Agenda

8:45 am – 9:30 am
Registration/Lite Breakfast & Greeting (North Hall Library)

9:40 am – 10:05 am
Concurrent Session I (North Hall Library)

10:10 am – 10:35 am
Concurrent Session II (North Hall Library)

10:40 am – 11:05 am
Concurrent Session III (North Hall Library)

11:10 am – 11:35 am
Concurrent Session IV (North Hall Library)

11:40 am – 12:05 pm
Concurrent Session V (North Hall Library)

12:15 pm – 1:00 pm
Interactive Lightning Session (Colston Hall Lower Level)

The Status, Present and Future of Online Education at CUNY
George Otte, Christine Mangino, Ediltrudys Ruiz & Luis Montenegro

1:00 pm – 1:15 pm
Welcome Remarks - College Presidents (Colston Hall Lower Level)

1:15 pm – 2:00 pm
Lunch (Colston Hall Lower Level)

2:00 pm – 3:00 pm
Keynote Address (Colston Hall Lower Level)

Putting Active Learning into Practice: Preparing Instructors to Integrate Active Learning Inside and Outside Their Classrooms

Jessica Brodsky, Learning Designer & Program Manager, Active Learning Institute, Center for Teaching and Learning (CTL), Columbia University

3:00 pm – 4:00 pm
Networking Social and Raffle Drawing (Colston Hall Lower Level)
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 in Spring, 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 Center for Teaching, Learning, and Technology at Bronx Community College is proud and excited to host the fifth edition of this initiative, a unique event that brings together colleagues from CUNY colleges and the Bronx IT community to illustrate their commitment to exemplary teaching and learning in the online, hybrid, and face-to-face environments. The past editions of the Bronx EdTech Showcase have brought together over 600 participants and offered more than 100 presentations, including lightening panels and engaging keynotes.

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

**Bronx EdTech Showcase Steering Committee**

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

Carlos Guevara, Director, Office of Educational Technology & CTL, **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**

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About The Showcase
Special Thanks to our 2017 Luncheon Sponsor

Onix
Housekeeping Notes:

**WIRELESS INFORMATION**
SSID: EdTech2017
Password: showcase (all lower case)

**PRESENTATION TIME MANAGEMENT**
Moderators will keep things moving
(THERE WILL BE 5 AND 1 MINUTE REMINDERS.)

**THE BREAK ROOM IS IN**
NEW LIBRARY ROOM 133
LUNCH WILL BE HELD IN COLSTON HALL, LOWER LEVEL
1:15 PM – 2:00 PM

**SMILE!**
ALL SESSIONS MAY BE PHOTOGRAPHED
(YOUR PRESENCE IS YOUR APPROVAL.)

**NEED ASSISTANCE?**
FLAG DOWN A GREEN SHIRT

**TECH SUPPORT**
AVAILABLE IN EACH PRESENTATION ROOM
(AND NL-124)

![Event Floor Plan Image]
Putting Active Learning into Practice: Preparing Instructors to Integrate Active Learning Inside and Outside Their Classrooms

Many studies highlight the benefits of active learning for student engagement and performance. Educational technology allows instructors to implement active learning strategies in new and exciting ways. In this context, faculty development can have many roles, including guiding instructors in the design of effective and appropriate active learning experiences, helping instructors make thoughtful choices about their use of educational technology, and encouraging instructors to reflect on their teaching practices. This session will examine a case study in faculty development for active learning, and use it as a jumping off point to identify guiding questions and evidence-based approaches for preparing instructors to intentionally select and meaningfully integrate active learning strategies inside and outside their classrooms.

Keynote Address

Learning Designer & Program Manager, Active Learning Institute, Center for Teaching and Learning (CTL), Columbia University

Jessica Brodsky is a Learning Designer at Columbia University’s Center for Teaching and Learning (CTL). She provides instructional design and project management for a number of the Center’s educational technology projects, including several MOOCs (Massive Open Online Courses). She is also the project manager for a team-led, multi-day Institute for faculty interested in increasing active learning and preparing to flip their courses. Additionally, she supports faculty redesigning their courses for hybrid learning, facilitates Center workshops on a variety of teaching and learning topics (including digital literacy), and is the learning designer liaison for Columbia University Arts & Sciences’ Natural Sciences Division. Prior to joining Columbia’s CTL, Jessica was the Digital and Online Learning Designer at Brown University’s Sheridan Center for Teaching and Learning. She received her B.A. in Science and Society from Brown University.
Interactive Lightning Session

The Status, Present and Future of Online Education at CUNY

This panel will examine the report and recommendations from the CUNY Online Task Force of CUNY Presidents appointed by Chancellor James Milliken. This conversation will provide the audience with an opportunity to learn about the challenges identified by this task force, as well as potential approaches to expand online education at CUNY.
Panelists

George Otte
University Director of Academic Technology/CUNY & Associate Dean for Academic Affairs, CUNY SPS

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. Last year 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.

Dr. Christine Mangino
Provost & Vice President of Academic Affairs, Hostos Community College

Dr. Christine Mangino is the Provost and Vice President for Academic Affairs at Hostos Community College. Having arrived at the college in 2004, Dr. Mangino has held numerous roles, as a professor in the Early Childhood Department, Unit Coordinator for Early Childhood Education, Chairperson for the Education Department, Director of the Teacher Academy at Hostos, the Associate Dean for Curriculum and Faculty Development and Interim Provost. While in the Education Department, Dr. Mangino helped develop their Early Childhood Education program to be offered completely asynchronous and has used numerous technologies while teaching both face-to-face and asynchronously.

Prior to Hostos, Dr. Mangino worked as an early childhood teacher and an elementary teacher with the New York City Department of Education and was an adjunct professor at St. John’s University, where she taught graduate courses, many that focused on learning styles. While she was in the doctoral program at St. John’s University, she was the recipient of a Doctoral Research Fellowship. Dr. Mangino conducted and published a meta-analysis of all the correlational research that has been conducted on the learning styles of adult learners. Since then, she has chaired doctoral dissertation committees for a number of doctoral students. Professor Mangino presents at national and international conferences on topics such as differentiated instruction and learning styles for teachers K-16, and is on the executive board for the International Learning Styles Network.
Ediltrudys Ruiz

Assistant Vice President, Information Technology, Lehman College

Edi Ruiz is an energetic professional with over twenty years of diversified knowledge and experience in providing information technology services and visionary leadership to the academic community. She is a passionate professional with an in-depth understanding of and commitment to public higher education which stems from her own personal experience as a first-generation college student. She bears witness to the transformational power of a college education not only for her own generation but also future generations.

In September 2015, Edi joined Lehman College as the Assistant Vice President for Information Technology, continuing her 16 year career in Information Technology at The City University of New York (CUNY). Prior to joining Lehman, Edi served as the Medgar Evers College Assistant Vice President and Chief Information Officer.

In 2000 Edi joined Bronx Community College, holding several positions with increased responsibilities.

She is the recipient of a MS Ed in Higher Education Administration; Master of Science in Business Computer Information Systems; and B.B.A in Accounting degrees from Bernard Baruch College, CUNY. She is also the recipient of the CUNY 2011 Ribaudo Award for Information Technology Excellence; the Bronx Community College 2012 “Extra-Mile” Award, and the CUNY 2013 Excellence in Technology Award for an Outstanding Project serving Students, Faculty, and/or Staff.

Luis Montenegro

Dean, Academic Affairs, Bronx Community College

Dr. Luis Montenegro has been a full-time member of the instructional staff at Bronx Community College since his initial appointment at BCC in 1998. He serves as the Dean for Academic Affairs in the Office of the Provost since February 2015. Prior to this appointment, he served as Interim Associate Dean for Curriculum and Faculty Development from October 2012 until August 2014. Prior to these appointments, he had been the Coordinator of the Mathematics, Science and Technology Division since 2006 and Chairperson of the Physics and Technology Department at Bronx Community College since 2005. Dr. Montenegro has oversight of the Office of Personnel Administration and Workload for the Division of Academic and Student Success and the Center for Teaching, Learning, and Technology.

Dr. Montenegro has extensive experience in curriculum development as a long-standing member of BCC’s Curriculum Committee, serving first a departmental representative and as an at-large member as Division Coordinator. Dr. Montenegro has also been Director of several grant funded programs, such as TechPrep, STEP and CSTEP. A native of Nicaragua, Dr. Montenegro immigrated to the United States in 1979. He attended public high schools in Los Angeles and attended Los Angeles Community College for two years. He obtained a Bachelor of Science degree in Physics from the Massachusetts Institute of Technology in Cambridge, Massachusetts, a Masters of Arts degree in Physics from the City College of New York, and a Ph. D. degree in Physics from the Graduate School and University Center of CUNY.
Mark Lennerton serves as Bronx Community College’s (BCC) director for the Center for Teaching, Learning & Technology (CTLT), the comprehensive center for faculty development activity at BCC. Mark previously held the position of a Master Instructor of Computer Science at the U.S. Naval Academy as a Marine Corps Major. He received his MS in Computer Science at the Modeling, Virtual Environments and Simulation (MOVES) Institute at the Naval Postgraduate School, and this, coupled with his two decade military training experience, has shaped his perceptions of the best practices in teaching and learning.

Special Thanks to our 2017 Registration Sponsor

eLumen
Connecting What's Possible
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<td>Jordi Getman-Eraso &amp; Kate Culkin</td>
<td>Registration / Break Room</td>
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<td>10:10AM - 10:35AM</td>
<td>Concurrent Session II</td>
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<td>Strengthening Support Services for the Online Learner</td>
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<td>Joseph Lathan, Alex Pereira &amp; Brian Nemeth</td>
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<td>10:40AM - 11:05AM</td>
<td>Concurrent Session III</td>
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<td>Virtually Disconnected? Student Self-Perceptions in Online Learning Contexts</td>
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<td>Concurrent Session IV</td>
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<td>Online/Hybrid Course Development: Flexibility, Quality and Support</td>
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<td>Towards a Predictive Model of Community College Student Success in Blended Classes</td>
<td>Are You Ready? A Cross-Campus Approach to a Unified Student Online Readiness</td>
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<td>Towards a Predictive Model of Community College Student Success in Blended Classes</td>
<td>Carlos Guevara, Kate Lyons, Mark Lennerton, Albert Robinson, Steve Castellano, &amp; Helen Keier</td>
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<td>Reexamining the Human Service Fieldwork Experience through a Hybrid Course Design</td>
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<td>Gregory Cobb</td>
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<td>2:00PM - 3:00PM</td>
<td>Keynote Address (Colston Hall Lower Level) Putting Active Learning into Practice: Preparing Instructors to Integrate Active Learning Inside and Outside Their Classrooms</td>
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<td>Jessica Brodsky, Learning Designer &amp; Program Manager, Active Learning Institute, Center for Teaching and Learning (CTL), Columbia</td>
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<td>3:00PM - 4:00PM</td>
<td>Networking Social and Raffle Drawing</td>
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## Schedule At A Glance

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<tr>
<td>1:30 pm to 3:00 pm</td>
<td>CUNY Commons Subcommittee Meeting (New Library Room 314)</td>
<td>New Library 134</td>
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<tr>
<td>3:00 pm to 5:00 pm</td>
<td>CUNY Committee on Academic Technology Meeting (New Library Room 314)</td>
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### New Library 136

- **Developing “Zero Cost Textbook Cost” Section for “Introduction to College Mathematics” Course**
  - Tanvir Prince

- **Designing and Delivering Courses without a Textbook - Using the Electronic Library and the Public Domain**
  - David M. Shapiro & Erika Arnone

- **Democratizing Access to Traditionally Arcane Historical Sources**
  - Anthony R. Stevens-Acevedo & Sarah Aponte

- **Making Science Sense: Using the interdisciplinary Science Forward OER to Promote Scientific Literacy**
  - Kelly L. O’Donnell, Lisa A. Brundage & Joseph Ugoretz

- **Unlocking the Power of No-Cost and Low-Cost Text-To-Speech Software for Literacy**
  - Dwight R. Kelly & Zhimin Xie

### New Library 137

- **Socializing Educational Spaces with Shared Input From Mobile Devices**
  - Jonah Brucker-Cohen

- **Hostos Online Learning Assessment (HOLA): Evaluation of Student Perceptions in Two Cohorts**
  - Kate S. Wolfe, Jacki DiSanto, Iber Poma & Wilfredo Rodriguez

- **Assessment Using Blackboard Mobile**
  - Rowland Ramdass & Ronette Shaw

- **Effects of Student Learning by Utilizing Hybrid Methodologies**
  - Frank Mercogliano & Steve Castellano

### New Library 141

- **Building the Digital Humanities Classroom: English Innovations in Multimodal Teaching and Learning**
  - Bret Maney, Paula Loscocco, Deirdre O’Boy & Jennifer Martinez

- **Can Flipped Classroom and Active Learning Methodology Replace Textbooks in Business Management Classes?**
  - Harini Mittal

- **Strengthening Media Literacy in Science**
  - Lisa Tappeiner & George Rosa

- **Flipping Threshold Concepts Using Technology**
  - Hisseine Faradj

- **Effects of Student Learning by Utilizing Hybrid Methodologies**
  - Frank Mercogliano & Steve Castellano
CONCURRENT SESSION I

9:40-10:05AM
{New Library 130}
A New Way to Read: Collaborative Textual Analysis on ePortfolio, Digital Literacy and Metacognitive Thinking
Jordi Getman-Eraso, Associate Professor; Kate Culkin; Associate Professor; History; Bronx Community College.

While students often believe that academic success is measured as the ability to regurgitate information conveyed by their professors, humanities professors aim to help students develop critical thinking skills and mastery of the analysis essential to the work of their disciplines. Bronx Community College (BCC) humanities professors have successfully addressed this disjuncture through the collaborative analysis of texts using the Digication e-portfolio Conversations tool. In this interactive presentation, BCC history faculty will involve the audience in a group analysis of a historical document to demonstrate how the participatory technology functions as well as its potential for engaging students in the epistemological foundations of the discipline that can empower them to develop metacognitive analytical skills. Presenters will also address how their scholarly research on the tool's effectiveness in achieving student learning outcomes opens a new area for the scholarship of teaching and learning in the humanities.

Deconstructing Grammar Concepts in ESL Using VideoScribe
Karin Lundberg, Associate Professor, Catherine Lyons, Associate Professor, Library, Hostos Community College; David dos Santos, Instructional Design Specialist, EdTech Department, Hostos Community College.

Instructors in developmental ESL often grapple with the persistent discrepancy in student grammar input and the uneven level of its correct application in their language use. The awareness of sentence boundaries, and the role clauses play within a sentence, are among the most common hurdles in ESL students’ linguistic progression. Multimodal literacy enables students to navigate the world using multiple forms of media. Students navigate between modalities and process information by absorbing multiple strands of intake simultaneously (Kress 2003). It therefore makes sense to tap into these readily available skills to illustrate more complex linguistic concepts. During the Fall 2017 semester a faculty member in the Department of Language & Cognition teamed up with staff in the EdTech Office to develop scribe videos to teach grammar concepts in an ESL course, using this multimodal literacy approach. VideoScribe is an application that makes it easy for users to create and share storyboard type movies, usually with a voiceover or other audio that accompanies the animation. The animation tends to be a series of graphics or words that are drawn or written, sort of a hybrid between a lecture-capture style video featuring PowerPoint slides, and an actual short movie. Because the animations rely heavily on animating written text, the technology matches well with ESL, where the focus of the content is on text. Students, in their language production, retrieve mental representation of a concept as audio-visual patterns rather than the written word. Additionally, creating audio-visual representations that are embedded in a familiar context (Blackboard and YouTube) offers cues to students that help to build and construct mental models of more abstract concepts. Presenters will discuss their experience creating two short scribe videos to help ESL learners with grammar concepts. They will also discuss students’ responses to using these videos in their coursework.

Developing “Zero Cost Textbook Cost” Section for “Introduction to College Mathematics” Course
Tanvir Prince, Associate Professor, Mathematics Department, Hostos Community College.

In the fall 2016, I participated in the initiative to develop a “zero textbook cost” section for MAT 100 (introduction to college mathematics). The section is completely developed and approved by the Lumen Learning and is offering in the spring 2017. This is developed using the “MyOpenMath” platform. “MyOpenMath” runs on the open source, providing free hosted use of this platform in support of free, open textbooks. The intent is to provide classroom use of the platform, without any required cost to students and to provide students self-study opportunities. In this presentation, I will demonstrate the use of “MyOpenMath” software in developing the course and some pros and cons of using the software. After the presentation, the audience will have some basic idea about the platform and will be able to start the process of developing their own course using the software. The audience are encouraged to bring a laptop if they want a hand on experience during the presentation.

Acknowledgement: I want to express my gratitude and thanks to Professor Jacqueline Disanto and Madeline Ford for giving me the opportunity to participate in this initiative.

Socializing Educational Spaces With Shared Input From Mobile Devices
Jonah Brucker-Cohen, Assistant Professor, Department of Journalism, Communication, Theatre & Dance, Lehman College.
This talk will discuss projects focusing on allowing large-scale collaborative input from people in shared spaces using data from the mobile devices such as cellphones and tablets. Beginning with an earlier project of mine called “SimpleTEXT” that encouraged mass contributions from people sending text messages from mobile phones to drive a public performance, I will expand on this project by introducing a new product I have launched called “Lively” that takes advantage of the ubiquity of mobile devices using browser-based output and WebGL visualizations of incoming text messages by large audiences. The project has been performed at a wide range of public spaces such as large conferences, public movie theaters, universities, performance spaces, and co-working spaces.

{New Library 141}

**Building the Digital Humanities Classroom: English Innovations in Multimodal Teaching and Learning**

Bret Maney, Assistant Professor, English Department, Lehman College. Paula Loscocco (Professor and Chair, English Department, Lehman College); Deirdre O’Boy (Lecturer and Assistant Chair, English Department, Lehman College); Jennifer Martinez (IT Assistant, English Department, Lehman College)

In Spring 2017, the English Department at Lehman College unveiled its Multimodal Learning Lab, a state-of-the-art networked smart classroom offering retractable virtual desktops, a sophisticated short-throw projector, interactive whiteboard, and presenter’s podium. The fruit of a collaboration among the English Department, the Information Technology Division, and the School of Arts & Humanities, the Learning Lab responds to key initiatives at Lehman and CUNY, above all, the strategic mandate to use our valuable and growing technological resources to promote student learning, digital literacies, and career readiness, and to support innovative, digitally-informed, and student-centered teaching. This panel reports on the design, funding, and implementation of the Multimodal Learning Lab. With an eye to best practices and lessons learned, panelists will discuss the creation of the networked smart classroom, a type of technology investment recently identified as a priority in Lehman College’s 2017-2018 capital budget request. The panel will also discuss teaching in the smart classroom. Current instructors will share how they and their colleagues are transforming traditional humanities learning objectives, goals, and pedagogy for an interactive, digital learning environment. Lastly, a 2016 Lehman graduate in computer science who is supporting instruction in the lab will discuss her role collaborating with professors and educating students about digital literacy.

{New Library 131}

**Teaching Nursing (and Other Traditionally Taught Courses) Online**

Kathleen Ronca, Assistant Professor, Nursing, Allied Health Department, Hostos Community College. Sarah L. Hoiland, Assistant Professor, Sociology, Behavioral and Social Sciences Department, Hostos Community College.

Nationwide, nursing is one of the few areas of study that has not fully embraced online learning. Many faculty are unsure of how to approach the process of converting courses to hybrid or asynchronous modalities. Students’ lack of online readiness has been shown to be a major roadblock for those who enroll in an online class for the first time and even for subsequent online courses, and this is particularly acute for urban community college students. Students in Hostos’s newly hybrid NUR228 course will have access through Blackboard to a host of course materials including chapter-specific PowerPoint presentations and NCLEX-based case studies. Converting the assessment in the F2F course to the online course includes the addition of weekly low stakes quizzes and collaborative study groups to the online module. Online integrity is maintained through the randomization of test questions and answers in the Blackboard environment. Blending both the traditional classroom-based F2F learning environment with the online learning environment will stimulate allied health students to delve deep into the subject material while having the ability to structure learning at their own pace over the seven-day class week. Hostos’s Online Institute provides a semester of best-practices workshops for online course developers struggling with the challenges of conversion. The
Hostos EdTech team and an experienced faculty mentor work together to provide wraparound support during development. The mentoring continues into the first semester that the course is being taught. The presenters will share the cross-disciplinary mentoring model as well as successes & challenges encountered during development.

**{New Library 133}**

**Screen in Your Hands (Nearpod)**  
Catherine Lewis, Assistant Professor, Humanities, Hostos Community College  
This presentation introduces Nearpod, an application teachers can use to create interactive mobile presentations. With Nearpod it’s possible for students to submit responses to polls, quizzes and other activities, in real-time, through any mobile device or PC/mac. Then, teachers can share the students’ results on an aggregate or individual basis. Students can join the NearPod presentation from anywhere, so the application can also be used for distance learning. Experience NearPod for yourself during this interactive session.

**{New Library 136}**

**Designing and Delivering Courses Without a Textbook - Using the Electronic Library and the Public Domain**  
David M. Shapiro, Assistant Professor, Department of Public Management, John Jay College.  
Erika Arnone, Adjunct, Department of Psychology, John Jay College.  
Many students cannot afford to purchase numerous textbooks that may cost hundreds of dollars each academic year. Also, the writing and presentation of ideas found in textbooks may not be ideally structured and presented for many students. Instructors have an empirical foundation of generalized and effective pedagogy to invoke; i.e., they know of better and less expensive ways to reach their students. The potential reservoir of course materials available electronically through the library or otherwise made available in the public domain or through agreements is a means from which course designers may create and student may learn holistically how the conceptual frameworks of so many academic courses are used in the professional world. The strategy presented in this workshop is to focus backwards: 1) discover reports summarizing relevant sets of concepts; 2) Deconstruct the reports and segregate the concepts into fundamental, intermediate, and advanced categories; 3) Direct the students to other reports (simpler or more complex, depending on their level of achievement) that clarify and deepen their understanding of the conceptual framework. Through computer and Internet-based technologies, instructors can cost-effectively empower students to access explanatory virtual documentation and manipulate digitally the materials in academic and professional problem-solving. Technological tools can inexpensively leverage their imaginations in a way that, while not entirely customized, allows them to demonstrate their understanding in their own way yet consistent with instructor expectations.

**{New Library 137}**

**Hostos Online Learning Assessment (HOLA): Evaluation of Student Perceptions in Two Cohorts**  
Kate S. Wolfe, Assistant Professor, Behavioral and Social Sciences, Hostos Community College.  
Jacki DiSanto, Assistant Prof., Education Dept., Hostos  
Iber Poma, Coordinator of Student Support, Educational Technology Dept., Hostos  
Wilfredo Rodriguez, Coordinator of Educational Technology, Educational Technology Dept., Hostos.  
We will discuss the Hostos Online Learning Assessment (HOLA) project. This is an ongoing assessment initiative which is evaluating online courses (including both asynchronous and hybrid courses) at an Hispanic-serving institution, so we will be presenting information from a survey of student perceptions of online learning across two fall cohorts, Fall 2015 and Fall 2016. We will discuss major findings from each cohort independently as well as trends across both cohorts. Students in 2015 perceived online learning equally as difficult as a face-to-face course, online courses were accessed from multiple locations using multiple devices, navigate Blackboard well, have favorable attitudes toward professors but find the course design to be poor. There is still an issue with almost one-third of these students unaware that they were enrolled in an online course. Our qualitative findings correspond to previous research that demonstrates three primary reasons for taking an online class: distance, scheduling, and ease. Other factors that were important for students enrolling in an online course were: flexibility, convenience, and efficiency. We found that only 8% enrolled because they expected the course to be easy. We expect student perceptions to be similar in the fall 2016 cohort. These perceptions are important to understand so we can build upon best practices and determine if students are ready to work in an online environment. We will discuss limitations to this research as well as future plans.

**{New Library 141}**

**Can Flipped Classroom and Active Learning Methodology Replace Textbooks in Business Management Classes?**  
Harini Mittal, Assistant Professor, Business and Information Systems, Bronx Community College.  
Students from generation Y--those who were born between 1980 and 2000--prefer to use technology to communicate, particularly through social media. Research studies reveal that this generation--comprising the bulk of students in higher education today--tends to be impatient, skeptical, blunt, and expressive. They are also generally tech-savvy and able to easily grasp new concepts. Fun and stimulation are key requirements to motivate them, and traditional teaching methodology--such as long-winded lectures, “traditional” homework assignments, and bulky textbooks--may not be very effective. The habit of reading is also fast declining in the 21st century. Active learning and flipped classroom methodology delivered via video and online homework, combined with application-oriented classroom sessions may better support these learners. Most research studies into the impact of this methodology in attainment of student learn-
ing outcomes across different disciplines have found it to be effective. Videos, online homework assignments, in-class quizzes, and active learning activities have been used in finance and business classes at Bronx Community College since Fall 2016. It has been observed that this methodology enhances learning when students are held accountable through graded follow-up work in the classroom. The in-class activities ensure experiential learning and make classes fun and stimulating for the students. A lot of ground is covered without hampering student confidence. This methodology also has the potential to eliminate the need for traditional textbooks, saving students money.

**CONCURRENT SESSION III**

10:40-11:05AM

*New Library 130*

**Virtually Disconnected? Student Self-perceptions in Online Learning Contexts**

Eralinda L. McSpadden, Assistant Professor, Social Sciences Department, Bronx Community College.

Students take fully online courses for various reasons, ranging from time constraints that keep them from attending classes in person, to feeling that the structure and ease of access of an online class might make participation somehow less difficult than attending a physical classroom. It is unclear if students weigh their understandings of themselves as thinkers and learners in making these decisions, or if their extant perceptions of themselves play any role at all. The purpose of this research is to explore whether the self-perceptions of students are not only relevant to overall online course performance, but also to positive or negative student experiences of those courses. Students in online course sections were asked to reflect on and respond to questions about self-perceptions related to study habits, self-motivation, self-discipline, communication, learning style, and adaptability. Qualitative analysis of student answer data produced convergent themes that provide new insights about the experience of being a students in online courses.

*New Library 131*

**Striking the Balance: Mobile Devices in the Classroom.**

Vyacheslav Dushenkov, Assistant Professor, Natural Sciences Department, Hostos Community College.

Zvi Ostrin, Assistant Professor, Natural Sciences Department, Hostos Community College.

Mobile devices have become ubiquitous in everyday life, and are touted and implemented for classroom use in just about every academic discipline. When properly incorporated into the learning design, mobile devices can become a powerful tool for active learning and student-centered pedagogy. There are, however, challenges involved in the successful implementation of such technology into a curriculum. Mobile devices in the classroom can be either a destructive factor or a constructive opportunity for student engagement. Panelist will offer insights based on several years of experience in implementing mobile devices within the science laboratory, and invite participants from all disciplines to discuss their own positive or negative experiences with mobile devices in the classroom.

*New Library 133*

**Are You Ready? A Cross-Campus Approach to a Unified Student Online Readiness**

Carlos Guevara, Kate Lyons, Mark Lennerton, Albert Robinson, Steve Castellano, Helen Keier

After researching multiple approaches to preparing students for online learning, the EdTech Office at Hostos Community College opted to leverage the environment that all students will use for online learning: Blackboard. The EdTech Office developed an online course in Blackboard that explains to students the basics of their new learning environment, how to find help during their online courses, and discusses the time-management skills they will need to succeed. Students enrolled in online courses have been completing this tutorial for almost two years at Hostos, and the course is now in the process of rolling out to other CUNY campuses. More information is available online at: http://commons.hostos.cuny.edu/online/students/are-you-ready/.

The presenters will demonstrate the Are you Ready? Student Online Readiness Assessment Course and present initial findings gathered from the students who completed the course. Since the initial pilot in Fall 2015, over 600 students successfully completed the Are You Ready? online course. The presenters will also discuss their experience collaborating on the project, widening the scope to include multiple CUNY campuses (Bronx Community College, Lehman College and John Jay College).

*New Library 136*

**Democratizing Access to Traditionally Arcane Historical Sources**

Anthony R. Stevens-Acevedo, Assistant Director, CUNY Dominican Studies Institute (housed at CCNY)

Sarah Aponte, Chief Librarian, CUNY Dominican Studies Institute.

Between 2013 and 2016, the CUNY Dominican Studies Institute (CUNYDSI) launched two digital platforms that contribute greatly to bridging the gap (or breaking the walls) between scholars, students, and interested members of the larger public, on the one hand, and archival sources about the early centuries of formation, during the sixteenth century, of what are today the Dominican Republic and the Dominican people, on the other. One, “The Spanish Paleography Digital Teaching and Learning Tool” (www.spanishpaleographytool.org) is devoted to teaching its users, at their own pace, how to decipher and read the various (and frequently cumbersome) handwriting styles prevalent in the hundreds of thousands of archival documents from the Spanish-language world of the 1500s that have made it into our times. The other, “First Blacks in the Americas / Los primeros negros en las Américas” (www.firstblacks.org; www.primerosnegros.org), is a fully bilingual (English and Spanish) platform that presents overviews of, and a unique collection of archival documents about, the lives of the first inhabitants of black-African ancestry to reside in the Americas during
modern times, and for whom a written historical record has survived in the archives: the black population that arrived first in what is today the Dominican Republic since 1492 and onwards. Both sites have been constructed by teams that brought together, during long months of planning and construction, scholars and students from CUNY DSI as well as CUNY colleges, respectively, many of them immigrants or children of immigrants.

{New Library 137}

**Building Community with the CUNY Academic Commons**

*Luke Waltzer, Acting Co-Director, CUNY Academic Commons; Director, Teaching and Learning Center, Graduate Center*

*Lisa Rhody, Acting Co-Director, CUNY Academic Commons; Deputy Director, Digital Initiatives, Graduate Center*

*Michael Branson Smith, Director of Special Projects, CUNY Academic Commons; Associate Professor of Communications Technology, York College*

*Paige DuPont, User Experience Specialist, CUNY Academic Commons*

*Stephen Real, Project Manager, CUNY Academic Commons*

Members of the CUNY Academic Commons team will present how the Commons is being used to build community across CUNY, and especially across the three Bronx Campuses. They’ll also present updates on selected CAC research initiatives, special projects, this year’s development priorities, and the launch of a new version of the Commons in a Box platform, built collaboratively with the OpenLab team at New York City College of Technology.

{New Library 141}

**Strengthening Media Literacy in Science**

*Lisa Tappeiner, Associate Professor, Library Department, Hostos Community College.*

*George Rosa, Multimedia Specialist and Biology Instructor, Hostos Community College.*

“Today, it is difficult for many readers of online information to distinguish scientific evidence, serious journalism, or informed opinion from publications with the sole purpose of supporting a political point of view and encouraging inflammatory reactions. All kinds of information, both facts and alternative facts, appear on professional-looking websites with catchy graphics and attention-grabbing headlines. Moreover, in a context where readers’ comments are prominent, unfiltered, and entertaining to read, it is as easy to be persuaded by social media’s reactions to a piece of online writing as by the strength of an argument and its supporting evidence, the reputation of a publication, or an author’s credentials. In this chaotic information environment, what kinds of strategies can we use to prepare our students to consume media wisely and make informed decisions, both as professionals and citizens?

Research shows that students are coming to college unprepared to critically evaluate information sources at a time when these skills are increasingly essential. A librarian and a biology instructor will team up to discuss the current state of research on college students’ media literacy skills and investigate strategies to address this lack of preparedness. In particular, they will discuss specific approaches to teaching about science and resources that can help build subject knowledge as well as critical evaluation skills. Participants will leave this session with new teaching ideas and a list of activities and resources that can be used to support media literacy in the classroom.

**CONCURRENT SESSION IV**

**11:10-11:35AM**

{New Library 130}

**Online/Hybrid Course Development: Flexibility, Quality and Support**

*Ruru Rusmin, Interim Director, E-Learning Center, Borough of Manhattan Community College.*

As online education expands at CUNY it is imperative to foster a flexible approach to the development of online and hybrid courses while maintaining high standards of quality, so that both faculty and students have a successful experience. To this end, Borough of Manhattan Community College’s E-Learning Center accommodates faculty at all levels, from those who have extensive experience teaching online to those who have none, but expects that they all produce excellent course content and assess their courses with a quality assurance rubric. Experienced faculty are interviewed and receive individual support specific to their needs. Novices participate in a 10-week program to develop a specific course approved by their chair, facilitated by instructional designers using a hybrid course in Blackboard. Faculty are students in the course, which exposes them to commonly used tools like VoiceThread, Collaborate, blogs, and journals, as well as providing a clear understanding of the student perspective. The training course emphasizes instructional design principles including effective course design, content presentation, communication and engagement, alternative methods of assessment and evaluation, and integration of technology resources, while participating faculty develop their specific course plans and content at the same time. Before any course—whether developed by an experienced or novice developer—is opened for registration, it is reviewed by the faculty, the instructional designers, and departmental chair using a campus-created rubric. During the development and implementation phases, faculty are supported by the E-Learning Center’s instructional designers and other staff, as well by other online faculty, particularly in the same department. A more formal faculty mentor aspect during the first semester of implementation is being planned for the program. BMCC has evolved its course development model over the last 15 years, leading to a program that has developed more than 300 courses and trained almost 200 faculty. This presentation will cover specifics of how the E-Learning Center supports varying levels of faculty experience, the 10-week hybrid course modules, the quality assurance rubric, and plans for peer mentorship, and are encouraged to discuss and share their own campus programs for online course development.
Toward a Predictive Model of Community College Student Success in Blended Classes

Edward Volchock, Associate Professor, Business Department, Queensborough Community College.

By the fourth week of each semester, faculty teaching 15 blended or hybrid sections of Introduction to Marketing and Marketing Research courses at Queensborough Community College are provided access to results of a retrospective study evaluating early semester predictors of whether or not their students will successfully complete their courses. Success is defined as receiving a grade of C- or higher. In this study, seven variables are considered: gender, degree sought, students’ academic level, attendance for the first four weeks of face-to-face classes, scores on orientation extra credit assignments, grades on the first quiz, and grades on an early semester reflective essay. Logistic regression is used to evaluate the power of seven variables to predict successful course completion. Results show that completion of optional extra credit assignments offered during the first two weeks of the semester and performance on the first quiz are significant predictors of successful course completion. These results suggest that students’ self-regulation skills, or learning presence in the Community of Inquiry model, are strong predictors of student success. A faculty-based model like the one presented here can help faculty enhance their students’ chances of success by highlighting factors that predict successful course completion early in the semester.

This Is Not a Game: Playing Monopoly to Learn about Real-World Social Inequality

Devin T. Molina, Assistant Professor, Social Sciences Department, Bronx Community College.

Active learning strategies like game playing have been shown to have many important benefits to student learning: they democratize the classroom, they connect class content with every-day practice, they can improve student performance and retention, and students report being more interested and engaged. This paper describes a modified version of the household game Monopoly that simulates unequal income and wealth distributions in the United States and how that impacts social mobility. As students “play to win” they also experience some of the barriers to forming a class consciousness that Karl Marx describes, specifically false consciousness. Combined with class discussion after the game and the assignment of an essay requiring the students to connect their game experience to sociological concepts, the game aims to help students better understand sociological concepts and their real-world implications. A summary of the experience of students from an Introduction to Sociology class (N=27) and the discussion that followed is presented to show how students connect the game to their learning and to real-world social inequality. Assessment data about which sociological concepts students connected to their game experience as well as connections made to everyday experience show whether students make connections between the activity and their learning and to real-world scenarios. Selections from the essays are further analyzed to illustrate the students’ depth of understanding and application of the game to their learning. The paper is concluded by offering suggestions for using the activity in hybrid and online classes as well as ways to use the activity for other lessons in sociology and other disciplines.

Making Science Sense: Using the Interdisciplinary Science Forward OER to Promote Scientific Literacy

Kelly L. O’Donnell, Director of Science Forward, Macaulay Honors College, CUNY.

“Lisa A. Brundage, Director of Teaching, Learning, and Technology, Macaulay Honors College, CUNY
Joseph Ugoretz, Senior Associate Dean of Teaching and Learning, Macaulay Honors College, CUNY”

For too long undergrad science education has taken the form of sage-on-the-stage lectures and memorization of facts that are regurgitated and then forgotten. Little time is spent exploring what science is and what it means to be scientifically literate. The Science Forward (SF) OER was created to give instructors access to freely available videos, syllabi, and lesson ideas that help promote scientific literacy in the classroom. The SF OER (http://cuny.is/scienceforward) matches each professionally-produced video with ideas for activities and readings that can be customized to cater to the student population. These materials are ideally suited for an active, flipped classroom where classroom time is used to practice scientific thinking skills including interpreting graphs, analyzing data, making evidence based arguments, designing experiments, etc. Our main learning goal is to get students to hone these skills, which allows them to be informed producers, consumers, and evaluators of scientific information. The SF OER can be used in its entirety or as individual modules on specific subjects. The modules can also be used in non-science courses to provide background information where relevant. Many modules feature topics with broad appeal such as evolution of viruses, climate change, and feeding the world.

Our presentation will introduce the SF OER and demonstrate how we pair videos with activities to get our students thinking like scientists. We will discuss how professors from different disciplines can utilize a common resource. We will show a sample video and break into groups to brainstorm ideas for other lessons for different populations and environments. We will conclude by reconvening to share ideas.

Assessment using Blackboard Mobile

Rowland Ramdass, Assistant Professor, Allied Health Department, Hostos Community College.

Ronette Shaw, Assistant Professor, Allied Health Department, Hostos Community College.

Mobile testing through the Blackboard app was implemented during the fall 2016 semester at Hostos Community College in two RN and LPN nursing courses. The main objective for implementing this activity was to determine whether students prepared for lecture by reading their textbooks. Blackboard allows instructors to create assessments using
the mobile app which students can download on their cell phones or tablets. Once class begins and attendance is taken, the assessment is open and student can take a ten question quiz on the assigned material. This activity is worth one percent of their grade and a total of 12 assessments are assigned during the semester. Implementing this type of technology has major benefits including ease of grading and analysis, enables provide instant feedback and clarification of material, promotion of engagement among digital native students. Disadvantages included: need for strong and reliable wireless connection and the need for students to have accurate login credentials for Blackboard. During this presentation we will demonstrate how to create and administer this type of assessment and discuss the use of Blackboard to assess overall class performance.

Flipping Threshold Concepts Using Technology
Hisseine Faradj, Assistant Professor, Social Sciences Department, Bronx Community College.

This project focuses on improving the student learning outcome by integrating classroom and home learning environments into a continuous whole. The pedagogical model of the flipped classroom reverses lecture and homework distinctions. Accordingly, each course module assigns a prerecorded video lecture delivered via Blackboard Collaborate technology. Students can access and replay the lesson at home at a convenient time. Conversely, classroom time is devoted to discuss homework questions and for class discussion. The weekly course modules feature the threshold concepts in each textbook chapter, which are clearly stated and crystalized during the home video lecture. The threshold concepts technique enhances understanding and absorption of core concepts, thus improving the student learning outcome. I plan to measure the results of the project by running two courses of POL 11 (Introduction to American Government) and two courses of SOC 11 (Introduction to Sociology) in the Spring 2017 semester; one of each type of courses will be flipped while the other will be traditionally taught. The students’ performance and success will be majored by comparing quizzes and examinations scores that are based on the course learning outcomes. Moreover, students’ attendance and retention rate will be monitored and majored to determine the effectiveness of this pedagogical approach. I will run the same experiment in the Fall 2017 semester to compare outcome data.

CONCURRENT SESSION V

11:40-12:05PM

Reexamining the Human Service Fieldwork Experience through a Hybrid Course Design
Gregory Cobb, Assistant Professor, Social Sciences Department, Bronx Community College.

This workshop will examine the role of culturally sensitive pedagogical philosophy in the development of a Human Service Fieldwork Hybrid Course. It will share the process of developing and designing a course to meet the diverse sociocultural needs of students enrolled in the Bronx Community College A.A.S Human Services Degree program, while maintaining the traditional framework of a fieldwork seminar course. Emphasis will be placed on how theories related to trauma and sociocultural context shaped the pedagogical philosophy and how technology was used to better assess the transfer of knowledge from classroom to student fieldwork experiences. Attendees will be introduced to the classroom strategies utilized in the assessment process that resulted in improved student outcomes such as the timely submission and quality of assignments, increased class participation, and increased opportunities for self-reflection on student personal growth and development.

Navigating Your Campus with Google Maps!
Michael Sliwka, Geospatial Engineer, Onix Networking (Google Partner).
Derek Imes, Account Manager, Enterprise Mapping, Onix Networking

“Picture an anxious student stumbling around an unfamiliar building trying to find a professor’s office (“room 345-56”). Add to that a guest lecturer who is 10 minutes late to a lecture, because he got lost on his way to the auditorium and you have an everyday scenario at universities around the globe. By offering a digital indoor wayfinding solution, you can improve everyday life for both students and staff. MapSindoors, built on Google Maps, makes the transition from outdoor to indoor navigation completely seamless. Students and staff can get a route directly from the comfort of their home to any point of interest on campus, anything from the nearest parking lot to a classroom or a specific vending machine.

Every semester, new and current students face the same challenges: changing lecture plans, locating classrooms or even just finding the nearest printer. A digital indoor wayfinding, ensures that students and visitors have a great first impression of your university and makes you as proactive and modern as the world we live in. With a combined outdoor to indoor navigation platform, you do not have to go through the costly effort of replacing all signs throughout the campus on a regular basis. A digital university wayfinding solution such as MapSindoors is easy and highly cost-effective to keep up-to-date.

Connection What’s Possible: Moving Assessment Beyond Accreditation
Joel Hernandez, CEO, eLumen, Inc.

Designing curriculum to support student success and engaging students in their own assessment are key features of next generation learning. eLumen’s model can satisfy growing compliance mandates for accreditation and program review while also laying the groundwork for badging, co-mediation strategies, and other competency-based learning ap-
proaches. By making assessment a transparent, sustainable process eLumen institution's can “Connect What’s Possible.

Unlocking the Power of No-Cost and Low-Cost Text-To-Speech Software for Literacy

Reading proficiency is a key skill required for success in post-secondary education. However, for many reasons, different populations of college students reach higher education without grade-level proficiency. These include students with diagnosed or undiagnosed learning disabilities, English language learners, and students who have experienced educational disadvantage. Research has shown that text-to-speech (TTS) software has been effective at helping English language learners, learning disabled students, and other poor readers improve and compensate for weaknesses in vocabulary, decoding, spelling, and reading fluency. While students with learning disabilities typically have access to specialized TTS software such as Kurzweil 3000, this software is costly and not generally available to students without diagnosed disabilities. However, many smart devices and computers have built-in TTS capabilities or can run no-cost or low-cost TTS apps. This technology has the potential to be beneficial to many different populations of non-proficient readers using the smartphones and other devices they use.

This session will introduce participants to TTS technology on Apple, Android and desktop devices, discuss the implications of its use, and provide examples of best practices for implementing the technology relative to different student populations. This presentation is applicable to student support professionals working in such areas as student disability services, writing centers and TRIO Programs. It is also relevant to instructors teaching students who struggle to read course-level materials, including those teaching developmental reading courses.

Effects of Utilizing Hybrid Methodologies on Student Learning
Frank Mercogliano, Adjunct Instructor, Sociology Department, Lehman College. Steve Castellano, Director, IT Center, Lehman College.

Video presentations accompanied by PowerPoint notes are very effective when it comes to student learning. They provide a convenient way for students to view their professor explaining course content. Note taking is enhanced as the professor introduces new concepts throughout the video lecture while students watch and document key information. These video lectures are relevant to both class readings and discussions that have come up during face to face class meetings. Students are allowed the opportunity to ask questions whereby the professor can reply with a video within a reasonable time frame. Students in hybrid sociology classes at Lehman College have been very engaged by audio lectures, which are uploaded to the course site in Blackboard. This is supplemented by notes uploaded to a content area called “classroom notes.” Feedback has been consistently positive, with students saying that the recorded lectures help them do well on exams because the recorded lectures cover a lot

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Mr. Ronald Bergmann, Vice President and Chief Information Office, Lehman College

Keynote:
Jessica Brodsky
Learning Designer & Program Manager, Active Learning Institute, Center for Teaching and Learning (CTL), Columbia University

Special Presenters:
George Otte, University Director of Academic Technology/CUNY & Associate Dean for Academic Affairs, CUNY SPS
Christine Mangino, Provost & Vice President of Academic Affairs, Hostos Community College
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