PDF to serve as a valuable study aide. This session provides an orientation to the SMART Kapp, which includes demonstrations and presentations by users, as well as costs, and presentations on training materials, and other information.

Online Learning (Room B-85)
Panopto –One Professor’s Journey for Lecture Capture
Kate S. Wolfe, Assistant Professor, Behavioral and Social Sciences; Hostos CC. Daniel Poma, Director of student services, Hostos CC.

Panopto lecture capture is a new tool for most faculty and there definitely is a learning curve with it. Hostos has a pilot program where faculty from different disciplines are currently creating recordings. Mr. Poma will discuss what Panopto is, its implementation & integration, technological requirements, and how it can be used by faculty. Prof. Wolfe will discuss her experiences in trying to use it and share what the Panopto team has learned from trying to implement this technology in her classes. One of the greatest advantages of using Panopto is how easy it is to use. Panopto’s other advantages are its location within Blackboard, the ability to create a Live Project from the webinar, it is a web-based editing and provides reports on viewing statistics. There are different recording modalities (lecture recording or a flipped model). Prof. Wolfe will share her experiences in trying to use the Panopto more in her course. She will discuss how she first began trying to use it and how she has come to use it currently. The Educational Technology Department at Hostos will be conducting a survey to assess Panopto’s effectiveness.

Student Perceptions of Online Learning at Hostos
Kate S. Wolfe, Assistant Professor, Behavioral and Social Sciences; Kris Burrell, Assistant Professor, Behavioral and Social Sciences; Aaron Davis, Instructional design specialist, Educational Technology; Kris Burrell, Director of student services, Hostos CC.

The Hostos Online Learning Assessment (HOLA) survey was created by a team consisting of Hostos Community College faculty who teach online in both the hybrid and asynchronous modalities and Hostos Community College students. This survey was designed to assess students’ perceptions of their online learning experiences. The presenters will briefly discuss the survey design with most of the presentation focusing on the results of the survey and future research plans. During the Spring 2015 semester, the college offered 56 course sections in the hybrid modality and 30 courses in the asynchronous modality. The data collected will help us identify areas for professional development for faculty teaching online courses and workshops that focus on online student readiness. This study contributes to the literature on online learning assessment by focusing on urban community college students. The information collected will also help the faculty make meaningful changes that would enhance the student online-learning experience.
Say That One More Time: Flipping a Web Design Classroom
Catherine Braulio, Assistant Professor, Humanities, Hostos Community College.
Learning a new language requires familiarity with vocabulary, grammar, and sentence structure. Learning the markup language is no different. Media Design students at Hostos Community College often struggle with how to begin writing in this new language. Would students be more successful if class time were spent less on lecture and more on guided, hands-on HTML and CSS development? Would students gain more from a lecture if it were online and in video that they could watch and rewatch? Would flipping the classroom reduce the fear students face with this unfamiliar language and improve persistence in the class? This presentation explores the answers to these questions with the help of a Neapoor presentation.

Prospects for integrating iPad apps into the Anatomy and Physiology laboratory
Vasylchen Dushenkov, Assistant Professor, Natural Sciences, Hostos CC. Zvi Ostrin, Assistant Professor, Natural Sciences, Hostos CC.
For the past several years, we have been exploring the pedagogy of mobile device usage in the Anatomy and Physiology laboratory. This presentation discusses how, when properly incorporated into the learning design, digital technology becomes a powerful tool for active learning and for the retention of material. Additionally, the iPad apps enhance the laboratory experience by empowering students to visualize and manipulate anatomical structures in 3-D virtual reality while simultaneously giving them immediate access to information about the structures.

Distinctiated Instruction (Room B-82)
Relating via YouTube: How Video-Sharing in Media Courses Helps Students Express Knowledge, Culture, Politics, and Goals
Theresa Smokler, Assistant Professor, Communication Arts and Sciences, Bronx Community College.
Teaching introductory courses in mass communication at Bronx Community College often presents unexpected challenges. Many students who intend to major in Media Studies or Media Tech are still unfamiliar with the basic history and terminology of mass communication. However, our students love watching and sharing videos—music videos, clips from their favorite shows, viral clips, and even video-based expressions of American culture. Video-sharing can also be a tool for assessing and improving students’ media literacy skills. Finally, this communal process invites students to use their critical thinking and public speaking skills to engage in thoughtful debates about matters such as racism, sexism, homophobia, cultural values, and socioeconomic stratification. This presentation examines how cultural differences account for students’ differentiated responses to the videos that we share and explore in class.

Adopting Universal Design:Winning or Losing? (Room B-84)
RADio568: Connecting Ideas and the Community
LaGuardia Community College.
How does a mass media instrument fulfill the many needs of its audience? RADio568.com is a streaming Internet service with live broadcasts and podcasts. Primarily this media tool is used to support the Social Media and Justice successfully support student access. The presentation here will look at some innovative approaches facilitate collaboration between CUNY faculty, students, administrators, disability services providers, and libraries.

Differentiated Instruction (Room B-82)
Development of an Open Online Preparatory Course Textbook for Human Anatomy and Physiology
Camille Jackiw, Lecturer, Department of Biological Sciences, Bronx Community College. Maureen Gannon, Professor, Department of Biological Sciences, Bronx Community College.
This presentation briefly describes the process of writing an open preparatory course textbook, and making a digital version of it in Blackboard. Goals of offering an open preparatory course textbook and an online version of it are to increase students’ awareness on the challenges ahead, to increase their preparedness and confidence in success, and to improve their performance and reduce attrition. This presentation will also analyze a preliminary assessment of student participation and responses to the preparatory course, its use and usefulness, and future development.
why a certain object in their home is meaningful to them. The presentation analyzes how computer testing assesses each student response and places the student on an individual learning pathway until the maximal level is achieved. Furthermore, this presentation discusses how the standardized test results was tracked and assessed through the semester.

Adopting Universal Design: Winning or Losing? (Room B-84)
YouDescribe: Building Video Accessibility through Service Learning
Julia Miele Rodas, Associate Professor, English, Bronx Community College

This presentation reviews a free, crowd-sourced video description platform called YouDescribe. The presentation discusses its usefulness as an accessibility tool and contemplates a number of crucial factors for creating a video description assignment as a service-learning project. Also, the presentation addresses the tool’s usefulness for a community college composition course. In addition to the practical introduction, the presenter also reflects on pedagogical insights that grew out of the review process.

DifferenziationInstruction

YouDescribe: Building Video Accessibility through Service Learning

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In order to identify and support at-risk students, the Sophomore Year Initiative (SYI) introduced the S.T.E.A.R. System to Lehman College as a possible solution. This system is a web-based, early intervention, retention module that identifies at-risk students within the first 6 weeks of the semester. This presentation examines the strategies utilized and the existing approaches the Lehman Title V SYI program has championed to providing increased support to ‘at-risk’ students. The presentation provides details that highlight collaboration through faculty engagement, referral process and follow-up procedures.

Differentiated Instruction (Room B-85)
Concept Mapping in Clinical Rowland Ramdass, Allied Health, Hostos Community College

Faculty needs to prepare students to work in a continuously changing health care system. Nursing faculty are tasked with engaging student’s learning abilities; consequently, many pedagogies have been enacted to assist faculty and students in teaching and learning. Concept mapping offers a different method for teaching and learning. This presenter describes and discusses his experiences with implementing concept mapping into an evening medical surgical nursing course at a community college. A template and various students’ concept maps will be previewed. Also a rubric for evaluating these concept maps will be discussed.

Using Computer Adaptive Technology to Prepare for RN Licensure

Edward L. King, Associate Professor, Nursing, Hostos Community College; Kathleen Ronca, Nursing, Hostos Community College; Nieves Aguilara, Nursing, Hostos Community College.

In the Spring 2015 Semester, the three Nursing Professors teaching the graduating class coordinated their efforts to include Computer Adaptive Testing into the curriculum. This presentation analyzes how computer testing assesses each student response and places the student on an individual learning pathway until the maximal level is achieved. Furthermore, this presentation discusses how the standardized test results was tracked and assessed through the semester.

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You are invited to

BRONX edTech SHOWCASE 2017
Friday, May 5th
at Bronx Community College